

Hope School and College : Pupil Premium Strategy : 2020 – 2021.

1.Summary Information.					
School	Hope School and College			Primary Need	SLD/PMLD/Complex Medical /ASC/ C+L/ Visual Impairment / Sensory / Communication
Academic Year	2020 / 2021	Total PP Budget Total PP Budget (LAC) & Post LAC PP (out of Borough)	£83065 £5961 £620 = £89,646	Date of most recent PP Review	July 2020
Total number of pupils		Number of Pupils eligible for PP Number of LAC Pupils eligible for PP	77 8	Date for next internal review of this strategy	July 2021

1. Current Attainment : July 2020

	Pupils eligible for PP	Pupils not eligible for PP	LAC
% achieving good or above progress in communication / S&L	73%	74%	88%
% achieving good or above progress in Number	79%	67%	88%
% achieving good or above progress in PSHE	76%	71%	100%

3. Barriers to future attainment (for pupils eligible for PP)

In – School barriers

A.	Sensory needs of pupils due to autism or other diagnosed factors
B.	Communication needs – verbal and non- verbal
C.	Social emotional and mental health needs
D.	Diversity of needs/abilities increasingly more complex
E.	Management of Challenging Behaviour
F.	Social and economic factors including life experiences
External barriers	
G.	Family support

4. Outcomes re: 2019 - 2020		Success Criteria
A.	Sensory needs of pupils due to autism or other diagnosed factors	<ul style="list-style-type: none"> • Specialist OT Input to work with staff / pupils/parents • Sensory Integration room • Sensory timetables/diets and programmes implemented, monitored and evaluated • Sensory needs of pupils to be identified through assessment and targeted programmes implemented within the context of curriculum access
B.	Communication needs – verbal and non- verbal	<ul style="list-style-type: none"> • Use of digital media / resources to enable communication/ interaction • Staff continually extending their expertise and training enabling a range of alternative communication strategies to be appropriately implemented within individual pupil curriculum/lesson content • 1-1 sessions implemented to support pupils
C.	Social emotional and mental health needs	<ul style="list-style-type: none"> • Play Therapy / Nurture sessions accessed by some pupils. • Staff trained re: Lego to support play therapy sessions • Appropriately trained staff facilitate play sessions/ activities / 1-1 sessions • School Councillor / Internal mentor access • Pupil will be equipped with strategies and support to improve emotional well- being at both home and school which in turn will manifest in their increasing ability to manage 'difficult situations or phases throughout their life.
D.	Diversity of needs/abilities increasingly more complex	<ul style="list-style-type: none"> • Staff knowledge of diversity of needs has been extended to be able to support, challenge and expand progress of individual pupils. • New strategies implemented • Environments monitored re: planning for following academic year • Staff knowledge expanded through specialised training • New school curriculum implemented to acknowledge diversity of need • Therapy assistant to support additional sessions – hydro / rebound /physical
E.	Management of Challenging Behaviour	<ul style="list-style-type: none"> • 1-1 support implemented • Research and implement suitable accommodation within school site for small group re: access to appropriate curriculum / environment etc • Behaviour Planning / liaison and pupil/parent support implemented • Environments adapted to support progress for pupils with challenging behaviour
F.	Social and economic factors including life experiences	<ul style="list-style-type: none"> • Music session from specialist teachers timetabled and delivered • Communication sessions 'Fun Box Jo' implemented
G.	Family support	<ul style="list-style-type: none"> • Early Bird training to support parents and start networking process where and when appropriate • Parents Group

		<ul style="list-style-type: none"> • Open door policy (as appropriate) • Safeguarding briefings enabling Designated Safeguarding leads to continually monitor • CPOMS initiated to support management and communication mechanism of Safeguarding meetings/ conferences / notes etc./ Weekly briefing meetings between DSL / Sen co
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5. Planned expenditure : 2020 -2021					
Action / Target	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Outcome	Estimated Cost
Support re: Challenging Behaviour	The management of pupils displaying challenging behaviour and autistic traits across school which has seen an increase following COVID-19 lockdown and pupils remaining at home for a longer period than usual	Reduction of incidents reported. Staff trained to plan, manage and support challenging behaviours	T.M. J.F.	To ensure individual pupils access bespoke curriculum access within environment that is safe to both themselves and others.	£16.451
To facilitate further pupil progress in terms of growing capacity of numbers of pupils for both interactive and communication skills	Communication / interaction /sensory/physically / social and curriculum independence etc.	Attainment progress. Individual staff / specialist statements/ reports	Appropriate teaching staff	To improve progress in relation to communication, social interaction and independence through use of specialist resource. (3 Ipads and 3 Big Macs)	£1090.47
To provide Counselling Service for pupils	Number of Looked After Pupils and/or pupils learning to cope/manage with various situations	Pupils progress well in school. Reduction of any pupil 'outbursts' and/or incidents	External provider	As a school and college we invest a great deal of time in on-going ethos of a caring and supportive provision. This is particularly pivotal in the well –being and emotional stability for our more vulnerable pupils and by investing in Counselling Support this has supported the ongoing the emotional difficulties that they have faced. Reduction in behaviour incidents during the school day.	£2,223
Additional support re: Play therapy / Nurture Groups	To support well-being, confidence, self - esteem and social interaction			Pupils and students with raised self-esteem and enhances both independence	£16.451

	and in particular for children and young people who are overly anxious in the light of COVID-19	Track progress via Home/school diaries / conversations / In-built Monitoring procedures	Named staff members	and social skills equipping them for future life. Improved attitudes and behaviour evidenced.	
Staff member to support Sensory Processing Progress	The rise in population of pupils who would benefit from a sensory programme to assist their ongoing progress	School tracking and monitoring systems. Class staff liaison Parental feedback	External provider J.F.	The Sensory Processing Programme enables pupils to cope and manage the day to day activities and access to the curriculum having participated in sensory processing techniques. In addressing social and emotional needs within the sensory programme allows barriers to learning and development to be identified and thus implement appropriate support	£13.359
Support re: Communication / Sensory and physical progress	To enhance and cement communication skills progress re: Use of talker and/or inclusion with peer groups	Recorded attainment results Staff / Parent comments Staff Observation	T.A.	To support individual pupil and student progress through bespoke communication, sensory and physical programmes specific to individual need.	£16.451
4 days HLTA	To manage and oversee support staff in managing and delivering provision	Liaison time Monitoring and Recording	P.H.	To oversee and support planning, progress and provision.	£20.634
General resources	For additional resources	Cross referenced to above expenditure plans	S.L.T	To support pupil progress	£639.66
Underspend rolled over to 2021 - 2022					£2346.87

6. Planned expenditure Review Information

July 2019	July 2020	July 2021
<p>Individual pupil/student progress recorded through I.D.P. (Individual Development Plan) Liaison between class staff / Curriculum Leads and Senior Management Teams</p> <p>Training re: additional Sensory co-ordinator to support rising numbers in seniors</p>	<p>Individual pupil/student progress recorded through I.D.P. (Individual Development Plan) Liaison between class staff / Curriculum Leads and Senior Management Teams</p> <p>Continue to train new staff within the cycle of whole school staff training across Hope provision.</p>	<p>Individual pupil/student progress recorded through I.D.P. (Individual Development Plan) Liaison between class staff / Curriculum Leads and Senior Management Teams</p> <p>Implement training both educational and health related to ensure continued all staff can and are confident to meet the needs and ensure progress of all pupils across the provision dependent on individual needs</p>

7. Attainment Achieved : July 2021

	Pupils eligible for PP	Pupils not eligible for PP	LAC
% achieving good or above progress in communication / S&L	56%	55%	88%
% achieving good or above progress in Number	53%	49%	100%
% achieving good or above progress in PSHE	90%	98%	88%