

Newham PRUs Pupil Premium Strategy Statement 2017-2018 - Tunmarsh School

1. Summary information					
School	Tunmarsh School				
Academic Year	2017 - 2018	Total PP budget	£46000	Date of most recent PP Review	Sept 2017
Total number of pupils	143	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Dec 2017

2. Attainment and engagement (KPI 2016-2017)		
	Pupils eligible for Pupil Premium Grant (61)	Whole School / eligible roll (143)
% who achieved GCSE qualifications at end of year 11	100%	91%
Mean overall attendance 16-17	69%	69%
% of Yr11 students who progress to further education or trainings	86%	90%
Number of days lost to FTE	172	243

3. Barriers to future attainment (for pupils eligible for PPG)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	High numbers of students who are identified as having Speech and Language Learning Needs on admission to PRU
B.	High numbers of students who have history of disrupted learning and high levels of mobility
C.	Students present with lowered levels of resilience leading to many students exhibiting SEMH and as a result not evidencing sustained progress across education
D.	High number of students who are identified with lower than expected attainment in learning across subjects
E.	High number of students who are identified as a result of screening on admission to PRU with specific learning need
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Overall poor attendance rates and engrained histories on admission of disengagement from learning (most prevalent in White British)
B.	High occurrence of SEMH needs
C.	High levels of mobility

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Students will access and engage in bespoke targeted intervention courses which will support progress across identified academic and SEMH areas of learning</p> <p>This will be measured by tracking progress of students across all areas of learning throughout their time attending STIC Programme, from baseline data.</p>	<ul style="list-style-type: none"> • Students will undergo screening and assessment on entry to identify key learning needs and identify appropriate intervention. • Students will be supported in developing provision goals which will be aimed at supporting successful transition back to either mainstream school or post 16 learning. • Students will access targeted intervention in a timely way to support working towards achieving goals • Behaviour for learning is improved both during WFL and onsite at New Directions. • Improved attendance is sustained over time.
B.	<p>Students who are disengaged from learning will be supported to engage in learning through taking learning out of the classroom and by providing experiences which support developing skills and understanding across a wider context.</p> <p>Progress will be measured by tracking attendance improvement in 'behaviour for learning, and resulting outcomes from baselines.</p>	<ul style="list-style-type: none"> • Students will engage in learning in alternative locations and settings, and will be supported to achieve and attain qualifications through learning new skill sets and accessing alternative opportunities. • Improved attendance is sustained over time.
C.	<p>Improve the attendance of PPG students</p> <p>This will be measured from baseline attendance data.</p>	<ul style="list-style-type: none"> • Increased number of students who achieve external accreditation • Increased attendance of students engaging on both Work Focused Learning courses and New Directions Curriculum offer. • Improved punctuality of students.
D.	<p>Students will access learning and build skills and understanding around key areas including Resilience, self-management, transition and Social Communication.</p> <p>Progress will be measured through tracking progress on targeted intervention courses and further resulting academic progress.</p>	<ul style="list-style-type: none"> • Rate of student progress is improved over time • Students develop strategies to self-regulate and make informed choices regarding behaviour.
E.	<p>Improved rates of progression at post 16</p> <p>Progress will be measured against current rates of progression using reintegration data and Destinations survey for Post 16 education</p>	<ul style="list-style-type: none"> • Improved KPI for NEETS. Improved retention of students at post 16 placement in year 12 (autumn term 17.18) • Students engage successfully with extended work experience placements
F.	<p>Improved rates of progress in literacy and numeracy</p>	<ul style="list-style-type: none"> • Increase on 16-17 % of students who make improvements in their literacy and numeracy.

5. Planned expenditure					
Academic year		2017-2018			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students who are disengaged from learning will be supported to engage in learning through taking learning out of the classroom and by providing experiences which support developing skills and understanding across a wider context.	Development of Outdoor Learning provision which supports access to core curriculum delivered in appropriate accommodation - taught outside of the classroom. Students accessing range of additional learning opportunities based around outdoor learning.	Students who are unable to access 25 hour onsite supervised education will be provided opportunity to access group provision and re-engage with learning	Monitor and review of progress Attendance of students Resource	LH / CM	Jan 2018
Improved rates of progression at post 16	Ensure increased rates of students achieving external qualifications and supported in securing apprenticeships and college placements			CS / LH	Every half term
Improved rates of progress in literacy and numeracy	Support through TA	Additional 1-2-1 support to support and improve their reading ages students meet their targets in literacy and numeracy	Focused interventions that are planned, monitored and reviewed on a regular basis through doddle/support plans/reading interventions	CS / RK	Every half term
Total budgeted cost					

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>More students progressing to further education or training at post 16.</p> <p>Improved engagement in learning</p>	<p>Arrange Extended Work Experience placements for individual students</p> <p>Increased options for Work Focused Learning to be delivered onsite</p> <p>Additional support provided in making applications and attending interviews</p>	<p>Increasing skills and participation in Work focused learning.</p> <p>Increased learning and development of skills for post 16 learning.</p>	<p>Plan, monitor, review, set up SLA with quality provider</p>	<p>CS / CCJ</p>	<p>Every 2 weeks</p>
<p>Students will access and engage in bespoke targeted intervention courses which will support progress across identified academic and SEMH areas of learning</p>	<p>Development and implementation of Short Targeted Intervention Courses for all students</p> <p>Courses will be facilitated and delivered by specialist professionals including Educational Psychologist, Clinical Psychologist and Speech and Language Therapist.</p>		<p>Ongoing evaluation Tracking student progress</p>	<p>MR</p>	<p>Jan 2018</p>
<p>Improve the attendance and engagement in learning of PPG students</p>	<p>Targeted mentoring and attendance support</p> <p>Development of LEAP Project (Lambourne End Alternative Placement)</p>				

Students will access learning and build skills and understanding around key areas including Resilience, self-management, transition and Social Communication.	Development and implementation of Short Targeted Intervention Courses for all students				
					Total budgeted cost £

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance and punctuality at school.	Provision of Breakfast Club and break time healthy snacks	Direct correlation in 15-16 Exam analysis of attendance impacting directly on Exam outcomes. £700.00 (budget including for march and summer 2017 and Nov 17 exams)	Work focused Learning courses delivered at New Directions SLAs agreed with External Providers which are reviewed on regular basis against agreed outcomes and Quality Assurance measures including: <ul style="list-style-type: none"> • Quality of teaching and course delivery • Student attendance • Monitoring and tracking of student outcomes • Student feedback 	RK / LO	Every term
Increased parental engagement to support student attendance and learning	Development of Parent Engagement Group	Wide based evidence on the impact of improved parental engagement in learning having a direct impact on attendance, engagement in learning and outcomes for students. £700.00 (Budget for resources/workshops)	Identify key staff with direct responsibility for development of group and organising of events. Support from SLT	LR / MR	
Total budgeted cost					
Total overall budget:					

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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