

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Longcause School
Pupils in school	115
Proportion of disadvantaged pupils	57 (48 FSM, 6 service, 3 adopted)
Pupil premium allocation this academic year	£56,045
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	July 2022
Statement authorised by	Anne Hutchinson
Pupil premium lead	Trudi Skinner
Governor lead	Fred Jenkins

## Disadvantaged pupil barriers to success

1. Safeguarding
2. Healthy lifestyle
3. Mental health
4. Positive relationships in school
5. Engagement in learning
6. Intervention measures
7. Self regulation
8. Transitions
9. Communication and interaction
10. External / environmental factors

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Attainment in English through RWI roll out	Pupils will improve their reading, spelling, comprehension and handwriting through this	July 2022

	programme. Progress will be tracked termly and measured against individual starting points.	
Impact of interventions	Individualised interventions to be measured using baseline assessments for academic as well as SEMH and/or language skills	July 2022
Effectiveness of MTP by subject leaders SoW	Clear progression mapped out through the school across all subjects. Drop ins, observations, progress data and books will show evidence of progress	July 2022

### Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Behaviour incidents/ positive relationships	Less exclusions Improved social interactions at break and lunches Less disruption to the learning in the classroom	July 2022
Group work and not always 1:1 provision	Through high quality teaching and CPD focussed on Rosenshine's principles, evidence will be seen in	July 2022
Travel training for older pupils - preparing pupils to be independent in travelling (walking/bus) around local area and beyond	A particular focus on year 11s needing the use of public transport.  Daily mile - encourage all pupils to engage with this in the local area.	July 2022
Extra curricular activities including residential/ overnight opportunities incl. D of E, Jubilee Challenge, residentials, clubs, community clubs	All PP pupils will have engaged in at least one club or extra curricular activity throughout this academic year.  Pupils will improve their social interactions and relationships with other pupils.	July 2022

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Training TAs
Priority 2	Planning overhaul to support improvements to teaching and learning incl subject leaders providing SoW as MTP
Barriers to learning these priorities address	Time for CPD opportunities and to reflect and develop shared approaches to including them in current provision Improved teaching and learning provision Increased understanding and awareness of how pupils learn
Projected spending	£25,002
EEF Toolkit measures (including impact on learning in months)	Individualised instruction (+3) Mastery Learning (+5) Phonics (+4)

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Total communication Phase development as a targeted curriculum for those pupils below our formal pathway
Priority 2	Intervention programme – tracking and monitoring impact
Barriers to learning these priorities address	Meeting the needs of individual pupils Curriculum provision accessible for all Increased communication and interaction
Projected spending	£2000 for intervention programmes Makaton training for staff £1702
EEF Toolkit measures (including impact on learning in months)	Oral language intervention (+5) Social and emotional learning (+4)

### Wider strategies for current academic year

Measure	Activity
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Priority 1 - improved understanding of behaviours	<ul style="list-style-type: none"> <li>• Training to be delivered on PACE and the explosive child.</li> <li>• CPI instructors to continue to provide CPI training for those staff that need it annually.</li> <li>• The Positive Relationships Team to continue to be developed. Team to be trained to support classes in managing behaviour and building positive relationships across the school.</li> <li>• Positive Relationships Team to begin to deliver training within phases.</li> <li>• Support from the OT to develop our teams</li> </ul>
<p>Priority 2 - social communication</p> <p>To provide pupils with a range of experiences and opportunities to develop their social communication skills</p>	<ul style="list-style-type: none"> <li>• Family breakfast on a weekly basis to improve communication skills</li> <li>• Improved social interaction through engagement with activities such as fencing, street dancing.</li> <li>• Beach school leader and forest school training for a member of staff.</li> <li>• Development of the forest school area so pupils can access it.</li> <li>• Forest school sessions</li> <li>• Resources for forest school</li> <li>• Input from Nature Friendly Schools for all staff and with groups of pupils.</li> <li>• Access to BEES and Support'ed.</li> <li>• Opportunities to access provision from BEES and Support'ed to develop resilience offsite and in the community.</li> <li>• Offsite trips</li> <li>• D of E opportunities for KS4</li> <li>• Swimming beyond our statutory offer</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Being ready and willing to engage with learning</li> <li>• Having their SEMH needs met prior to learning</li> <li>• Improving their mental health and well being</li> </ul>
Projected spending	<p>£1900 family breakfast</p> <p>£1482 Fencing</p> <p>£1755 Street Dancing</p> <p>£5700 Swimming</p> <p>£1900 BEES</p> <p>£6,046 Support'Ed</p> <p>£10,260 Occupational Therapist</p>

EEF Toolkit measures (including impact on learning in months)	social and emotional learning (+3)
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### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	New DH focus on T&L Cycle of CPD opportunities built in at beginning of year using 2.30 slots Regular monitoring by SLT built into each week
Targeted support	Enough time to plan and deliver new programme interventions and new curriculum pathway for Phase 1	Time off timetable to plan in teams MTP SoW by Subject leads RWI training Intervention timetable and impact measures
Wider strategies	Lack of engagement by pupils and parents	Support through the Welfare team

### Review: last year's aims and outcomes

Aim	Outcome
Improve language skills for pupils in receipt of pupil Premium funding	<ul style="list-style-type: none"> <li>• Language and communication a focus for pupils</li> <li>• PECS training provided for all staff and used within classrooms</li> <li>• Makaton training given to more staff and used widely across the school</li> <li>• Reading systems developed and daily individual reading happening within classrooms</li> <li>• Daily storytime implemented in classrooms</li> </ul>
Engage families in pupil learning and education and help to develop their understanding of their role in their child's education and achievement both	<ul style="list-style-type: none"> <li>• Families engaged in remote learning during COVID.</li> <li>• Family Zoom, discussing pupil progress.</li> </ul>

academically and personally. Family team involvement to support families in this.	<ul style="list-style-type: none"> <li>• Seesaw: families engaged in giving feedback on learning.</li> <li>• Meetings with families</li> <li>• Subject specific material shared with families to identify priorities in different subject areas.</li> <li>• Family Team support: phone calls, home visits, support with Year 11 transitions, referrals etc.</li> </ul>
Provide access to a range of physical and OT options to support pupil development across all areas.	<ul style="list-style-type: none"> <li>• OT coming in weekly</li> <li>• All therapy plans reviewed and implemented for all pupils</li> <li>• Rebound therapy implemented</li> <li>• Cycling intervention implemented</li> <li>• Swimming for all pupils</li> </ul>
Develop and extend the personal development of pupils in receipt of Pupil Premium funding focusing on their understanding of 'self'	<ul style="list-style-type: none"> <li>• Social communication training provided to staff.</li> <li>• Focus on 'self' through curriculum subjects e.g. RE, Social Communication, LLfL etc.</li> <li>• Opportunities to access external agencies to develop awareness of self as well as resilience, growth mindset etc.</li> <li>• Access to counselling where appropriate.</li> <li>• Focus on healthy lifestyles, positive mental well-being etc.</li> </ul>
Provide a range of experiences and rich curriculum offer to support the application of core competencies in a range of contexts within and beyond the classroom	<ul style="list-style-type: none"> <li>• Beach school leader and forest school training for a member of staff.</li> <li>• Development of the forest school area so pupils can access it.</li> <li>• Forest school sessions</li> <li>• Resources for forest school</li> <li>• Input from Nature Friendly Schools for all staff and with groups of pupils.</li> <li>• D of E opportunities for KS4.</li> <li>• Access to BEES and Support'ed.</li> </ul>
Provide pupils in receipt of Pupil Premium funding with a range of educational	<ul style="list-style-type: none"> <li>• Opportunities to access provision from BEES and Support'ed to</li> </ul>

<p>experiences beyond the classroom to support engagement with learning, resilience and problem solving as well as developing their personal development</p>	<p>develop resilience offsite and in the community.</p> <ul style="list-style-type: none"> <li>• Offsite trips</li> <li>• Forest school</li> <li>• D of E opportunities for KS4</li> </ul>
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