

Pupil Premium strategy – Nether Hall School

1. Summary information					
School	Nether Hall School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD
Academic Year	2017/18	Total PP budget	£50,795	Date of most recent PP Review	01/12/17
Total number of pupils	99	Number of pupils eligible for PP	41	Date for next internal review of this strategy	01/05/18

2. Current attainment	Pupils eligible for PP	Pupils not eligible for PP
English	22% exceeded their targets	12% exceeded their targets
Maths	21% exceeded their targets	11% exceeded their targets
PSD	17% exceeded their targets	12% exceeded their targets

3. Barriers to future attainment	
A.	It is difficult for children and families to access sports activities and after school clubs in the community due to transport difficulties, poor disabled access to facilities, social barriers to joining activities in the community, time commitments in the family, cost
B.	Childhood obesity reduces ability to access all areas of life and threatens good health
C.	High level of social deprivation means families can often not afford residential opportunities or even local curriculum enrichment visits
D.	Intense staffing for 1.1 working
E.	Poor attendance rates
F.	Emotional wellbeing concerns for SEND pupils.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased participation in sports activities during the school day	<ul style="list-style-type: none"> • Pupils are more engaged and active in their PE/swimming lessons • Pupils access out of school sports events, lunchtime sports clubs, 1:1 active sessions • Targeted pupils lose weight
B.	Weight control activity planned in the school week swimming PE bike riding	<ul style="list-style-type: none"> • Pupils access a range activities to aid weight loss
C.	All PP pupils who wish to attend a residential will be provided with the required funding No PP pupil will miss out on curriculum or reward trips out of school	<ul style="list-style-type: none"> • Pupils access a range of out of school visits • Residential care provides parent with some respite time
D.	Increase time for 1:1 learning on Maths and English objectives via a teacher working	<ul style="list-style-type: none"> • Pupil progress in Maths and English is in line or better than their expected benchmarked progress
E.	Improved attendance rates newly appointed Well Being officer monitor attendance	<ul style="list-style-type: none"> • Overall attendance is at 90% or better
F.	Development of and introduction of a range of therapies in school movement art animal and music and movement therapies	<ul style="list-style-type: none"> • Pupils wellbeing is improved on an individual basis

5. Planned expenditure					
Academic year	2017/18 (some posts start Jan 2017)				
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?
Increased participation in sports activities during the school day	- A wide range of sports activities differentiated for all pupils including swimming offered through the PE curriculum, Sports Leaders awards, out of school events	Pupils require high levels of support and differentiated activities to ensure they can engage with sport and movement during the school day	Evidence from lesson observations, review meetings with sports coach including regular reviews of excel data base	Sports coach LAL for Physical Development	April 2018
Pupils are meeting or exceeding their PPR targets over the year	Focus on high quality differentiated teaching in classroom using total communication techniques	Pupils can only access the curriculum when they have an effective communication system and are offered differentiated teaching styles.	Lesson observations, planning reviews, performance management of teachers	Pathway Leaders Senior leaders	April 2018
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?
Increased exercise, mobility and weight loss observed in specific pupils	1:1 sessions with targeted pupils to increase physical activity during school day	We know some pupils will not do any exercise or have weight gain tackled at home.	Pupils weight monitored every half term, review meetings with lead staff	Sports coach Therapy support worker	Ongoing pupils weight monitored weekly
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?
Improved attendance rates	WBC will contact parents of absent pupils, liaise with hospital staff	We know that personal contact with families on an individualised level has the most impact. We know that a holistic approach in partnership with all agencies is best for the child.	Evidence from attendance data and audit of reasons for non-attendance	WBC	Jan 2019
Desired outcome	Chosen approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?		
Extend and introduce a range of therapies to promote mental wellbeing	External specialists for movement music art and animal therapy	Pupils with SEND statistically are more proven to suffer from anxiety and mental health problems calming therapies	Gather feedback from providers class teachers and the pupils themselves	SW	July 2018

Academic year	2017/18 (some posts start Jan 2017) Evaluations		
Evaluations % are based on 41 PP out of 99 school pupils as of April 2018			
i. Quality of teaching for all			
Desired outcome	April 17-April 18 % of PP involvement	Commentary	Target for next academic year
Increased participation in sports activities during the school day	93% including our PMLD cohort participated in an external sporting event/s	<ul style="list-style-type: none"> The appointment of a learning area lead for Physical development working alongside our PE instructor has led to an increase in external sporting events which in turn has improved participation rates. There are only 3 pupils whose ASD diagnosis deters them from fully participating in external sporting events 	95% participation
Pupils are meeting or exceeding their PPR targets over the year	20% of PP pupils had 1.1 core subjects intervention of these met their identified targets	<ul style="list-style-type: none"> Late start with trying to find quality intervention staff Next year a member of staff has been identified to undertake the intervention tutor role for 3 school days 	75%+ for the next year

ii Targeted Support

Desired outcome	April 17-April 18 % of PP involvement	Commentary	Target for next academic year
Increased exercise, mobility and weight loss observed in specific pupils	2 pupils were selected to join this programme both with high BMI	<ul style="list-style-type: none"> Despite best efforts in school both children continued to gain weight when out of school. 	TBA
All pupils have school uniform PE kit and swimming kit so no one stands out due to lack of finance	46% of PP parents took up the offer of school uniform or PE /swimming Kit	<ul style="list-style-type: none"> Free school uniform can sometimes be rejected as a matter of pride. The school wellbeing officer will contact the parents who did not take up the offer before the end of this summer term and suggest the parents may want to place an order for the new school year in September 	100% up take of offer

All pupils have equal access to curriculum enrichment trips and outings	100% of PP enjoyed external trips out of school. Each child averaged 10 visits in the school year	<ul style="list-style-type: none"> No child has ever missed a trip out of school due to lack of funding this has and will always be the case at Nether hall school 	100% record intact
Pupils have the opportunity to experience residential time away from home and parents are given some respite care	Across all phases in school 59% of PP experienced a residential ranging from one night to four nights	<ul style="list-style-type: none"> Parents are grateful for the respite care they receive Some families refuse to let their child stay away from home over night PMLD residential was a pilot project this year Wingate 4 nights residential is so heavily subsidised it can only run every two years and not annually 	As pupils experience residential in primary and then secondary we hope more parents will give consent for overnight stays away from home.
Pupils are able to attend after school club	10% of PP pupil attended the after school club	<ul style="list-style-type: none"> School received a thank you card from a grateful parent for giving his son the opportunity to attend a weekly after school club. However the main barrier to attendance remains transport. In spite of our best efforts we have not been able to hire a minibus driver who could return children home 	Improve 20% + and revisit transport problems
lii 3 Others including well being			
Improved attendance rates	Of 41 PP pupils ... showed improved attendance rates since January	<ul style="list-style-type: none"> Since the new appointment of our wellbeing coordinator attendance has been monitored and supported more closely The support this person offers family will begin to have an impact in improving attendance as relationships are formed with the families involved Pupils with SEND have lots of medical appointments and can sometimes experience long periods in hospital or at home recuperating following complex operations 	Continue to improve attendance rates whole school 90%+

Desired outcome			
Extend and introduce a range of therapies to promote mental wellbeing	<p>22% of PP pupils now have 1.1 music intervention</p> <p>18% participated in Art therapy</p> <p>100% of PP pupils had access to the animals</p> <p>68% of PP pupils had regular access to movement therapies</p>	<ul style="list-style-type: none"> • We began to introduce therapies by music last year for pupils with emotional/behaviour concerns. • We have extended music therapy to incorporate 1.1 music lessons for our gifted and talented musicians in school. • Currently 1.1 therapy includes drums and piano • Towards the end of term 2 we were able to appoint an art therapist who only works with small groups and in order for any real impact to be measured we let this session run for the whole term hence small % of PP • Animal Therapy - we introduced dog and horse visits to school. These visits were enjoyable as a treat but staff felt we could not organise groups in a way where they would get the best of the experiences involving animal husbandry • Movement Yoga and Zumba proved very popular with pupils and staff. • We may try to arrange a staff yoga session for after school self-funded by participants. 	<p>33% for music next year</p> <p>50% for art next year</p> <p>We will not continue with animal's visits next year but redirect the funding to expand art music and movement.</p> <p>The LAL for physical development will take over the coordination of these therapies next year which will still be funded by PP grant. The LAL will plan how the therapies will feed into the new curriculum pathways pilot year 2018 2019</p>

