

## Statement of pupil premium strategy – The Collett School

1. Summary information					
School	The Collett School			Type of SEN (eg.PMLD/SLD/MLD etc.)	LD-complex SLCN, MLD,SLD,PD, VI,HI,ASC
Academic Year	2020-2021	Total PP budget Ap20	£29,782.50	Date of most recent PP Review	Sep 2020
Total number of pupils	130	Number of pupils eligible for PP Ap 20	40	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	Whole School	Pupils eligible for PP (your school)
<b>% achieving targets in literacy (Sep 2019)</b>  <b>Covid 19</b> <b>We are assessing the impact of Covid and low attendance on progress. This is taking place and will be available from Nov 20.</b>	READING PP % making expected progress: 83% READING PP % exceeding expected progress: 78% WRITING PP % making expected progress: 86% WRITING PP % exceeding expected progress 76%	Whole School READING % making expected progress: 78% Whole School READING % exceeding expected progress: 68% Whole School WRITING % making expected progress: 78% Whole School WRITING % exceeding expected progress 65%
<b>% achieving targets in numeracy (Sep 2019)</b>	PP % making expected progress: 86% PP % exceeding expected progress: 80%	Whole School % making expected progress: 84% Whole School % exceeding expected progress: 73%

3. Barriers to future attainment (for pupils eligible for PP )	
In-school barriers	
A.	Communication difficulties particularly with our pre-verbal younger pupils. <b>More complex needs including SLD/SEMH in school.</b>
B.	The complexities of our pupils. Many of our younger pupils are still needing intimate care and this has a considerable impact on resources
C.	A small number of pupils have been placed at county panel in another type of provision e.g. SLD. However, due to lack of places in other schools, we are forced into directing staff resources to support them in the interim, which is not always equitable to the rest of the class.
D	Behaviour issues due to complex needs for a small group of pupils (some eligible for PPG) is having a detrimental effect on their progress.

<b>E</b>	Large numbers of staff left in July to further their career development. As a result, many staff teams have new members who need training. We have 1 NQT, 1 Assessment Route to teaching and 1 unqualified teacher, all who have limited capacity to lead a subject. As a result, the responsibility falls on a few experienced members of the team. <b>9 new members of staff Sep 20.</b>
<b>External barriers</b>	
<b>F</b>	Funding for special schools does not meet the incredibly complex needs of our pupils who need smaller learning environments.
<b>G</b>	Majority of pupils have SALT highlighted in plans. Our input from Speech and Language therapists has been reduced by 1 day. We do not have the capacity to deliver all the therapy.
<b>H</b>	Many of our pupils have O.T highlighted on plans. We do not have the capacity or expertise to deliver programmes to all.

<b>4. Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	For pupils with communication difficulties to use a range of strategies to support language.	Staff to become proficient in using Makaton. Staff training in Pecs and use of Communication books so that this becomes embedded in school culture. Training so this can be used at home. <b>Training in Makaton was planned for the Summer term 2020. This will be carried over to the next academic year.</b> <b>All children with communication difficulties in Bobcats received Pecs books and staff were trained accordingly.</b>
<b>B.</b>	To increase staffing levels to manage intimate care.	To revisit Intimate Care Policy. More staff will ensure children's needs are being met and that medical issues do not arise as a result. Intimate care becomes part of classroom practise and does not affect overall learning. <b>This was completed. Staffing levels were increased after a period of recruiting. Relevant teachers had epilepsy training.</b>
<b>C.</b>	Pupils transitioned to new provision.	Effective transition programme set up. <b>This changed in the Summer term. Communication was completed through Zoom. All of the new children were able to attend for a visit and packs of information were sent out.</b>
<b>D</b>	Pupils to work towards managing own behaviours and self-regulation in areas and experiences throughout the day.	Fewer behaviour incidents. <b>Behaviour is now part of our Development plan. Pupils are discussed in team meetings. The aim is to get to zero challenging behaviour which will impact upon the learning of pupils.</b>
<b>E</b>	New staff, NQT, Assessment route, unqualified develop understanding of school and policies and procedures. Absorption into school life, continued development.	CPD, new staff receive induction, mental health protection through working in teams, support from colleagues, extra PPA time. <b>This occurred again this September 2020 with rigorous training</b>
<b>F</b>	Increased funding based on county banding	Recognition of the newer complexities of our pupils and the consequences of by county. Funding received appropriate to banding of pupils. <b>Still awaiting response from county.</b>
<b>G</b>	Lobbying SALT service to increase number of days per week given	Staff training, SALT visible around school. SALT in classes modelling strategies, SALT support for teachers. <b>SALT was reduced this year</b>

H	Lobbying O.T service to increase number of days per year given	Staff training, O.T. visible around school working with children and setting up programmes, O.T modelling strategies, O.T support for teachers. O.T programmes are on hold due to staffing challenges. Visits from outside agencies are limited due to Covid
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5. Planned expenditure					
Academic year		2019-2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school focus on communication strategies	Staff training in areas such as using PECS, Communication books, Blanks levels, Shape Coding, Makaton, Liaison with parents	Our pupils are coming to school less able to articulate their choices. As a result, due to frustration at not being understood, behaviours can be more challenging. This impacts upon learning for all. These pupils need to be given a voice, which in turn will develop their confidence and enable them to communicate with adults.	We have developed our Communication Capps and teachers assess progress at the end of the year. This is monitored and challenged by SLT. Children will be seen using PECS around school such as at lunchtimes.	All teachers	<del>April 2020.</del> Sep 2020
Continued development of new curriculum to ensure engagement and to develop functional skills and independence	Staff training through Twilights. New form of GTO-1 week training, 2 <sup>nd</sup> week training within department, 3 <sup>rd</sup> week embedding in class and feedback.	If carried on at home, pupils will be able to communicate with parents, which will enable parents to feel more included.	Annual CPD attendance tracked.		<del>July 2020</del> Sep 2020
Reading as focus for this year to ensure pupils develop basic skills to enable them to thrive in the community independently	Reading part of school Development Plan	Staff are very much involved in the designing of the curriculum. This year, it is being trialled for feedback in July.	Progress of reading increased and also seen in reading test in July 23020.		
		Reading was picked up as a focus after whole school reading tests. Pupils are not fluent enough and need decoding strategies or they are unable to access the meaning. Staff training on developing reading.	Strategies to be monitored.  Reading focus on SDP with spelling. Writ testing to ascertain cognitive levels of some children which has highlighted SPLD		
Total budgeted cost					£15,600

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve pupils ability to self-manage behaviours	<p>Steps training Resilience doughnut Zones of Regulation Input from The Hive. Analysis of behaviour records. Support from county behavioural leads (Adam).</p> <p>Setting up of Oasis for younger pupils who struggle access classroom. This neds formalising.</p>	<p>Pupils who struggle to manage their behaviour will not make good progress. Experiences need to be positive and resilience needs to be developed so that they understand that it is ok to make mistakes.</p> <p>Friendships also suffer. If a pupil is out of class, either chosen or timetabled, they are not learning to socially interact and will not necessarily thrive at college. Self-regulation is imperative for successful life choices.</p>	<p>Behaviour records Drop ins, progress</p> <p>Continued Steps training for staff. Focus on SDP or zero behaviours. Focussed pupils at Heads of meetings Continued input fromDSL</p>	All teachers The Hive	July Nov 2020
Total budgeted cost					10,200
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
<p>Art therapy</p> <p>Enrichment-donkeys, horse care, gym club, swimming, days out</p> <p>Reduced fees for clubs</p>	To fund for PPG	Many of our PPG pupils do not access opportunities in the community.	<p>Discussions with teachers Records</p> <p>Art therapy has begun again for specified children (Sep 20)</p>	All teachers	Nov 2020
Total budgeted cost					£3,982.5

6. Review of expenditure and impact				
Previous Academic Year		20192020		
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
A rich and diverse curriculum to prepare the learner for adulthood based on needs, outcomes, interests, aspirations for all pupils.	Collaborative audits across both schools  Evaluate adherence to statutory guidance  Establish ways curriculum meets complex needs  Staff training, engagement to establish curriculum journey.	We have a newly formed functional curriculum, which is fit for purpose and built around the pupils needs.  We have also designed our pupil pathways, which will enable us to ensure that all pupils including PPG have opportunities for challenge. The pathways document enables teachers to plan to fill gaps in learning and strategies to develop independence.  Progress will be measured against CAPPS for all subjects including PPG by the end of the year.  The new SRE expectations are embedded in the PSHE part of the curriculum.	The curriculum is being trialled for this year. Next year we will review and redraft.  We now need to focus on subject leadership.  Focus upon accurate Pathways based upon changing needs of cohort.  Historical data interrogated to see entry points and exit points for the Pathways.  CAPPS to be edited to highlight basic functional curriculum that children work towards with additional challenges depending upon the path taken.  Whole school focus on reading as teams not as effective. All staff part of process.	£13,500

## 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
<p>Targeted support for Upper School to ensure that there is a focus on outcomes that are transferable into the outside world.</p> <p>Progress with Independent section in CAPPS surpasses expectations</p>	<p>Personalised outcomes forming part of EHCP that support independent life for pupils. Compare outcomes with Preparing for Adulthood document</p> <p>More appropriate work placements to ensure small steps to world of work</p> <p>Links with college Clearer communication</p> <p>Apprenticeships for appropriate pupils set up.</p>	<p>Due to the complexities of our pupils, individual work placement has been replaced by workplace learning. As such, groups of children will attend the workplace supported by school adults.</p> <p>Transition to college has begun and support is given to PPG children with their choices by Connexions.</p>	<p>To be reviewed in June 2020.</p> <p>Work place learning set up.</p> <p>Due to Covid, this could not take place and has been carried over to next year.</p>	£30,000

## iii. Other approaches (including links to personal, social and emotional wellbeing)

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>Mental Health lead employed to deliver therapies to disaffected pupils</p> <p>Transition meetings for next steps Information sharing</p>	<p>Greater engagement by PPG children receiving art therapy. Feedback from parents very positive.</p> <p>Very positive feedback from new parents received during Parent consultations and following reports.</p>	<p>Mental Health lead now resigned. Taken over by JP (Safeguarding lead) and AG (Interventions lead)</p>	£8,140

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

PP progress is now measured through our whole-school assessment system, CAPPS, which allows us to track both academic progress and personal and social development. We are slowly building our data which is being shared with parents termly at individual tutorials, as well as at the end of the year through our end-of-year reports.

Further developments have included progress meetings with all class teachers to look at the individual classes and their cohorts including PP children.