



Pupil Premium Strategy Statement

Context

This report includes all areas within the DFE recommended pupil premium strategy statement primary template.

Pupil premium continues to be awarded by the government for pupils (Year R to 11) that fall into the following groups with the current financial values of:

- Students in receipt of free school meals or post LAC (previously Looked After Children)
Primary £1,320, Secondary £935

An additional premium has been introduced for students whose parents are currently serving in the armed forces.

- Service students £300

Looked after Children (now referred to as Children & Young People in Care or CYPiC) receive an additional £1,800 although the Local Authority in which the students resides maintains their funds and allocates the funds according to their own arrangements.

Schools are free to spend the Pupil Premium as they see fit but are responsible for its use to ensure the spending impacts on narrowing the disadvantage gap. The Government believes that Pupil Premium is the best way to address the underlying educational inequalities between children eligible for free school meals and non-free school meal pupils. The same applies to the other groups in relation to equality. The governing body is responsible for the outcomes on achievement of the use of this funding.

Pupil Premium Strategy Statement

School Overview

Rationale

Penn Fields is determined that all students are given the best possible chance to achieve their full potential through the highest standards of teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium Funding (PPF) should be available to all students within school who we know to be disadvantaged and vulnerable. The school considers the best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the students.

Strategy

We have a clear, strategic tiered approach for Pupil Premium Funding provision, which focuses on the following:

Teaching (focus on high quality teaching, assessment for learning, leading practice, continuous professional development, NQT programme)

Targeted academic support (structured interventions, focused teaching)

Wider strategies (enriching opportunities, providing positive behaviour management and supporting social, emotional and mental health)

Metric	Data
School name	Penn Fields School
Pupils in school	172
Proportion of disadvantaged pupils	70
Pupil premium allocation this academic year	£84,520
Academic year or years covered by statement	2019-2020
Publish date	18.11.19
Review date	July 2020
Statement authorised by	Laura Thackaberry
Pupil premium lead	Nicky Payne
Governor lead	Isabel Woods

Main Barriers to Success

The most significant barriers to pupil progress relates to a number of internal and external factors which can include;

- Students have severe and complex learning needs, with multiple levels of challenges to their learning.
- Many students have difficulties with communication & expressing their needs, which includes limited expressive & receptive language & social interaction.
- Challenges at home; behaviour, parenting needs; eating & sleeping issues.
- Emotional & well-being needs, e.g. anxiety, attachment issues & self-harm.

In addition;

- Improving teaching and learning to ensure the highest standards and expectations are achieved to enable students to make the best possible progress.
- An assessment tool that can clearly and systematically assess the progress of all students encompassing students functioning at P2 through to students at the higher end of the National Curriculum levels who attain GCSE grades D-E.

For all pupils, their progress is maximised through the personalised approach of the provision, the excellent resources, the expertise of staff supported by training and partnership working with parents/others.

Pupil premium funding supports the extension as detailed within this report.

Strategy Aims for Disadvantaged Pupils - Academic Achievement

Aim	Evidence of impact	Target date
Improve the structure & quality of phonics teaching through the introduction of Read, Write, Inc (Ruth Miskin)	50% of pupil premium pupils making expected progress in phonics (according to their flight path on SOLAR).	July 2020
Improve the process of learning through introducing SOLO Taxonomy (structure of observed learning outcomes) into the classroom.	Evidence will show teaching staff applying the model in their classroom, with a minimum of 50% of students within the classroom beginning to classify their learning outcome.	December 2020 Part of a longer term plan of school improvement.

Specialist Learning Agreement - Silver Level Package to provide specialist support for teaching / support staff to enable in-depth assessment and targeted intervention for students with literacy difficulties,	Intervention program shows an improvement of 50% in reading, writing & spelling.	July 2020
Provide professional development to support the introduction of an intervention program to secure understanding in mathematics.	Intervention program to raise mathematical attainment. Accelerated progress shown in pupil progress meetings.	July 2020
Provide CPD for SLT (Senior Leadership Team) on Effective Classroom Observation	A program to provide leadership team with increased skills to observe lessons, analyse pupil's work & make secure judgements.	December 2020 Part of a longer term plan of school improvement.

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

Measure	Activity
Provide a highly structured & specialist provision within school, led by Level 4 TLSA's.	<p>Learning Base</p> <p>The development of a specialist base for 2 – 3 students with severe, complex learning and/or emotional & mental health needs. These students will have been identified by SLT/primary team as unable to successfully manage within their classroom and require a greater level of individualised & personalised approach. The base is specifically adapted to provide for the academic & personal development of the students in a holistic approach, with the implementation of specialist strategies.</p> <p>Professional development of specialist staff.</p>
Provide support for families	<p>Family Links</p> <p>Trainers to deliver Nurture Program to provide 12 parents/carers; a 10 week program to develop skills in building & sustaining emotional health & relationships in families.</p> <p>Parent Links (Workshops/Coffee Mornings / Home Visits)</p> <p>Specialist staff/external professionals to provide supportive workshops to enable the learning in school can be transferred to home and in the wider community.</p>

<p>Enrichment activities, residential trips and opportunities for community engagement.</p>	<p>School Ping – Support successful partnership between school and home through regular communication. Help to raise parental engagement by using School Ping features.</p> <p>Social Opportunities (Youth Club) Participation in Youth Club/Residential trips to support social confidence, improved self-esteem, resilience & communication skills.</p>
<p>Well-being Mentor</p>	<p>TLSA Mentor Support Fortnightly or weekly (if required) contact with each pupil to discuss areas of difficulties, celebrate success & identify their wishes.</p>
<p>Barriers to learning these priorities address</p>	<p>Establishing / maintaining parental engagement with some families.</p>
<p>Projected spending</p>	<p>Student Support</p> <ol style="list-style-type: none"> 1. Salary increase £6,000 2. PECS online training £1,320 <p>Family Support</p> <ol style="list-style-type: none"> 1. Nurture Program £2,100 2. Parent Links £1,000 3. Well-being Mentor – allocated within PEP funding. 4. School Ping License £1300 (per annum), set up, MIS integration & on boarding (in school training), £350 (one off payment) 5. Youth Club £12,000

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
<p>Priority 1 Introduce Read, Write Inc phonics to school that will provide an effective program for teaching reading. Provide high quality CPD from Ruth Miskin Trainers to ensure all teaching staff are teaching reading with confidence.</p>	<p>To see attainment in reading improve.</p> <p>To observe the teaching of phonics embedded in classroom practice.</p>	<p>December 2020</p>

<p>Priority 2</p> <p>High quality CPD training/reading materials on Solo Taxonomy for all teaching staff to provide staff with training about how to</p>	<p>To observe continuity across school with easy to identify & effective success criteria.</p>	<p>December 2020</p> <p>Part of a longer term plan.</p>
<p>introduce a structured approach to observed learning outcomes.</p>	<p>To observe the SOLO approach being successful used in the classroom with the involvement of staff & students using the learning tool together.</p>	
<p>Priority 3</p> <p>Subscribe to the Specialist Support Team in providing expertise & guidance on assessing students identified as potentially Dyslexic.</p> <p>Identify a school based specialist teacher to coordinate assessment process, interventions & links with parents.</p>	<p>To monitor the intervention data to identify whether a formal Dyslexia diagnosis is required.</p> <p>To improve the reading, writing & spelling of pupils with Dyslexia.</p> <p>To increase staff knowledge of strategies for supporting students with Dyslexia</p>	<p>December 2020</p>
<p>Priority 4</p> <p>Introduce 1st Class Number to school to provide a structured support for improving the attainment in mathematics.</p> <p>Provide high quality training to four TLSA's to enable mathematics intervention programs to be delivered.</p>	<p>To see attainment in mathematics improve.</p> <p>To observe the mathematics intervention program being taught effectively to secure understanding of number.</p> <p>To develop teaching assistants' subject knowledge & wider effectiveness.</p>	<p>December 2020</p>
<p>Priority 5</p> <p>Involvement of SLT in CPD to increase their skills in undertaking Effective Classroom Observations.</p>	<p>To support effective coaching observations to create a culture of collaborative professional learning.</p>	<p>December 2020</p> <p>Part of a longer term plan.</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1 Improve attainment in phoneme knowledge to increase reading skills.	Increased frequency of phonic activities (daily practice) Systematic approach adopted across school to teaching phonics.
Priority 2 Implement Structured approach to Observed Learning Outcomes (SOLO).	Develop the use of SOLO Taxonomy within the classroom to enable teachers and students to work together to classifying the learning outcomes in terms of their complexity.
Priority 3 Identify pupils with Dyslexia & provide a range of strategies to meet their needs,	Use the support of a Specialist Learning Support Team. Follow Wolverhampton's Dyslexia Pathway. Provide quality interventions with support from a specialist teacher.
Priority 4 Improve understanding of early number skills. Provide additional support to secure Early Learning Goal Number & Year 1 curriculum for mathematics.	Provide interventions to reinforce basic mathematical skills & concepts. Clear framework for supporting pupils to improve number, place value & calculation skills.
Priority 5 Improve the quality of classroom observation.	Establishing a clear focus for effective observation of teaching and learning to support school improvement.
Barriers to learning these priorities address	Ensuring staff are fully engaged & committed to the training & development of the interventions.
Projected spending	<p>Priority 1</p> <p>Phonics: Read, Write Inc</p> <p>Whole staff training & coaching from RWI in 2020: 2 day training package £3,250</p> <ul style="list-style-type: none"> • 2 days of in-school training (up to 45 staff) • 2 development days (normal school day / support day) • 1 place at a regional training <p>Teacher cover x1 to attend two day training at Tettenhall Wood School. £380</p>

<p>Teacher cover x3 over the year to support staff & complete learning walks. £690</p> <p>Resources: RWI materials & reading scheme approximately £4,750.26</p> <p>Total £9,070.26</p> <p>Priority 2</p> <p>SOLO Taxonomy CPD for teaching staff 1 day @ £1,600 x3 = £4,800 Reading material £2,000</p> <p>Total £6,800</p> <p>Priority 3</p> <p>Subscription Packages for Specialist Learning Support 1 half-day session per fortnight = 9 days/year £4,000 In school teacher co-ordinator = 1 day per term £690 Support to develop specialist TLSA = 1 day per term £370 Resources to support interventions £3,070</p> <p>Total £8,130</p> <p>Priority 4</p> <p>First Class Number Training Training package 1 Becoming 1st Class @Number Training package 2 – 1st Class @Number to support training for 3 TLSA's & Maths Subject Lead £2,130 x2 = £4,260</p> <p>Cover costs for training days: 6 TLSA's x 1 day = £720 1 teacher x 2 days = £460 6 TLSA's x 3 training sessions (1/2 day) £1,080</p> <p>Teacher cover x 3 days over the year to support staff & complete learning walks £690</p> <p>Total £7, 210</p>
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	<p>Priority 5</p> <p>5 members of SLT attending CPD</p> <p>Training costs per staff member £1,000</p> <p>Teacher cover x5 = £1,150</p> <p>Total £6,150</p>
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Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Supporting families</p>	<p>Identify 12 parents/ carers to engage in a 10 week program.</p> <p>Weekly participation to help parents understand & manage feelings & behaviour, and support more positive & nurturing relationships with their child. (supported by member of the SLT)</p> <p>Identify a program of support for parents/carers to access specialist staff/external professionals to provide supportive workshops.</p> <p>Setting up & use of School Ping to enable successful partnership between school & home through regular communication.</p> <p>Provide social opportunities such as Youth Club to support positive relationships, self-esteem & social confidence.</p>
<p>Priority 2</p> <p>Well-being Mentor</p>	<p>Weekly/fortnightly contact with 9 pupils.</p> <p>1:1 time – listening to pupils, guiding and nurturing emotional well-being.</p> <p>Complete pupil views prior to PEP meetings.</p> <p>Feedback to Designated Teacher.</p>
<p>Barriers to learning these priorities address</p>	<p>Interest & commitment of parents/carers to Nurture program.</p>
<p>Projected spending</p>	<p>As above</p>

Monitoring and implementation

Area	Challenge	Mitigating action	Actions by who	Actions by when
Teaching	Ensuring staff are provided with sufficient time to enable the development of their professional skills & knowledge.	Use of inset time & additional cover provided to enable the CPD to be successful.	SLT/ Teaching staff	Termly Review
	Ensuring Subject Leaders in English & Maths are given the support to implement their Subject Development Plans effectively.	Use of Management Time. Support provided by Line Manager.	MS / BW	Termly Review
Targeted support	Ensuring Intervention programmes are delivered regularly.	Allocation within TT for Intervention programmes to be achieved. Monitoring of success of Intervention Programmes.	AD/BW/MS	Termly Review End of Year
Wider strategies	Ensuring time is provided to make the Home Links be effectively achieved. Ensuring parental involvement of specific families.	SLT/ELT to work in partnership with families to enable school community to work together.	SLT/ELT SALT Team	Termly Review

Review: Last Year's Aims and Outcomes

Aim	Outcome
<p>Intervention Work To provide a range of intervention programmes to include support for English & Maths as well as sensory support through a range of interventions including haptic massage, sensory circuits and brushing.</p>	<p>Sensory Circuit Evidence Summary</p> <ul style="list-style-type: none"> • 14 pupils regularly attending sensory circuits intervention – twice a week. • All pupils improved balance, co-ordination and ability within the circuit session increasing in independence and level of difficulty of task. • Student impact data clearly demonstrated that post-intervention there was an evident decrease in sensory-seeking difficulties and associated behaviours in a majority of the pupils accessing the intervention. • Staff observational data highlights that there was a marked improvement in the pupils' focus and participation in learning tasks post-intervention. • AD made good progress on skills (from one-to-one support to independent in all areas, moving to intermediate skills from analysis of grading) • All pupils improved balance, co-ordination and ability to engage post session in lessons from their starting points (13 in total for specific intervention) • AM now moving towards independent with skills from low base with evidence from skills grading • New equipment purchased for older pupils and other 'holding' sensory activities.
<p>Speech & Language Support To provide Speech & Language support to students identified as requiring specific SALT programmes in their EHCP's. To offer in-school training and face to face support for parents / carers. To support staff training in Makaton Level 1 & 2.</p>	<p>TLSA's trained in Makaton in Level 1 / 2 Termly sessions for parents / carers with the support of Speech Therapist.</p>
<p>Extending the Breadth of the 14-19 curriculum</p>	<p>A pilot project at KS 3&4 to provide different options for students to select across the year. The aim for the year was to see if the content enabled</p>

Aim	Outcome
<p>To extend the 14-19 curriculum by introducing 'options' allowing pupils a choice to undertake subjects/courses in which they have a particular interest.</p>	<p>greater skill based learning driven by student interests. The overall intention was effective and successfully implemented as part of a 'creative curriculum' approach. The initial plan enabled scope for a structured, as an ongoing program, with more structure & defined outcomes the project may hav</p>
<p>Mental Health- support for Pupil's social & emotional well-being</p> <p>To access external training to enable a member of school staff to become a Mental Health First Aid trainer; to provide in-service support to staff & students.</p> <p>KS 3,4 & 5 students to have staff mentors.</p>	<p>Involvement of Year 6, 7 & 8 in Headstart Programme</p> <p>Penn Fields has taken part in the HeadStart programme for schools for 3 years.</p> <p>It is a "test and learn" programme designed to improve the resilience and emotional wellbeing of children and young people by giving them the skills they need to address the challenges of modern life.</p>
<p>Afterschool Youth Clubs (3 sessions) – for Key Stage 2, KS 3 & 4 & 6th Form students</p> <p>To provide after-school youth clubs offering a range of activities both in school and out in the local community, to promote social interaction, positive relationships and new experiences and opportunities to develop their interests.</p>	<p>Students attending YC over the year</p> <p>KS 2 - 42 student,</p> <p>KS 3 - 46 students,</p> <p>KS 4&5 - 24 students</p> <p>Activities include; swimming, cycling, Adventure walks at Baggeridge Park, Ten Pin Bowling (KS 3 – 5), board games,</p>
<p>Play Therapy & Trainee Play Therapist</p> <p>To deepen skills to fund specialist training opportunities for the Play Therapist to enhance her knowledge and skills.</p> <p>To support the development of another Play Therapist with a foundation course on Play and Creative Arts Therapy.</p> <p>To enable the trainee Play Therapist to develop a case load and support her in the implementation of her therapy training.</p>	<p>Funded training for additional Play Therapist to develop her skills through training and first-hand experience. Worked with a case load of 3 students to develop her portfolio.</p> <p>Play Therapist increased her professional knowledge through additional training on areas of trauma, bereavement and sibling support.</p> <p>Case load over two days up to 10 students with most complex emotional needs.</p>

<p>Educational visits and external opportunities. To ensure all students have the opportunity to experience and participate in off-site learning s to enhance their knowledge and understanding of a theme or area of work.</p>	<p>Funding supported visits / additional opportunities to deepen learning opportunities and provide enriching experiences across all curriculum areas. Visits included; Animal Handling visit at Safari Park, Local Art Gallery experience, Day Trip to seaside, Going to the Theatre,</p>
<p>Residential Visits (Yr6, Yr9, 6th Form) To aid pupil’s personal and social development and their transition to life beyond school.</p>	<p>Yr 6 Kingswood – 14 students attended – including 8 PPF. Activities based on supporting problem solving, team building & communication. Yr 9 Gelliweg – 12 students attended – including 8 PPF Activities based on supporting physical, social & mental well-being, behaviour, positive relationships, resilience & personal development. 1st time ever on a beach – 5 students (including 3 PPF students)</p>
<p>Introduction of Forest School Leaders To improve the school environment to support the introduction of Forest School activities. To train two members of staff as Forest School Leaders.</p>	<p>Two staff members trained in Forest School – (teacher / TLSA) Teacher delivering weekly Forest School sessions to 14 students. TLSA delivering bespoke sessions to identified students with SEMH.</p>

Funding Figures:

Total Spend	Remaining Amount	Projections
£61,430.26	£23,089.24 Minus projections & 10% carry over £11,780.32	£10,000 CPD Framework including Training Specialist Teacher in Dyslexia £13,089.24 10% carry over to next year £1,308.92