

Pupil premium strategy statement

1. Summary information					
School	SEMH Provisions – Pinderfields Hospital PRU				
Academic Year	19-20	Total PP budget	£15572	Date of most recent PP Review	July 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Engagement in learning due to SEMH needs - working on activities and pastoral sessions that help children to be academically ready to learn. Most pupils find it difficult to manage their mental and emotional wellbeing.	
B.	Accessing learning that is age appropriate considering their levels of learning – many pupils have gaps in learning due to previously disrupted education due to behaviours and gaps in educational attainment due to lessons/time missed in school.	
C.	Pupil's ability to engage appropriately in social situations due to backgrounds/social care status/mental health needs/SEN needs/Adverse childhood experiences.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Pupils rarely access to recreational activities that support/develop their social skills. Many pupils struggle to access social activities due to their identified SEN.	
E.	Pupils require support to maintain attendance and be ready to learn. Some pupils may miss breakfast, not have appropriate clothing/shoes/ uniform to engage in school activities/learning.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To give pupils the opportunity to engage in activities that develop their self-esteem confidence and independence. Allowing them to develop emotional and mental wellbeing.	Children to fully engage in named activities with minimal disruption/crisis incidents. Allow the activities to act as a motivator for pupils to want to maintain behaviour in order to be successful in the activities.
B.	To engage pupils in academic sessions, particularly reading and literacy.	To engage and track reading, making progress in reading and writing.
C.	Pupils to engage and engage the extra-curricular activities with their peers. Activities will support successful team building skills.	To successfully take part in team building activities/interventions to encourage appropriate relationships and develop respect.
D.	Pupils to have positive experiences outside of the classroom environment that will allow them to understand positive relationships with the community and wider public engagements.	Positively maintain respect and 'social norms' whilst out in public as well as with staff and peers.
E.	Reduce the risk of low attendance/ persistent absenteeism by providing equipment and clothing to support basic needs.	Pupils fully engage in learning with appropriate clothing, footwear, food and hygiene facilities available.

4. Planned expenditure

Academic year

2019-2020

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.

Quality for all Pupils

Desired outcome	Chosen action / approach	Rationale of chosen activity/resources/equipment.	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, C Carry over from 18-19	Riding for the disabled	Pupils have previously engaged in this activity and have found it to be an enjoyable experience. Pupils develop emotionally by considering peer support and caring for animals.	Appropriate staffing Pupils preparation and monitoring of behaviour/crisis in setting Liaison with home to discuss support – possible parent support if required. Grouping of pupils to ensure appropriate peers Travel arrangements considering pupil needs. Risk Assessment for pupils and venue.	BH NM CD JB JE SW	July 2020
D, E	School PE kits and School Uniform	Pupils require support attending setting with appropriate clothing and equipment for curriculum subjects.	Staff to monitor 'loan system' of pupils that wear school spares. Woodlands resource have washing/drying facilities to maintain hygiene and care of school spares.	BH NM CD JB JE SW	July 2020
D,E	School toiletries and hygiene resources	This year's Y6 pupils, girls in particular have needed a range of educational support to discuss puberty and hygiene/cleanliness. Some pupils have found it difficult to access some products due to vulnerable family life. School nurse will also support this educational/pastoral work.	Staff to monitor appropriate use, in reference to SEMH need. Pupils to be able to access products with ease and privately and so a communication system will be in place to support. Products kept in second toilet to support privacy concerns some pupils may have.	BH NM CD JB JE SW	July 2020
A,	Scooters and Helmets	Pupils have already invested some spends from 18-19 and have really enjoyed the outdoor equipment. Pupils have also begun to engage in joint play with the equipment.	Staff manage during outdoor play and at PE times. Staff rota of playground duties.	BH NM CD JB JE SW	July 2020

D,E	Breakfast Club	<p>Ongoing throughout start-up of standalone specialist SEN provisions.</p> <p>Continue to provide children with breakfast to ensure they are ready to learn.</p> <p>Some pupils come to school in home to school transport from a range of distances and therefore may require initial settling into school – see scripts when working with SEMH pupils.</p>	<p>Morning duties of staff.</p> <p>Logging impact on readiness to learn.</p>	<p>BH NM CD JB JE SW</p>	July 2020
A,C,D	Forest School	<p>NEW! Pupils require support to work independently and carry out own daily tasks/routines.</p> <p>Exploring the use of forest schools to show kindness and courtesy to others and the natural environment, develop emotional wellbeing by achievement and developing a community spirit, exploring and discovering using play opportunities and developing resilience.</p>	<p>Appropriate staffing</p> <p>Pupils preparation and monitoring of behaviour/crisis in setting</p> <p>Liaison with home to discuss support – possible parent support if required.</p> <p>Grouping of pupils to ensure appropriate peers</p> <p>Travel arrangements considering pupil needs.</p> <p>Risk Assessment for pupils and venue.</p>	<p>BH NM CD JB JE SW</p>	July 2020
B	Specialist IT accessories, equipment and programmes	<p>Link into safety and academic teaching. Enhancing curriculum.</p> <p>Pupils to use to encourage creativity and independent research skills in topic lessons.</p> <p>Pupils have some access to ICT which needs to be refreshed, supported with further accessories. Enable access to specialist programme to help with reading, writing and general communication</p> <p>Increase engagement and pleasure for learning</p>	<p>Staff monitoring duties to ensure safety of equipment.</p> <p>Safe use online teaching and learning sessions to support – see safety information.</p>	<p>BH NM CD JB JE SW</p>	July 2020
B	Online reading/Mathletics	<p>Subscriptions to support core academic subjects.</p> <p>Enhancing the delivery of subjects, as well as physical exploration and paper based learning.</p> <p>Pupils generally have an interest in ICT and therefore maybe more likely to engage.</p>	As above	<p>BH NM CD JB JE SW</p>	July 2020

B	Reading books – Schemed and free reading	<p>Enhance the reading provision in all settings. To include books that support pleasure of reading as well as reading scheme.</p> <p>Also linked with library passes that setting will gain access to – See CDonaghy for library loaning service.</p>	Staff intervention and monitoring – use of timetable and school routines to add in time for reading.	BH NM CD JB JE SW	July 2020
A,C,D	End of Year trip	<p>To celebrate success in setting – completed in 18-19 that encourages pupils to work hard and try in setting. Pupils encouraged and rewarded for all efforts.</p> <p>Pupils also engage in social outing as well as public outings.</p>	<p>Appropriate staffing structures in place to monitor pupil behaviour and emotional wellbeing.</p> <p>Risk assessments in place for pupils</p> <p>Support for pupils – possible parent support if pupils struggle with over excitement and are not used to large trips/excursions.</p>	BH NM CD JB JE SW	July 2020

5. Review of expenditure

Previous Academic Year				
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

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk