

Pupil Premium Impact Report 2019-2020

Pupil Premium is Government funding provided to ensure disadvantaged children receive additional support, raise their aspirations and improve good educational outcomes.

Schools that receive Pupil Premium are free to spend the funding in a variety of ways. However, the school is accountable for this public money and must show how the funding was used to support disadvantaged children and low income families.

Funding for this year is **£41,325** School received funding of £1,320 for primary Pupil Premium pupils, £935 for secondary Pupil Premium pupils, the school also received £2,300 for post LAC pupils.

Number of pupils funded for Pupil Premium in 2019-2020 is 27 (26%)

The main barriers to educational achievement faced by eligible pupils of Heart of the Forest school are listed below. This is a generic list, each pupil has a highly individual profile of barriers and individualised learning targets are set and closely monitored to ensure pupils make the best progress possible, with relevant specialist teaching and learning interventions as appropriate. Our pupils require a high staff to pupil ratio compared to main stream pupils. It is essential that identified pupils are supported emotionally and physically too as appropriate to their needs.

The main barriers to educational achievement our pupil premium pupils face include:

- All pupils have SEND and EHCP or statement for learning difficulties and are working significantly below age related expectations
- Increasing complexity of medical need
- Increasing mental health issues
- Locality can make parental engagement challenging

Key Objectives 2019-2020

Objectives		Outcomes
1.	Pupils to have access to high quality teaching and learning and to targeted interventions such as Dancing Bears, Rapid Maths, eye gaze and therapies such as music, hydro play TACPAC and rebound to address specific needs	All pupils make at least good progress in all areas of English, Maths and PSHCE
2.	Access to additional therapies and support to maintain health. Close links with families and medical professionals to ensure pupils are able to return to school as soon as possible following medical episodes.	All pupil with complex medical needs will maintain optimum attendance.
3.	Access to trained staff and appropriate resources to support mental health issues.	All pupils identified as having mental health issues or a high number of ACES will be supported to manage their behaviour for learning leading to improved behaviour, reduction in anxieties and at least good progress in English and Maths
4.	Offers of a range of parent workshops and communication working party	Improved attendance at parental workshops and parents reporting improved communication and engagement in pupil learning

Key Expenditure

Investment for this year 2019 - 2020 was intended for the following:

Description	Costs	Actual Spend
	£	£
Salary related costs	£13,031	£0.00
ELSA Sessions, training and staff costs	£13,000	£13,000
Team Teach Training/Resources	£2,500	£2,500
Literacy and Numeracy Resources	£1,500	£1,531
Hirstwood Training Subscription	£1,294	£1,294
Purchase of SOLAR	£3,000	£3,000
Setting up of Amber Room	£1000	£1000
Training for Therapeutic Therapies	£4,000	£0.00
Trailblazer Training	£0.00	£0.00
ACES Training	£2,000	£0.00
Total	£41,325.00	£22,325.00

Due to Covid 19 we have an under spend of £19,000. We intend to carry this money forward to 2020-2021 to support the mental health and well-being of pupils returning to school post lock down.

Review of Expenditure				
Previous Academic Year		2019-20		
1. Quality of Education				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Impact / Lessons learned (and whether you will continue with this approach)	Cost
Pupils will continue to make at least good progress in English and Maths	Literacy and Numeracy interventions – such as Dancing Bears, Rapid Reading, Rapid Maths, Numicon. Staff CPD as required to maintain good quality teaching and learning, including Hirstwood multi-sensory curriculum and Autism Spectrum.	Evidence based interventions from self-analysis, AfA project and EEF toolkit have shown that targeted pupils have made accelerated progress in learning as a result of the intervention. 1:1 support and resources for individuals	Pupils were supported throughout the Autumn and Spring term with a variety of literacy and numeracy interventions. These interventions were implemented by the class teacher. Resources and equipment were purchased to support the delivery of these interventions. Accelerated progress was observed in reading where 36% of PP pupils met or exceeded their target, performing higher than 28% of Non-PP pupils who met or exceeded their target. On the whole pupil premium children have made better progress in reading and using and applying in comparison to the general population of the school. However, our pupil premium cohort of pupils are slightly behind in communication and writing but the gap is closing and remains close. Conversely, for number and shape, space and measure the gap is beginning to widen. <i>Please see additional data in pupil premium report.</i> Hirstwood training was introduced to support	Literacy and Numeracy interventions and resource costs £1,531

			staff CPD, this was particularly prevalent during the lock down period.	Hirstwood training cost £1,294
All pupils to make at least good progress in PSHE	Therapeutic input such as play therapy, lego therapy, TACPAC, Sherborne Staff CPD as required – attachment, behaviour, rebound.	Therapy referrals from professionals as part of EHCP process, CP/CIN/ TAF meetings. Therapeutic evidence from in house year on year analysis of progress EEF toolkit- staff specialisms EP team training for lego therapy. Piloted as part of Mental Health Champions award	Due to covid-19 staff CPD postponed in these areas as training moved to online provision. During the Autumn and Spring term pupils continued to engage in Rebound therapy and TACPAC sessions by staff already trained. ELSA interventions had been started but due to Covid 19 we have insufficient data on this intervention to report impact, we hope to continue next year to see the impact. 72% of Non-PP pupils performed slightly better than 67% of PP pupils who met or exceeded their PSHE target.	
See PP impact statement 2019-20				
2. 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
Pupils who experience mental health issues or have a high number of	ACES training for all staff. Setting up of specific resourced area to support pupils- AMBER room	Public Health England (2014) 'Those who are resilient do well despite adversity'	Due to Covid-19 ACES training did not take place. ACES training will be implemented within the next academic year as part of staff CPD.	

<p>ACES will receive support to become more resilient and develop improved behaviour for learning</p>	<p>At least one member of staff trained as an ELSA and running sessions at least 0.5 of directed time. At least one member of staff trained in attachment based mentoring.</p> <p>Involvement in Mental Health trailblazer programme giving access to trained mental Health nurses. External agencies brought in for targeted pupils if required.</p> <p>Family support worker to support parents, attend social care meetings, carry out</p>	<p>ELSA programme – EP programme delivered across Gloucestershire.</p> <p>We are an ACE aware school and are aware of the detriment to life opportunities for pupils with significant number of ACES</p> <p>The Healthy Minds project suggests that there is a great deal of evidence that non cognitive skills are as important as non-cognitive skills in determining academic results.</p> <p>Gloucestershire LA is a pilot Authority for Mental Health Trailblazers</p> <p>Supporting parents has a</p>	<p>Amber Room set up for pupils to access as a de-escalation environment to support pupils in managing crisis situations. Due to covid-19 the impact of this new environment is yet to be widely seen on the reduction of behaviour incidents. Impact to be closely monitored during the next academic year to review impact.</p> <p>Pastoral support role established and ELSA training received to provide additional support for pupils with social and emotional challenges. Feedback from pupils and staff was that the sessions provided 1:1 focussed time on input to support individual need however, due to Covid 19 we have insufficient data on this intervention to report impact.</p> <p>Gloucestershire Healthy Living and Learning (GHLL) Trailblazers program explored. Due to Covid-19 Trailblazer training and implementation did not take place.</p> <p>Family Support Worker continued to support families through attending meetings throughout the year including virtual meetings during lock down period. Parenting courses</p>	<p>Cost to set up Amber Room - £1,000</p> <p>ELSA Training and Staffing £13,000</p>
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	<p>parenting courses and source external support as required.</p> <p>Resources to measure progress in aspects such as self-esteem and socialisation and resilience – FAGUS</p> <p>Behaviour lead in place to support behaviour plans and Team Teach training. Development of an online behaviour tracking system. Behaviour training for all staff</p>	<p>positive impact on the progress pupils make. AfA programme continues to recognise the importance of parental engagement</p>	<p>and family engagement in school diminished due to the impact of Covid-19. This will be re-established in the new-academic year to further promote family engagement.</p> <p>FAGUS was not used to measure progress. ELSA sessions were introduced and this had been intended to measure progress and impact however, due to Covid 19 we have insufficient data on this intervention to report impact.</p> <p>Behaviour lead in place and overseeing the development of behaviour management across the school.</p> <p>100% of pupils who require behaviour plans and risk assessments to support with behaviour strategies have been implemented and reviewed.</p> <p>SOLAR has been purchased and introduced to record and track behaviour incidents. All staff have received online training.</p> <p>In July 2019, 24 staff were trained in Team Teach to support in managing incidents of physical behaviour.</p>	<p>Cost of Solar and training £3,000</p> <p>Team Teach training and resources £2,500</p>
<p>Pupils with complex medical needs can maintain health in order to improve</p>	<p>Access to additional therapies such as hydrotherapy and rebound therapy to</p>	<p>Previous involvement in vulnerable children’s project where support allocated in this way improved</p>	<p>Pupils who require access to personalised therapies including rebound and hydrotherapy had access during the Autumn and Spring terms. Access to such therapies was suspended</p>	

<p>attendance and therefore make at least good progress in learning.</p>	<p>maintain physical health. 1:1 support to access. Close liaison with parents and medical professionals to ensure confidence for pupils to return to school earlier following ill health. May require home learning activities or support</p>	<p>attendance for these pupils and they made progress in line with their peers.</p>	<p>during the Summer term due to covid-19. Part-time attendance contracts were introduced to support with increasing attendance of pupils with more complex health needs. Home learning was introduced and regular correspondence maintained between school, families and professionals to increase attendance. Attendance data evidence for pupils with complex needs and low attendance indicates 3 out of 7 pupils increased their attendance. Several of these pupils had a decline with attendance due to the implications of Covid-19.</p>	
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Total Expenditure £22,325
Total carried forward £19,000

See PP impact statement 2019-20

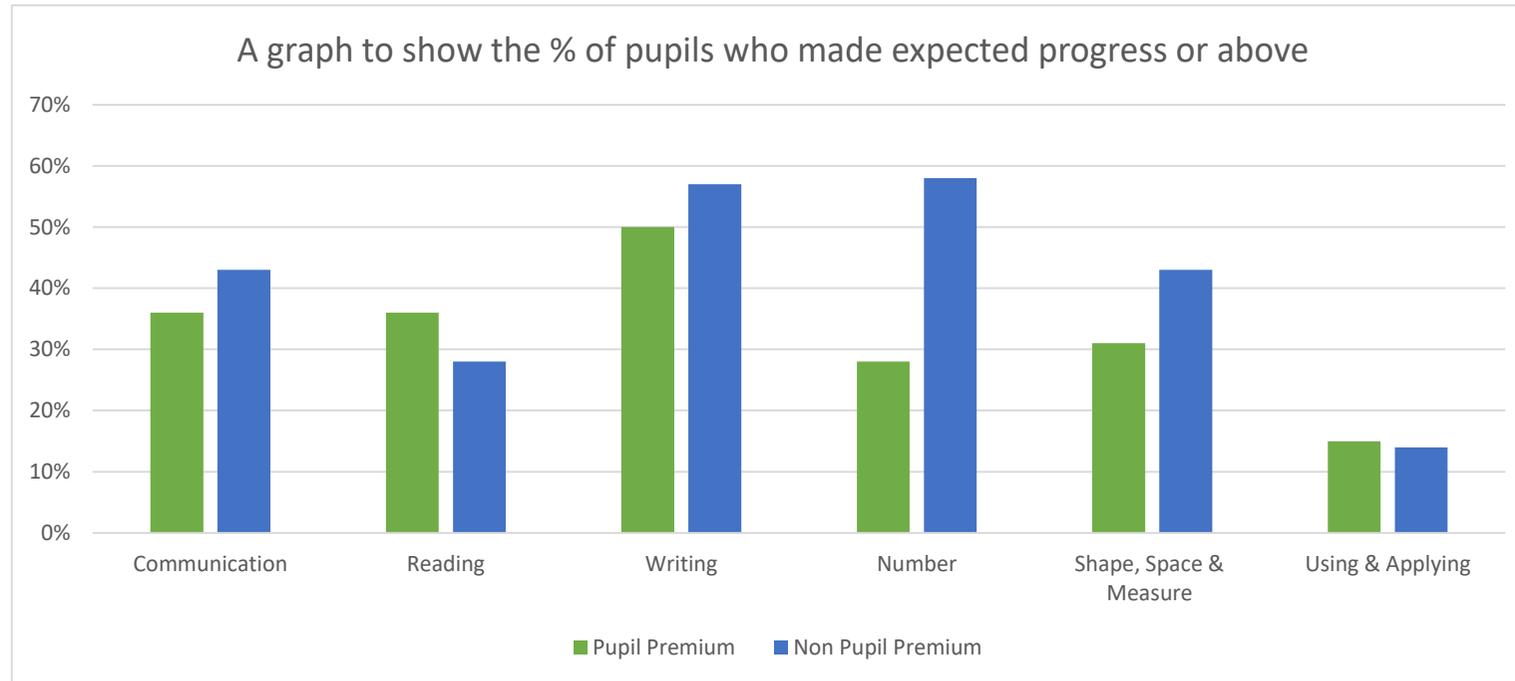
Additional Information

Through our website you can see pupil premium reviews including 2019-20 which shows pupil premium pupils progress. Please refer to the school SEF and SDP.

Attainment and Progress

End of Year Data July 2019

NB Data includes attainment from the Autumn and Spring term, in-sufficient data is available from the Summer term due to covid-19 lockdown.



- **Literacy – Communication:** 36% of PP pupils met or exceeded their target compared to 43% of Non-PP pupils.
- **Literacy – Reading:** 36% of PP pupils met or exceeded their target, performing better than 28% of Non-PP pupils.
- **Literacy – Writing:** 50% of PP pupils met or exceeded their target compared to 57% of Non-PP pupils.
- **Numeracy – Number:** 28% of PP Pupils met or exceeded their target compared to 58% of Non-PP pupils.
- **Numeracy – Shape, Space and Measure:** 31% of PP pupils met or exceeded their target compared to 43% of Non-PP pupils.
- **Numeracy – Using and Applying:** 15% of PP pupils met or exceeded their target compared to 14% of Non-PP pupils.

This graph shows the mid- year review for Pupil Premium pupils and the progress they have made against their peers. We can see from this graph that Pupil premium children have made better progress in reading and using and applying in comparison to the general population of the school. However, our pupil premium cohort of pupils are slightly behind in communication and writing but the gap is closing and remains close. Conversely, for number and shape, space and measure the gap is beginning to widen and we would have implemented some additional maths interventions to support this disparity. Due to Covid-19 we have been unable to effectively input interventions within our teaching and learning and assess the impact that this is having on our pupils. During the initial lockdown period we set our pupils learning tasks and activities to build upon their prior knowledge and support opportunities for continued learning. But, we were unable to assess if pupils have retained this knowledge or being able to progress from their prior knowledge to effectively make progress and close the gap. Our next steps will be to re- evaluate the learning and assess children's knowledge to plan effectively for the next academic year.