



Bridgelea Primary School Pupil Premium Grant Information 2019-2020

PUPIL PREMIUM SUMMARY			
Type of special educational needs and disability	Primary Area of Need : Social Emotional Mental Health	Date of most recent pupil premium review:	
		Date of next review:	
Total number of pupils:	96	Total pupil premium budget:	£76,220
Number of pupils eligible for pupil premium:	68		

STRATEGY
<p><i>What has worked well for Pupil Premium Spend Academic Year 2018-2019</i></p> <ul style="list-style-type: none"> ○ Additional EP support to use their knowledge of child development, psychological theory and research, and a breadth of experience to enhance the learning and emotional wellbeing of children and young people. This has also supported the Gradual Response in order to submit statutory assessment requests and ensure that children's underlying needs are assessed and they receive the ongoing support required. ○ Additional TA support to facilitate Social and Emotional Interventions as part of Retreat offer. ○ ELKLAN Accredited Training to support staff to be communication friendly to enhance all pupils' opportunities in Speech and Communication. ○ Speech and Language Therapist 2 days per week <p>The above strategies have supported pupils to begin to understand and regulate their emotions through intervention support or the universal offer of ELKLAN approaches that are well embedded at Bridgelea. In April 2019, 97.5% of pupils on roll have EHCP or are undergoing statutory assessment with the Local Authority agreeing to issue and EHCP.</p> <p>These core approaches will continue in the strategy for academic year 2019 – 2020 to continue to close the attainment gap and engagement in learning. The PPG will support the development and continuation of the Communication Friendly School Status, develop the outdoor education offer and the changes in the Curriculum.</p>

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BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	<p>Children at Bridgelea often have undiagnosed Speech, Language and Communication Needs. Communication is a barrier to learning for our pupils and we recognize that all behavior is communication. Trying to understand this behavior and support our children to communicate and develop their underlying communication needs supports pupils to make progress. Often this has been the driver of their SEMH behaviours in mainstream. Once settled at Bridgelea their SLCN needs are apparent and are assessed by a Speech and Language Therapists. Staff are then trained to support children to develop SLCN so that they can make progress both socially and academically. Poor working memory is a barrier to learning for pupils at Bridgelea. Over the past 12 months Bridgelea staff have begun to learn about Precision Teaching to support barriers to writing for children at Bridgelea. This has been supported and delivered by EP.</p>
B	<p>Children Social Emotional Mental Health are a barrier as children struggle to engage, regulate and have the resilience to tolerate challenge in their academic work. Children have often had very negative experiences of education and come to Bridgelea with incredibly low self-esteem and a spiky profile of missed learning. Children with diagnosis of ADHD have low levels of concentration and have poor listening and attention skills.</p>
C	<p>School curriculum currently does not meet the needs of all of our pupils. Children need a nurture approach and the opportunity to develop life skills, collaborative skills and outdoor experiences.</p>

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INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	<p>To improve identification of communication as a barrier to learning. Implementation of speech and language interventions. Increased staff awareness of speech, language and communication difficulties and co-morbidity with Social, emotional and Mental Health Difficulties and poor literacy skills.</p>	<p>SLCN interventions are undertaken. Staff are trained to understand the co-morbidity of SLCN and SEMH. All Teachers are aware of children's SLCN and can support children's SLCN.</p>
B	<p>To support pupils to become more emotionally resilient, self-aware and able to self-regulate more independently To help reduce the impact of emotional trauma on learning. Provision is effectively meeting individual wellbeing, emotional and mental health needs. Improved access to learning and narrowing of the gap in basic skills. Pupils are making at least expected progress. Pupils are making accelerated progress in targeted areas</p>	<p>To help reduce the impact of emotional trauma on learning. Provision is effectively meeting individual wellbeing, emotional and mental health needs. Sensory and motor skills resources are being used to support children's sensory needs. Children's needs are discussed weekly and timetabled sessions are implemented to help meet children's SEMH needs. Progress and delivery is monitored carefully.</p>
C	<p>To develop the school curriculum offer to ensure that all PP pupils access a creative and nurturing programme of study to access new or extended learning opportunities.</p>	<p>Outdoor learning and education to become embedded in the Curriculum. Well trained professionals to consult and support with the delivery of this. Staff to be aware and confident to deliver sessions outdoors. Bridgelea staff capacity to be built to deliver this over an extended period of time. Pupils to develop self confidence, esteem and resilience and apply this in other contexts.</p>

Planned expenditure

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well? (see below table)	Staff lead	When will you review this?	Cost
A. Speech & Language Therapist 2 Days Weekly	To improve identification of communication as a barrier to learning.	81% of children with EBD have significant unidentified communication needs. 2/3 of pupils at risk of exclusion were found to have SLCN. "Barriers to communication which spark inappropriate behaviours should be removed."RCSLT January 2019. Melanie Cross Feb 2019 paper consolidates this further and discusses that SEMH and SLCN are often co-current and the impact of training and interventions for staff by SLT. Both these studies show that having SLCN interventions positively impacts on the SEMH needs for children. Developing staff to communicate with this in mind to SEMH children, supports their development both academically and socially. EEF toolkit also states oral language interventions have moderate impact.	Regular planning meetings and contact time with SLT. Whole school training offer throughout the year. ELKLAN accreditation Teaching team to have the accountability through performance management to develop communication skills in the classroom.	Kelly Eyre	Termly	£30,820 Plus Elklan Accredited Training £2,268 Actual PPG Spend £16,544

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<p>B. Continue to develop the Retreat Team Offer</p>	<p>Pupils to become more emotionally resilient, self-aware and able to self-regulate more independently</p>	<p>Nurture UK highlight the importance of wellbeing and attachment theory training for adults who are supporting children who have experienced this.</p> <p>Paul Dix, Growththerapy and Anna Freud further highlights this. They recommend to minimize anxiety that timetabled interventions where children can work on a 1:1 or in a small group to reflect are most effective.</p> <p>Further research into delivery of interventions has thematic findings that they are most successful when the characteristics of the pupils and their needs are taken into consideration before delivery. Retreat interventions and the approach have been carefully selected and analysed to reflect this.</p> <p>Most studies found that interventions developing emotional literacy, self awareness and regulation have positive impact on cognition and engagement in learning.</p>	<p>Weekly meetings to discuss and plan meetings with the AHT & SENCO to identify social / emotional needs of individual pupils and the most appropriate intervention</p> <p>Retreat TAs are staffed full time in the Retreat - 1 with a timetable to complete and 1 to work "on call" to support children throughout the day with their SEMH.</p> <p>Purchase, delivery and analysis of Nurture Group Training for Mindfulness in the Classroom, Nurture ABC and Sensory Issues in the Classroom as well as NEDS, Purrfect Skills and Emotional Scale.</p>	<p>Nichala Johansen</p>		<p>Actual Cost: £68,023 Nurture Training Actual Cost: £900 Actual PPG Spend £44,676</p>
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<p>C. Develop the Outdoor Education Offer</p>	<p>Pupils to access regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment.</p>	<p>Overall, studies consistently show positive benefits on academic learning. On average, pupils who participate in adventure/outdoor/outdoor learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>NFER studies found that the biggest impact on pupils was opportunities for them to collaborate and learn from peers and to involve all pupils in the activities.</p>	<p>Outdoor Learning Days to be undertaken each half term and planning activities to develop more regular opportunities to learn outdoors.</p> <p>Outdoor Lead to develop and meet with SLT regularly.</p> <p>Regular sessions to be delivered outside after consultant input.</p> <p>We hope to develop an area with features such as: Log pile to encourage wildlife, digging area, fruit trees, variety of native trees, bird boxes, bath pond, new tree saplings. The children will be taught to respect, observe and care for all flora and fauna on the site.</p>	<p>Helen Shaw</p>	<p>Half termly</p>	<p>Estimated Cost: £20,000 Actual PPG Spend: £10,000</p>
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Monitoring the impact of Pupil Premium Grant

Mr Hoyland (Headteacher) has overall responsibility for the attainment and progress of Pupil Premium children although ensuring the progress of eligible pupils.

Children’s progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. We use the Oxford Reading and Writing Criterion scales to capture progress in English and Numicon tracking grids to track progress in maths. This is collated termly and PPG are tracked as a vulnerable group. The Boxall Profile is used to capture progress in social and emotional development.

Targets for pupils are set in maths, reading and writing. Additionally, pupils have targets according to personal, social and behavioural needs which are taken from the Boxall Profile. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon.

Planned PPG Outcomes	Planned PPG Monitoring
<p>To develop the school curriculum offer to ensure that all PP pupils access a creative and nurturing programme of study to access new or extended learning opportunities.</p>	<p>Qualitative feedback from the staff & pupils. Pupils’ books Learning Walks Curriculum Planning</p>
<p>To support pupils to become more emotionally resilient, self-aware and able to self-regulate more independently To help reduce the impact of emotional trauma on learning. Provision is effectively meeting individual wellbeing, emotional and mental health needs. Improved access to learning and narrowing of the gap in basic skills. Pupils are making at least expected progress. Pupils are making accelerated progress in targeted areas</p>	<p>Qualitative feedback from the staff & pupils. Pupils’ books Learning Walks Scrutiny of Pupil Profiles, Communication Charts & Provision Maps and PEPs Boxall Profile Scores Summative Assessment Data Analysis</p>
<p>To improve identification of communication as a barrier to learning. Implementation of speech and language interventions. Increased staff awareness of speech, language and communication difficulties and co-morbidity with Social, emotional and Mental Health Difficulties and poor literacy skills.</p>	<p>Completed SLCN assessments, feeding into improved personalized offers of support.</p>