

# Newham PRUs Pupil Premium Strategy Statement (Tunmarsh)

Review of expenditure				
Academic year		2016-2017		
Main Focus of PPG Expenditure: Engagement in Learning				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase engagement and academic performance through development of music programme.	Appoint Music Lead tutor. Appoint Music HLTA. Music related events – eg X-Factor talent show Deliver X-PRU activities. Lunchtime music club. Introduce an accredited programme of study.	Appropriate staffing helped develop music across all sites. Lessons delivered for Tunmarsh onsite, RIET and New Directions (ND). ND completing a level 2 accredited music award, School of Rock. Music club at lunch times improving engagement. X-PRU talent shows engaged all students across sites. Behaviour in music is improved and evidenced in SIMS.  <i>Improvements in engagement and attendance see figures below.</i>	X-PRU activities positively engaged all students in music. Progress made with accreditation via work related learning for ND students. This would have to be replicated if possible at Tunmarsh, to further enhance academic achievement. Lunchtime music club helped reduce incidents of poor behaviour onsite at Tunmarsh.	£26,406  £8,450 Summer

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased engagement thorough awareness of mindfulness.	Participation in Equine Therapy and mindfulness with PassePartout and Equilibrium organisations, working with horses. Experiential 6 week learning program with horses.	<p>A pilot group of 12 students were taken to KENT to work with horses. From this 3 students were selected to start and 2 completed (JN, LG) the 6 week programme at Aldersbrook. This had a positive effect on those students:</p> <ul style="list-style-type: none"> <li>• improving concentration and focus</li> <li>• increasing productivity and performance</li> <li>• increasing resilience and the ability to handle pressure and stress</li> <li>• promoting clearer decision making</li> <li>• strengthening the ability to work with and alongside others</li> </ul> <p>This is supported by SIMS data, where the instances of negative behaviour reduced and students were more positive and engaged.</p> <p><i>Improvements in engagement and attendance see figures below.</i></p>	<p>There is evidence that experiential learning programs with horses provide the most instant and accurate feedback about emotions, behaviours and interaction with the world. The school worked with an industry leading organisation, who have trained horses/ponies. Their immediate, moment-by-moment, feedback delivers unique insight for students. This is interpreted by skilled facilitators, who help to translate the learning into tangible action. No special previous experience or affinity with horses was required and this learning works for everyone.</p> <p>Equine Therapy achieved an all-round positive response. All students were introduced to horses and then through careful selection, 6 students worked over 6 sessions through a mindfulness programme. The results were positive in terms of positive behaviour outcomes.</p>	£2,500

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
<p>Students engage in a vocational programme. Increasing overall engagement in education at Tunmarsh, improving behaviour and attainment.</p>	<p>Provide a range of vocational learning opportunities. Increased engagement thorough vocational programmes. Offering vocational opportunities for academic students through Building Crafts College/ Outdoor in the City/Teens and Toddlers</p>	<p>Outdoor in the City - Sports Leadership Entry Level 3 and Level 1. A specialist outdoor learning educational programme. It focused on improving teambuilding and social skills, confidence, well-being as well as physical improvement and health benefits, leading to accreditation.</p> <p>Building Craft College - Building trades course: Entry Level 3 The college offered students a practical work focused way to engage with a trade. A vocational intervention for learners it provided them with a set of skills aimed to improve their choices post 16. Develops resilience, focus, work ethic and the confidence to work beyond academic confines, subsequently enhancing and motivating students to perform better at school.</p> <p>Teens and Toddlers – NCFE Vocational Entry Level 3 – Personal and Social Education</p> <p>Key stage 3 students who engaged with these programmes had measurable improvements in behaviour and engagement. <i>Improvements in engagement and attendance see figures below.</i></p>	<p>The review at the end of the academic year was a cost analysis. Engagement of key stage 3 students was positive but the move towards accreditation was problematic due to courses effectively being aimed at key stage 4 students. Therefore engagement in vocational learning would have to be achievement based in the future.</p>	<p>£4500 BCC Spring £4500 BCC Summer £1000 T&amp;T £1100 OdITC</p>

Individual students engage in targeted mentoring and improve engagement in learning	Drama and Boxing Therapy with Rock Solid. Provide individual students with mentoring and targeted interventions. Jason Rock provides targeted intervention strategies for hard to reach students not engaging with learning.	Individualised time tables for students were set up to support their learning needs, motivation, attendance and attainment. Students were placed on specific programs with a specialist teacher to facilitate the learning. Boxing Therapy, Art Therapy along with mentoring supported each student.  <i>Improvements in engagement and attendance see figures below.</i>	The outcome of this approach was positive and will be carried forward into the next academic year. As well as 1:1 mentoring, the school benefitted from delivery of structured drama lessons and assemblies. Students' behaviours and motivation improved as a result.	£5300 Aut/Spring £4800 Summer
Increased engagement in learning and improved reintegration opportunities to mainstream	Provide a targeted form group (PPG) with an external targeted intervention programme to increase chances of reintegration. Prince's Trust Achieve programme supports students disaffected with learning and with a focus on reintegration back to mainstream school.	6 hard to engage students were placed on the Prince's Trust Achieve programme. 3 in the spring and 3 in the summer. They were supported in their progress by onsite SSO and 4 completed the course successfully to graduation. As a result behaviours improved and there was increased engagement and attendance.  <i>Improvements in engagement and attendance see figures below.</i>	The review at the end of the academic year was a cost analysis. Engagement of key stage 3 students was positive and attendance was also up. Further work would be viewed as positive depending on whether costs could be met.	£1500 Spring £1500 Summer

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP,	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance Improved engagement	Use of virtual learning and the Academy21 programme to engage hard to reach learners and provide an academic option leading to GCSE qualifications.	Records show that attendance improved from a low baseline. Engagement was reflected in attainment.  <i>Improvements in engagement and attendance see figures below.</i>	Academy 21 tutor. Supported students to engage on a regular basis and coordinated educational provision with other offers. Regular support from the attendance team helped a coordinated approach. Review of key stage 3 (Yr 9) offer, proved successful wrt engagement and learning.	<i>Costs supplemented. (£NAC)</i>
Students and families access professionals in-house and from the multi-disciplinary team (MDT). Addressing and overcoming barriers to engagement in learning.	Counselling to be accessed through SSO team. STIC programme established by MDT team. MDT team to assess individual student SEN.	Students worked individually with S&L therapist, educational psychologist and clinical psychologist. Girls group established STIC programme piloted in summer term and used as intervention aimed at school reintegration.  <i>Improvements in engagement and attendance see figures below.</i>	MDT team to be coordinated by the SENCo With supervision by NHS staff and SLT.  Regular briefings required to discuss caseload and impact on reintegration process.  Process to be carried forward into next academic year.	(£NAC)
Work Experience for Year 11 students	Arrange Work Experience placements for individual students  Additional support provided in making applications and attending interviews Access to PWL GCSE for students	10 students signed up for work experience in line with mainstream schools. It improved opportunities for students and increases learning and the development of skills for post 16. 9 students completed the programme.	Students engaged well with the programme and attendance was substantially improved over this period. The programme will continue into the next academic year.	£1000

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
Improved <b>attendance and</b> punctuality at school. Improved behaviour for learning.	Provision of Breakfast Club and break time healthy snacks, breakfast. Student participation.	Breakfast provision impacting directly on attendance and punctuality. Analysis of behaviour showing benefits of feeding the students helps with engagement in the classroom. Students gaining level 2 hygiene qualifications. <i>Improvements in engagement and attendance see figures below.</i>	Key staff required to take responsibility for the provision to make it work. Student voice: school council involvement in the provision to ascertain further requirements. Healthy eating options to be investigated further with school council. Hygiene qualifications for students and staff.	£2000 Aut/Spring £4000 Summer
Increased parental engagement to support student attendance, learning and behaviour	Development of Parent Engagement Group (PEG).  Development of NVR programme with parents.	PEG established by SSO team and several events ran over the course of the academic year.  NVR programme established in conjunction with CAMHS. Staff and families identified to work with CAMHS teams on NVR programme  Both approaches recognised for improving parenting skills and supporting/rebuilding relationships within families. Impact yet to be fully measured.	Key factors include being able to select the appropriate families that would benefit from these approaches. A further development for the next academic year would be to review the impact of the approaches and specifically the small numbers of parents/families engaged. Future interventions could marry a more holistic therapeutic approach within a family group therapy context.	£300 PEG

## Summary

The table below shows the amount of pupil premium allocated to activities at Tunmarsh:

Activity	Description	Amount
Music	Develop music courses leading to recognised qualifications. Deliver X-PRU activities and music events.	£26406 £8450 summer
Equine Therapy and Mindfulness	Experiential 6 week learning program with horses.	£2500
Vocational Learning	Oakley Adventures - Outdoor in the City	£1100
	<i>Sports leadership qualifications</i> Building Craft College	£9000
	<i>Qualifications from building industry</i> Teens and Toddlers	£1000
Academy21	Use of virtual learning to engage learners and provide means of GCSE success outside the classroom.	£TBC
Princes Trust Achieve Programme	Re-engage hard to reach learners with education.	£1500 spring £1500 summer
Rock Solid	Drama, Boxing Therapy and 1:1 support.	£10,100
Work Experience	Development of skills for year 11 learners to engage in education required for post 16 progress.	£1000
Breakfast Club	Breakfast provision that directly impacts on attendance and punctuality.	£6000
Parental engagement group (PEG)	PEG works to increase parental engagement to support student learning and attendance.	£300

### Examinations 2016-17

GCSE	All students	PPG only
1+ A to C	41%	67%
5+ A to C	3%	6%
1+ A to G	74%	89%
5+ A to G	41%	56%
External accreditation	86%	100%

### Attendance and other KPI 2016-17

	All onsite students	PPG only
Mean attendance	66%	69%
Improve or maintain attendance	33%	40%
Improve English	54%	62%
Improve Maths	67%	74%
Year11 progress to FE, employment or training	79%	86%
External accreditation	86%	100%

