

Statement of Pupil Premium Strategy – Wyre Forest School

1. Summary information					
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

2. Current attainment							
	<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP</i>			
% achieving UQ targets in communication	70%			74%			
% achieving UQ targets in reading	70%			74%			
% achieving UQ targets in writing	71%			65%			
% achieving UQ targets in maths	66%			68%			
BEHAVIOUR DATA	Groupings inc. percentage total of whole school	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Pupil Premium (33%)	90 (58%)	104 (38%)	98 (71%)	150 (70%)	92 (52%)	
	Free School Meals	76 (49%)	98 (36%)	55 (40%)	83 (39%)	85 (47%)	
	Children Looked After (11%)	16 (10%)	14 (5%)	51 (37%)	45 (21%)	55 (31%)	
	Minority Ethnic	21 (14%)	27 (10%)	11 (8%)	22 (10%)	7 (4%)	
	Analysis of pupil groups highlights no discernible trend except that both Pupil Premium and CLA are two groups that contribute more to the negative behaviour data than their respective whole school						

percentage indicating that these two groups require further analysis to ascertain more detail about the reasons around this.

	Number of pupils excluded	% PP pupils	% CLA pupils	% Male	% ME
2015 - 2016	11	72.7%	18.2%	81.2%	0%
2016 - 2017	14	78.6%	35.7%	85.7%	0%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

- 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.
- E. Early childhood trauma.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	EHCP long term targets met	<ol style="list-style-type: none"> 1. EHCP targets tracked alongside attainment 2. Pupils on track to meet IPP target deadlines – therefore on track to achieve long term EHCP targets
B.	Pupils can self-regulate more effectively	<ol style="list-style-type: none"> 1. Decrease in exclusions and positive handling

C.	Pupils can communicate their needs and emotions more effectively	1. 80% achieve UQ communication targets
D.	Parents are supported effectively by school	1. Leading Parent Partnership Award achieved
E.	Pupils demonstrate an increase in emotional development	1. THRIVE assessments show a clear impact for emotional development.

5. Planned expenditure

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?
EHCP targets met	<ol style="list-style-type: none"> 1. Onwards & Upwards records targets 2. Onwards & Upwards records steps to success (IPPs) 3. Staff have the information in order to plan the curriculum to meet individual needs 4. Staffing levels 	Pupils are making outstanding progress with their attainment and academic progress but we need a more systematic way of ensuring all EHCP targets and Steps to Success (IPPs) are fed into the curriculum	<ol style="list-style-type: none"> 1. Working with Phase Leaders to ensure that the system is manageable and effective 2. Ensure that the system is easy to use and staff can access the information easily 3. Staff training 4. Monitoring of Onwards & Upwards 	RG/JK	Feb 2018
Pupils can communicate their needs and emotions more effectively	<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 	Analysis of pupil groups highlights no discernible trend except that both Pupil Premium and CLA are two groups that contribute more to the negative behaviour data than their respective whole school percentage indicating that these two groups require more support	<ol style="list-style-type: none"> 1. Continue with the iCAN working party 2. Continue with the staff training 3. Continue with the parental workshops 	BT/JK	Dec 2017

Total budgeted cost					£40,000
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?

Pupils can self-regulate more effectively	<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 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 	Analysis of pupil groups highlights no discernible trend except that both Pupil Premium and CLA are two groups that contribute more to the negative behaviour data than their respective whole school percentage indicating that these two groups require more support	<ol style="list-style-type: none"> 1. Reporting to Governors through behaviour reports 2. Staff training 3. Work with staff to ascertain appropriate model for pastoral team 4. Monitor the coaching and data to ensure the correct staff and pupils are being supported 	BT	Half termly
Total budgeted cost					£50,000
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?
Parents are supported effectively by school	1. Completion of the Leading Parent Partnership Award	Parent feedback and as most of our pupils are transported in we need to do more to ensure the home school link is extremely effective	1. LPPA working party 2. Feedback to Governors	BC/BT	Dec 2017
Pupils demonstrate an increase in emotional development	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	Analysis of pupil groups highlights no discernible trend except that both Pupil Premium and CLA are two groups that contribute more to the negative behaviour data than their respective whole school percentage indicating that these two groups require more support	1. Governor updates 2. Staff training 3. Leadership modelling	BT	Half termly
Total budgeted cost					£50,000

6. Review of expenditure				
Previous Academic Year		A DIFFERENT TEMPLATE WAS USED 2016/17– THIS WILL BE COMPLETED 2018 FOR THE 2017/18 STATEMENT		
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

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