

# The Blue Tangerine Federation

SPECIALIST & SPECIAL EDUCATIONAL NEEDS SCHOOLS

*Proudly Different*



## The Collett School

### PPG Strategy Statement

### Use of Pupil Premium Funding

### Use of Pupil Premium Plus Funding

**Date Reviewed:** September 2020

**Date Governing Body Approved:** Not Applicable

**Review Period:** Annually

**Staff Responsibility:** Jamie Caple, Stephen Hoult-Allen

**Date for Next Review:** By August 2021



## The Collett School Statement

Metric	Data
The Collett School, The Blue Tangerine Federation of specialist and special educational needs schools.	Foundation Maintained Special School
Pupils in school	Jan2021: 130 pupils Jan2020 census: 127 pupils
Proportion of disadvantaged pupils	<b>January census</b> <b>Primary 12/54 pupils (22.2%) : £16,140.00</b> <b>Secondary 27/73 pupils (37%) : £41,925.00</b>
Pupil premium allocation this academic year	£58,065
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	August 2021
Statement authorised by	Stephen Hoult-Allen
Pupil premium lead	Pam Stocks
Governor lead	Andrew Summerskill

## 1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

## 2. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium. In addition, this policy refers to the DfE's information on what maintained schools must publish online.

## 3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

## 4. Use of the grant

- We consider the context of the school and the main challenges or barriers our pupils face.
- We use evidence to inform our decisions on pupil premium spending – for example, by using evidence-based research and resources and learning from what works in our school
- We address a wide range of needs, and take group and individual needs into account
- We engage with parents to take their views on the needs of their child into account

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions for children who need extra help with maths or literacy
- Providing extra tuition where needed
- Funding educational trips and visits

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 2 to Year 11.

Eligible pupils fall into the categories explained below.

### 5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

## 5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

## 5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

## 5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## 6. Roles and responsibilities

### 6.1 The Executive Headteacher, the Head of School and school leaders are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### 6.2 Governors

The governing board is responsible for:

- Holding the Executive Head and Head of School to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Executive Headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

### 6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

### 6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

## 7. Monitoring arrangements

This policy will be reviewed annually by the Head of School. At every review, the policy will be shared with the governing board.

# Statement of Pupil Premium Grant (PPG and PPG Plus) strategy – The Collett School



A different template by the DfE was created in 2019, though this format gives greater depth and rationale, so is retained for use in the Federation.

1. Summary information				
<b>The Collett School</b>			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b> <b>LD-complex SLCN, MLD,SLD,PD,VI,HI,ASC</b>	
<b>Academic Year</b> <b>Sept 2020 – Aug 2021</b>	<b>Financial Year Apr 2020 – Mar 2021</b> <ul style="list-style-type: none"> <li>PPG Primary 7 pupils (39% of 18chn) £16,140.00</li> <li>PPG Secondary 64 (45% of 142chn) £41,925.00</li> <li>PPG Deprivation 20/21 budget £58,065.00</li> <li>Carry Forward from 2019/20 Academic Year £0</li> <li><b>Total PPG Budget 20/21</b> £58,065.00</li> <li>PPG Plus (CLA/Post-Adopt) £13,960</li> <li>PPG &amp; PPG Plus £72,025</li> </ul>		<b>Date of most recent PPG Review</b>	Sep 2020 Jan 2021
<b>Total number of pupils</b>	130 (funded no. 128)	Primary 12/54 pupils (22.2%) : £16,140.00 Secondary 27/73 pupils (37%) : £41,925.00 PPG Plus: 8	<b>Date for next internal review of this strategy</b>	Apr 2021 Aug 2021
DfE sends PPG funds to the LA quarterly:		<ul style="list-style-type: none"> <li>30 June 2020</li> <li>30 September 2020</li> <li>31 December 2020</li> <li>31 March 2021</li> </ul>	<b>Money can be carried forward to the next financial/ academic year</b>	

2. Current attainment		
	<i>Whole School</i>	<i>Pupils eligible for PP (your school)</i>
<b>% achieving targets in literacy</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</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 PPG )	
A.	Communication difficulties particularly with our pre-verbal younger pupils and the increasing complexity of needs generally that children placed in our school have. As such, time per child and disruptions can further reduce intensive work with individuals.
B.	Many of our younger pupils (PPG and non-PPG) require intimate care and this has a considerable impact on resources.
C.	Strategy for LD schools lacks clarity and we find children with other designations (SLD – extremely low abilities and SEMH – mainstream abilities) are placed with us, further extending the ability range, impacting on grouping erratically across the age ranges. Curriculum development is an essential part of the school and this needs addressing
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. Sensory and self-regulation equipment and resources require replacement, renewal and investment to support their needs – evidenced through interventions, research and knowledge of individuals (and their changing needs over time).
E	Training for competing needs (medical, SEND, curriculum, safeguarding, behaviour) for a changing pupil cohort across 4 key stages is challenging (taking into account time, money, resources, statutory, reduced HCC training and the risks of private providers).
F	Funding for special schools does not meet the incredibly complex needs of our pupils who need smaller learning environments. An intensive 9 day HCC commissioned review of our pupils' needs against the money received from HCC confirmed in 2019 that across 5 bands, we are underfunded by 2 bands on average.
G	Majority of pupils have SALT highlighted in plans. Our input from Speech and Language therapists has been reduced by 50% over two years. Those pressures have been put on the school.
H	Many of our pupils have O.T highlighted on plans. We do not have the capacity or expertise to deliver programmes to all.

4. Outcomes		
	<i><b>Desired outcomes and how they will be measured</b></i>	<i>Success criteria</i>
A.	Communication strategies expanded and embedded further to support language.	<p><b>Children with PPG will show progress at least in line with non-PPG children in speech and language.</b> The school will investigate and audit its use of speech and language teaching and resources in the school. More staff to become proficient in the use of Makaton and more staff training in PECS will support those engaging with communication (pre-verbal pupils).</p> <p>Curriculum development and improvements to ensure the relevance and purpose of teaching content and accreditation for next steps will be improved. Considerable work on this for all key stages – content, sequencing and assessment will focus on the school's priority needs of 'communication'. <b>A member of staff leading this development</b> is essential to tie together staff views, experience and application of research to the school's improved curriculum.</p>

<b>B.</b>	Pupils transition well to their new provision and, the curriculum caters for children with a wide ability range through Pathways leading to relevant outcomes.	<b>Effective transitional arrangements programme set up</b> with improved, holistic awareness and testing to establish further accuracy in our knowledge of the child's capabilities and abilities as a result of the often skewed levels identified in EHCP assessments. Curriculum developments include those with PPG and challenging starts to life – both in ensuring their SEND needs are met, but also to be able to catch up with gaps in their education.
<b>C</b>	Pupils to work towards managing their own behaviours and self-regulation in areas and experiences throughout the day.	<b>Fewer behaviour incidents have been achieved through whole school focus on behaviour management and will reduce further.</b> Behaviour is a key development plan aim to further engage all staff in the management of behaviours effectively. Children with PPG who have unmet social needs will increasingly take part in wider therapeutic programmes to support their self regulation. <b>Improvements to the sensory areas with equipment</b> that is understood to be most beneficial and, also some bespoke equipment for children with specific needs will be in place. To increase staffing levels to manage intimate care: .To revisit Intimate Care Policy and address the increasing trend for more pupils requiring intimate care and how this is staffed in classes and the Lower School department. <b>More staff will be trained to ensure children's toileting needs are being met and that academic needs continue to be met.</b> HCC bid to create a Hygiene Room in the Lower School reflects the crisis of necessity of improving the paucity of our provision in this area.
<b>D</b>	New staff, NQT, Assessment route, unqualified teachers will develop a strong understanding of school policies and procedures. Absorption into school life, continued development and proactive change	<b>Staff reflect their own abilities in effective team-work, self-esteem and impactful interventions are good or better.</b> CPD, induction, mental health support and curriculum understanding/development through tighter team work and support from colleagues, with extra PPA time support this. Training to support individual's CPD to be undertaken through the performance appraisal system
<b>E</b>	Lobbying SALT and OT services to increase number of days per week given	Staff training, SALT visible around school. SALT in classes modelling strategies, SALT support for teachers. Increase SALT provision through inhouse specific work Staff training, O.T. visible around school working with children and setting up programmes, O.T modelling strategies, O.T support for teachers.

**5. Planned expenditure September 2020 - August 2021: £58,065.00**

**A Communication strategies expanded and embedded further to support language.**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review ?
Whole school focus on communication strategies	Staff training in areas such as using PECS, Communication books, Blanks levels, Shape Coding, Makaton, Liaison with parents.  SCERTS Training: £1000 Makaton Training:£800	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.	PS	Dec 2020/ Mar 2021.  £1000 £800
Continued development of new curriculum to ensure engagement and to develop functional skills and independence led by a key person.	Curriculum development that identifies relevant Communication content and assessment reviewed – focus by Head of Curriculum seconded post for 2020/21. As such, cost of a teacher to cover the class teaching of the post for 9 months (Sept 2020 to April 2021 Estimated cost £22,000). Cost for a teacher for the year: £38,955  Staff training through Twilights/ focus for INSET. Member of staff seconded to the roll of Curriculum Lead . Estimated additional cost £nil	Staff are very much involved in the designing of the curriculum, though the volume of work is substantial and requires coordinating and decision making. No Assistant or Deputy Heads mean that the work is best suited to a roll created for this – a seconded roll. New Head of Curriculum to focus on all four key stages curriculum in order to establish sequencing of learning to appropriate accreditation and outcomes.	Annual CPD attendance tracked.		£38,955.00  July 2020/ Mar 2021

				<b>Budget costs</b>	<b>£40,755</b>
<b>B Pupils transition well to their new provision and, the curriculum caters for children with a wide ability range through Pathways leading to relevant outcomes.</b>					
<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b> <b>January 2021</b>	
Setting up of Oasis for younger pupils who struggle access classroom. This needs formalising and resourcing. Additional Sensory OT support bought in to the school.	Specific equipment and resources for pupils with PPG individuals in the Oasis required to enable them to work through sensory OT needs. <b>Estimated £15000</b>	Evaluation of impact of sensory needs on CAPPS skills, access and readiness to learning	Head of Interventions Head of Lower School Head of Curriculum	March 2021  <b>Capital budget used</b>	
				<b>budgeted cost</b>	<b>£0</b>

<b>C Pupils to work towards managing their own behaviours and self-regulation in areas and experiences throughout the day.</b>					
<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b> <b>Jan 2021</b>	
Enrichment-donkeys, horse care, gym club, swimming, days out <b>Estimated costs: £1500</b>  Reduced fees for clubs <b>Estimated costs: £300</b>  Supplement residential courses for PPG pupils: <b>Estimated: £1200</b>	Many of our PPG pupils do not access opportunities in the community. <b>Art therapy has begun again for specified children (Sep 20)</b>	Discussions with teachers Records	All teachers	Half yearly/ when interventions cease/change. <b>£1500</b>  <b>£300</b>  <b>£1200</b>	

<p>Steps training Resilience doughnut Zones of Regulation Input from The Hive. Analysis of behaviour records. Support from county behavioural leads (e.g. Adam Hayes). <b>Estimated costs: £1,000</b></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. We have identified that children accessing PPG have more difficulties on average, than non-PPG pupils with emotional and social regulation.</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>Children in crisis with their behaviours and the severe impacts this has on other children. Prioritised need first – ensuring all documentation has evidenced the child’s Wave 1 interventions and, Wave 2 where likely to have an impact before 1:1 support provided.</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 from DSL</p>	<p>All teachers The Hive</p> <p>Head of School and Head of Interventions</p> <p>MS</p>	<p>Dec 2021</p> <p>Half termly. <b>1,000</b></p> <p><b>£3000</b></p> <p><b>£20,000</b></p>
<p>Breakfast/snacks/free hot dinner supplement to ensure all PPG children have food. <b>Estimated costs: £3000</b></p> <p>Identified 1:1 support for children needing the additional support as a result of their extreme behaviours <b>Estimated costs: £20,000</b></p>	<p>Snack donations by parents are erratic and deteriorating in amount since Covid. £250 per class, per year additional monies for food and drink over the year and this will also include the odd additional hot meal.</p>			<p><b>budgeted cost</b></p> <p><b>£27,000</b></p>

**D New staff, NQT, Assessment route, unqualified teachers will develop a strong understanding of school policies and procedures. Absorption into school life, continued development and proactive change**

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
Additional cover for staff new to the role and emergent teachers in order to support through mentoring and contact time with experienced staff/ external provider. <i>Estimated costs: £3000</i>	Earlier intervention, support for development. DR, MB,	Moderation, Performance Appraisal	Head of School, Head of Curriculum	January 2021 April 2021
<b>budgeted cost</b>				<b>£3,000</b>

**E Lobbying SALT service to increase number of days per week given**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review? <i>January 2021</i>
<b>budgeted cost</b>					<b>£</b>
<b>Total Budgeted</b> Costs (more than £58,065 because of uncertainty and expected non-spend during Covid)					<b>70,755</b>

**PPG Plus Spending Budget: £13,960**

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review? <i>Budget in blue. Actual January 2021</i>

<p>Art Therapy PPG Plus pupils. Personalised sessions for individuals: £6557.50</p> <p>ZS Therapy: £4000</p> <p>RH Play Therapy £700</p>	<p>PPG plus children are disadvantaged and require additional support. We have found that Art therapy has been advantageous.</p>	<p>Josh Pollard Staff Lead Anu Gray collaboration</p>		<p>£8,000 £6557.50</p> <p>£4,000 £1,200.00</p> <p>£700 £125</p>
<p><b>budgeted cost</b></p>				<p>£12,700 £7882.5</p>

## 6. Review of expenditure and impact.

Previous Academic Year 2019 – 2020: **£60,425**

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.	<p>Collaborative audits across both schools</p> <p>Evaluate adherence to statutory guidance</p> <p>Establish ways curriculum meets complex needs</p> <p>Staff training, engagement to establish curriculum journey.</p> <p>IT hardware for pupils and teachers: Estimate £10,000</p>	<p>We have a newly formed functional curriculum, which is fit for purpose and built around the pupils needs.</p> <p>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.</p> <p>Progress will be measured against CAPPS for all subjects including PPG by the end of the year.</p> <p>The new SRE expectations are embedded in the PSHE part of the curriculum.</p>	<p>The curriculum is being trialled for this year. Next year we will review and redraft.</p> <p>We now need to focus on subject leadership.</p> <p>Focus upon accurate Pathways based upon changing needs of cohort.</p> <p>Historical data interrogated to see entry points and exit points for the Pathways.</p> <p>CAPPS to be edited to highlight basic functional curriculum that children work towards with additional challenges depending upon the path taken.</p> <p>Whole school focus on reading as teams not as effective. All staff part of process.</p>	<b>£13,325</b>



i. 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>Interventions with year 11 students for Post-16 progress Part of JT salary: £20,000</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 supported with PPG children with their choices by Connexions.</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>Reviewed in June 2020.</p> <p>Work place learning set up.</p>	£20,000
ii. 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. AF salary £27,000</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 resigned. Taken over by JP (Safeguarding lead) and AG (Sensory lead)</p>	£27,100

	<b>£60,425</b>
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