

Statement of pupil premium strategy – Wyre Forest School 2018/2019

1. Summary information					
School	Wyre Forest School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	Generic
Academic Year	2018/19	Total PP budget	£165,675	Date of most recent PP Review	Booked 2.11.18
1. Summary information					
School	Wyre Forest School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	Generic
Academic Year	2018/19	Total PP budget	£165,675	Date of most recent PP Review	Booked 2.11.18
Total number of pupils	262	Number of pupils eligible for PP	126 (48%)	Date for next internal review of this strategy	Feb 2019
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving UQ targets in communication			Speaking 55% Listening 53%	Speaking 74% Listening 64%	
% achieving UQ targets in reading			68%	68%	
% achieving UQ targets in writing			73%	66%	
% achieving UQ targets in maths			71%	64%	
1. Summary information					
School	Wyre Forest School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	Generic
Academic Year	2018/19	Total PP budget	£165,675	Date of most recent PP Review	Booked 2.11.18
Total number of pupils	262	Number of pupils eligible for PP	126 (48%)	Date for next internal review of this strategy	Feb 2018
A.	Individual special education needs.				
B.	Behaviour due to insecure attachment.				
C.	Social and communication needs.				
External barriers					
D.	Pressure of SEND on family life.				

1. Summary information					
School	Wyre Forest School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	Generic
Academic Year	2018/19	Total PP budget	£165,675	Date of most recent PP Review	-
Total number of pupils	262	Number of pupils eligible for PP	126 (48%)	Date for next internal review of this strategy	Feb 2019
	<i>Desired outcomes and how they will be measured</i>				<i>Success criteria</i>
A.	PP to have closed the gap on Non PP for speaking & listening using P Step Communication assessment & tracking on SOLAR.				1. Gap closed between PP and Non PP for speaking & listening
B.	IPPs to continue to support the curriculum and meet the needs of the EHCP targets. MAD weeks to monitor.				1. IPP targets supporting EHCP targets.
C.	To improve the attendance of PP pupils – particularly Persistent Absenteeism in KS3 & KS4				1. PP attendance to be in line with at least whole school attendance. 2. PA to have been reduced by 50% for KS3 & 4 (2017/18 pupils)
D.	To continue to support hard to reach parents and support them through their child's schooling at WFS.				1. LPPA action plan continues
2. Summary information					
School	Wyre Forest School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	Generic
Academic Year	2018/19	Total PP budget	£165,675	Date of most recent PP Review	Booked 2.11.18
Total number of pupils	262	Number of pupils eligible for PP	126 (48%)	Date for next internal review of this strategy	Feb 2019
Academic year	2017/18				
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?
<p>IPPs to continue to support the curriculum and meet the needs of the EHCP targets. MAD weeks to monitor.</p>	<ol style="list-style-type: none"> 1. EHCP/IPP process reviewed, agreed with staff and implemented. 2. Closer links to be made between EHCP areas and IPP targets 3. Each phase to review and determine how needs within the iPP targets can be met within the curriculum. 4. Purchase of relevant curriculum resources to meet targets. 5. Purchase relevant service level agreements to meet pupil needs. 	<p>Monitoring by SLT realised a lack of quality and consistency of approach across the phases.</p> <p>WFS curriculum encompasses wider needs; a process to formalise and measure success of this was required.</p>	<ol style="list-style-type: none"> 1. Revised approach embedded across each phase. 2. Outcomes monitored by SLT & Phase leaders through pupil progress meetings. 3. Whole school percentage success against IPP targets analysed and outcomes acted upon. 	JK	Ongoing & termly.
Total budgeted cost					£50, 675
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?

<p>PP to have closed the gap on Non PP for speaking & listening using P Step Communication assessment & tracking on SOLAR.</p>	<ol style="list-style-type: none"> 1. Scrutinise data further to see specific issues/gaps for individualised and class groups. 2. Training for new staff and K3 & 4 staff. 3. Targeted intervention led by communication team and SALT. 4. Targeted support for individual teachers and class teams. 5. Purchase specific resources, including where technology and support and enhance speaking and listening. 	<p>Summer term speaking and listening data showing Exact figures</p> <p>SLCN audit with KS3&4 staff showing lower levels of more specific knowledge in communication.</p> <p>Pupils highlighted by either Communication Team, involving SALT or SOLAR data as needed more specific intervention.</p>	<ol style="list-style-type: none"> 1. Termly pupil progress meetings 2. Communication Team and SALT reports. 3. SOLAR data 	<p>JK</p>	<p>Termly and at the end of each specified intervention.</p>
--	--	--	---	-----------	--

<p>To improve the attendance of PP pupils – particularly Persistent Absenteeism in KS3 & KS4</p>	<ol style="list-style-type: none"> 1. Identify pupils who are PA and also those at risk of PA 2. Introduce first day calling for all pupils to ascertain reason for absence 3. PFSW to target PA pupils and link with parents to develop home / school link 4. Introduce school reward scheme linked to good attendance 5. Purchase curriculum resources to engage and inspire pupils. 	<p>We believe that promoting positive links with parents will support the increase in attendance for PA pupils rather than focusing on a punitive approach. We will work to support families and encourage pupils to 'want to attend' rather than 'have to attend'.</p>	<ol style="list-style-type: none"> 1. Termly report to governors relating to attendance 2. Weekly update meetings with PFSW 3. Empower class teachers to intervene with attendance earlier 	<p>BT</p>	<p>Termly via governors meeting</p>
--	---	---	---	-----------	-------------------------------------

To continue to support hard to reach parents and support them through their child's schooling at WFS.	<ol style="list-style-type: none"> 1. Identify htr parents 2. Link pfsw to the identified parents 3. Invite parents in to non formal events and activities in school eg, assemblies 4. Fund relevant training 	We have identified that our PP pupils who have lower speaking and listening levels also have lower attendance and also have less support from home. It is important that we engage with these families to build better relationships and trust in what the school does as many of these parents have negative experiences of education.	<ol style="list-style-type: none"> 1. PFSW will meet with DHT fortnightly to review caseload and progress 2. Class and school parental invitation events will be monitored to review focus family attendance 3. A calendar of family focus events to target htr families will be established 	BT	
Total budgeted cost					£105,000
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?
1. To improve the attendance of PP pupils – particularly Persistent Absenteeism in KS3 & KS4	1. In extreme circumstances where support strategies are not successful in improving attendance pupils will need to access education input in the home environment	We have 1 PP pupil who is not attending at present and is refusing to accept school support. This pupil is in year 11 and we need to support him to complete his accreditation programme	<ol style="list-style-type: none"> 1. Half termly monitoring reviews with designated teacher 2. Weekly visits from PFSW 	BT	
Total budgeted cost					£10,000

1. 2017/18 Evaluation					
School	Wyre Forest School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	Generic
Academic Year	2017/18	Total PP budget	£140,675	Date of most recent PP Review	-
Total number of pupils	260	Number of pupils eligible for PP	120 (46%)	Date for next internal review of this strategy	Feb 2018
Previous Academic Year		2017/2018			
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	
EHCP long term targets met.	<ol style="list-style-type: none"> Onwards & Upwards records targets Onwards & Upwards records steps to success (IPPs) Staff have the information in order to plan the curriculum to meet individual needs. Staffing levels appropriate 	<p>Pupils are making outstanding progress with their attainment and academic progress.</p> <p>Staff are using EHCPs and IPPs more effectively and in turn they are informing the curriculum</p>	<p>The software package that we wanted to use did not live up to expectation and a more in house simpler system was required.</p> <p>This will continue to be a focus going forward as it is working well but needs embedding.</p> <p>EHCPs from the local authority are not within the statutory timeframe.</p>	£40,000	

<p>Pupils can communicate their needs and emotions more effectively</p>	<ol style="list-style-type: none"> 1. Completion of the iCan Award 2. Continue to increase communication approaches to enable pupils to communicate needs and emotions. 3. UQ targets set 4. Targets tracked 5. Staff training 6. Parental workshops 	<p>Can award achieved, and achieved at Specialist status.</p> <p>Communication a whole school focus and priority. Staff and parent training held.</p> <p>New assessment criteria written for speaking & listening and this has shown that PP pupils are performing less well with communication than Non PP – this will need to be a focus for 2018/19</p> <p>Targets tracked on SOLAR.</p>	<p>We know the approach is working, and staff are more skilled. This has been verified by a very rigorous external monitoring and the awarding of specialist status. The data however suggests differently and needs to remain a focus.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Pupils can self-regulate more effectively.</p>	<ol style="list-style-type: none"> 1. Train staff in attachment so vocabulary and classroom approaches are better matched to meet needs. 2. Continue to increase communication approaches to enable pupils to communicate needs and emotions. 3. To use a coaching methods to work alongside class teams to develop consistent strategies and approaches for individual pupils. 4. To audit current pastoral and therapeutic provision so that future staffing meets the changing needs of pupils. 5. Support parents. 6. Staffing levels 	<p>Staff trained and have a better understanding of attachment.</p> <p>The behaviour data shows an improving picture with a reduction of positive handling of 19%. Even though the % of exclusions has remained the same, the number of days a child is excluded has reduced.</p>	<p>Need to build attachment training in for new staff.</p>	
---	---	---	--	--

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
Parents are supported effectively by the school.	Completion of the Leading Parent Partnership Award	Award achieved	The LPPA award process was rigorously evaluated and monitored to show that as a school we do as much as possible to engage our parents. We have created a further action plan from the recommendations in order to improve even further. the work and needs continuing.	
Pupils demonstrate an increase in emotional development.	<ol style="list-style-type: none"> 1. To continue to develop the THRIVE ethos across the school 2. Develop the multi layered approach to THRIVE; whole school ethos, specialist classroom, interventions 	<p>Staff are more attachment aware and behaviour is an improving picture as per the behaviour report for 2017/18.</p> <p>The language of THRIVE is more consistently being use.</p>	<p>The needs of pupils at WFS requires a more bespoke approach that goes beyond traditional THRIVE.</p> <p>Need to develop relevant and individualised interventions to continue to support emotional need.</p> <p>Continue to empower all school staff to support behaviour.</p>	