Statement of pupil premium strategy – Wyre Forest School 2019/2020

1. Summary information					
School	Wyre Forest School			**Type of SEN (e.g. PMLD/SLD/MLD etc.)**	Generic
Academic Year	2019/20	**Total PP budget**	£177,140	**Date of most recent PP Review**	
Total number of pupils	265	**Number of pupils eligible for PP**	126	**Date for next internal review of this strategy**	Feb 2020

	Pupils eligible for PP	Pupils not eligible for PP
% achieving UQ targets in communication – Speaking	80	83
% achieving UQ targets in communication – Listening	70	75
% achieving UQ targets in reading	83	87
% achieving UQ targets in writing	83	87
% achieving UQ targets in maths	75	79
Attendance	92.06%	92.66%
Persistent Absenteeism	16%	9%
% pupils Positively Handled	56%	44%
% of incidents	59%	41%

Targets for 2019 – 2020
1. To reduce the Persistent Absenteeism of Pupil Premium pupils and reduce the gap between non-pupil premium pupils.
2. To reduce the % of Pupil Premium pupils who are positively handled and reduce the gap between non-pupil premium pupils.
3. To reduce the % of Pupil Premium pupils who are involved in an incident and reduce the gap between non-pupil premium pupils.

Target	Actions	Success Criteria	£	RAG
To reduce the Persistent Absenteeism (PA) of Pupil Premium (PP) pupils and reduce the gap between non-pupil premium pupils.	• Identify and analyse pupils who were PP and PA from academic year 2018/2019. • Establish target cohort for 2019 / 2020 and monitor in weekly meeting with headteacher. • Ensure class teams are aware of the PP pupils 'at risk of PA' and complete action plan to support pupil & families, including an emergency meeting with parents/carers to establish any potential reasons or areas of support required. • Provide half termly report to PP governor regarding progress in this area	• Target cohort established and shared with phase leaders, class teachers • Weekly meeting minutes with headteacher identify pupils 'at risk' of PA • Parent conversation recorded on CPOMS to highlight link with home regarding absence • Report provided and governor to provide level of challenge • PP grant demonstrates innovative use of funding to support PP pupils at risk of PA • Levels of PA from the PP cohort reduced against last year's data and also gap between PP and non PP pupils reduced.		Unable to give data due to COVID-19 – HT report to Governors for Autumn and Spring 1 data available.
To reduce the % of Pupil Premium (PP) pupils who are positively handled (PH) and reduce the gap between non-pupil premium pupils.	• Analyse data from 2018/2019 to identify target cohort of PP pupils who are on the PH list • Share information with phase leader, class teams and review IBP's and RRP's weekly in light of this and share with parents • Teacher INSET on behaviour strategies, including use of play skills to give staff a greater tool box • Review Pupil Engagement Team (PET), roles and skills in order to be able to provide staff with the appropriate level of response and support • Support Early Years Attachment Project with Professor Barry Carpenter and cascade findings. • PH pupils to be reviewed on a weekly basis in SLT Pupil Support Meeting and actions set from this meeting, including external advice eg: Ed Psych (EP)	• Pupils analysed and target cohort established and shared with phase leaders, class teams and parents with PH focus plan agreed • Focus pupils observed by EP and IBP reviewed • Research project work with focus group findings shared and next steps following findings planned for. • Monitoring of the data highlight reduction in pupils requiring PH and also other support strategies are piloted and developed.		Positive handling incidents involving PP pupils were reduced by 25% between Sep 19 and March 20

	• Provide half termly report to governors highlighting progress against target			
To reduce the % of Pupil Premium pupils who are involved in an incident and reduce the gap between non-pupil premium pupils.	• Analyse data from 2018/2019 to identify target cohort of PP pupils who are on the PH list • Share information with phase leader, class teams and review IBP's and RRP's weekly in light of this and share with parents • Teacher INSET on behaviour strategies, including use of play skills to give staff a greater tool box • Review Pupil Engagement Team (PET), roles and skills in order to be able to provide staff with the appropriate level of response and support • Support Early Years Attachment Project with Professor Barry Carpenter and cascade findings. • PH pupils to be reviewed on a weekly basis in SLT Pupil Support Meeting and actions set from this meeting, including external advice eg: Ed Psych (EP) • Provide half termly report to governors highlighting progress against target	• Pupils analysed and target cohort established and shared with phase leaders, class teams and parents with PH focus plan agreed • Focus pupils observed by EP and IBP reviewed • Research project work with focus group findings shared and next steps following findings planned for. • Monitoring of the data highlight reduction in pupils requiring PH and also other support strategies are piloted and developed.		In 2018-19 there were 16 PP pupils positively handled and this has reduced by 1 to 15 in 2019-2020
		Total £		