

## Mary Elliot School Pupil Premium Strategy 2020-2021

The Pupil Premium Grant (PPG) was introduced by the Government in April 2011. This is an additional payment made to help support schools to address the current national underlying inequalities between children eligible for free school meals (FSM) and their peers.

The funding is designed to ensure that provision is in place for those disadvantaged children who need it most. The funding is currently allocated to Pupils who currently receive FSM, but also those who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

### Pupil Premium Funding at Mary Elliot School:

At Mary Elliot School we ensure that the teaching and learning opportunities we provide meet the needs of all of our Pupils irrespective of their ability, gender or socio-economic background. We ensure that appropriate provision is made for Pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged Pupils are adequately assessed and addressed.

In making provision for socially disadvantaged Pupils, we recognise that not all Pupils who receive FSM will be socially disadvantaged. We also recognise that not all Pupils who are socially disadvantaged are registered for or qualify for FSM. We reserve the right to allocate the Pupil Premium funding to support any Pupils or groups of Pupils the school has legitimately identified as being socially disadvantaged.

We do encourage parents to complete a form if they think they may be eligible for FSM, even if they do not need to claim a FSM. Please see: [https://go.walsall.gov.uk/free\\_school\\_meals](https://go.walsall.gov.uk/free_school_meals) for more information.

### Overview:

<b>School:</b>	Mary Elliot School	<b>Type of school:</b>	Secondary/Post 16 SEN – PMLD, ASD, CN and SLD
<b>Total number of Pupils:</b>	123	<b>Number of Pupils eligible for PP:</b>	45
<b>Total Funding Allocation:</b>	£42,020	<b>Review Date:</b>	July 2021
<b>Academic Year</b>	2020 - 2021	<b>Pupil Premium Lead:</b>	Jenny Turner

### Identified Barriers to Learning:

**Additional needs:**

All Pupils have an Education, Health and Care plan. Some Pupils have significant medical issues, some of which are life limiting.

**Communication:**

Pupils who have severe and complex or profound needs, including difficulty with speech and communication, find access to meaningful curriculum more challenging.

**Inappropriate social behaviours:**

Behaviour issues for a small group of Pupils (some eligible PP) is having a detrimental impact on their academic progress.

**Access to community resources:**

Access to accessible transport and suitable off site provision which enables access to the community and enriches learning opportunities for all Pupils.

**Engagement and Concentration spans:**

The additional needs of many of our Pupils can impact on the time they are able to focus and concentrate on tasks.

**Attendance:**

Attendance rates for some Pupils are reduced which cause them to make less progress.

**Desired Outcomes:**

For Pupils to have opportunities to access a range of activities and facilities that will enrich the curriculum and support with the promotion of self-esteem and self-confidence.

To continue to ensure Pupils have access to a curriculum which is engaging and allows them to make progress that is appropriate to them.

For Pupils to have access to a wide range of support to enable them to make progress with their communication needs.

For Pupils to be supported to develop skills and work towards managing their own behaviours and self-regulation in a variety of environments as appropriate.

To ensure high levels of teaching and learning through on-going CPD opportunities for all staff.

For improved absence rates for all Pupils, particularly those in receipt of Pupil Premium, and for support for Pupils and their families to be provided for those who have persistent high levels of absence.

For Pupils to access targeted intervention programmes that will identify and address areas of additional need and to support them to make progress. Where appropriate, interventions will support with the closure of any gap in progress.

## Planned Expenditure:

Focus	Aim	Impact Including how this will be measured	Funding Allocation
<b>Curriculum Development: Reading, Maths and Communication</b>	<b>English</b> - For Pupils to have access to phonics scheme and online resources to support reading development and online school and home learning.	Pupils to have access to phonics and reading scheme through physical and online resources.	<b>TOTAL: £7,708</b>  £1,000
	<b>Communication</b> – For communication to be a focus of giving the Pupil voices and accessing curriculum in all areas. <ul style="list-style-type: none"> <li>• TLR Lead for Communication</li> <li>• Resources to support communication</li> </ul>	For Pupils to have a variety of communication tools they can use in order to have a voice and access teaching and learning. These skills to become embedded and transferred into other areas where possible.	Resources: £3,000  TLR: £2,833
	<b>Maths</b> <ul style="list-style-type: none"> <li>• Numicon online resource to compliment Numicon resources already purchased. Online resources to develop maths skills both in school and for home learning.</li> <li>• Resources in school of shapes and numbers for each department / class</li> </ul>	For Pupils to have a variety of ways to access Maths through Numicon and classroom resources. These resources and new skills will become embedded throughout school and have impact in each class and department. These skills will then be transferrable for other lessons and outside the classroom in the community and home.	£375  £500
<b>Individual Resources for Targeted Intervention(s)</b>	To provide equipment for individuals to help support their teaching and learning during remote learning and/or re-engagement into school.	Pupils will be able to address specific learning needs towards their EHCP and IEP targets in order to reduce barriers to learning increasing engagement with lessons and have a wider impact on education.	£4,289
<b>Behaviour Support</b>	For behaviour to be a focus of giving Pupils strategies to support their engagement with teaching and learning thus accessing curriculum in all areas. <ul style="list-style-type: none"> <li>• TLR Lead for Behaviour</li> </ul>	For the barrier of behaviour to become reduced for all Pupils enabling them to reach their full potential becoming increasingly engaged in their teacher and learning. These skills and strategies will then become embedded and transferred into other areas where possible.	TLR: £2,833

<b>Sensory Room</b>	Provide a calm learning environment for Pupils to engage in learning.	For Pupils to improve their visual, auditory and tactile processing, as well as fine and gross motor skills in a calm and comfortable sensory learning environment. Pupils to develop skills in self-regulation of behaviours and improve focus in lessons and learning.	£10,000 contribution towards overall cost
<b>Sensory Interaction and Skill Development</b>	A sensory wall to be constructed in our SET / PMLD corridor to engage Pupils through sensory exploration. This will help develop a number of skills which can then be transferrable.	For Pupils to make stronger nerve connections in the brain. This will lead to well-developed fine motor skills for hand-eye co-ordination. This will develop memory through repetition and will also aid language and communication development as Pupils experience new language.	£16,000
<b>Support Mental Health</b>	Participate in the Wellbeing Award for School (WAS). To promote emotional wellbeing and mental health across our school.	For Pupils to feel school is a place of emotional wellbeing and be supported in improving mental health provision for all Pupils.	£1,200
<b>Total Spend</b>			<b><u>£42,030</u></b>

## Pupil Premium Review

Year: 2019-2020

### Coronavirus: flexibility in reporting requirements

During the academic year 2019-2020 we were able to spend the allocated funding for Pupil Premium; however, due to the COVID 19 pandemic and school being closed from March to September 2020, we were not able to fully record the impact of the spending and further work will need to be carried out during the next academic year and the impact recorded in the next report.

“The DfE understands that due to coronavirus and school closures, it won't be possible for you to evaluate the impact of your Pupil premium for all of the 2019/20 academic year. Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year.” (The Key; How to report on the Pupil Premium. September 2020.)

At Mary Elliot we were able to spend our allocated Pupil Premium budget. However; due to school being closed between March and August, we were not able to implement all projects and/or assess the impact of them. This is going to be monitored and assessed during this academic year.

### Evaluation/Impact of spend – September 2020:

Area	Impact	Funding Allocation
Curriculum development and enrichment:	<p><b><u>Outdoor Pursuits</u></b></p> <p>During the autumn term we reintroduced visits to Walsall Outdoor Pursuits. Some of the activities available for Pupils to participate in include: Abseiling, Archery and Canoeing. Pupils attended the facility for the morning or afternoon and were supported by trained centre staff and class staff.</p> <p>The school has previously accessed this provision but due to funding cuts, was stopped. Pupils, parents and staff felt this was a great loss and Pupils gained a lot of skills from completing these activities.</p> <p>Since reintroducing the visits to Aldridge Airport staff have reported that Pupils have developed in confidence, which for a large number of our Pupils is key. Fine and Gross Motor skills were also developed as a lot of activities require hand and eye coordination.</p> <p>Unfortunately due to the COVID 19 Pandemic not all classes were able to attend their allocated sessions. This is a loss for the Pupils who were not able to access the sessions and unfortunately due to the high level of risks is not being renewed at present for the next academic year.</p>	£3,190

	<p><b><u>Richard Hirstwood – Sensory Training</u></b></p> <p>In January 2020, the school was visited by Richard Hirstwood from Hirstwood Training. Richard is the founder and lead practitioner at Hirstwood Training which provides support for practitioners to deliver appropriate sensory activities for Pupils who require a sensory input to access education.</p> <p>Richard spent two days in classrooms spending time with Pupils and working with class staff demonstrating how resources can enhance how a Pupil can access class activities.</p> <p>Following this he lead a session where teachers and HLTAs were invited to look at resources he encouraged staff to look in to but also resources that he had created from house hold items.</p> <p>Staff were inspired by this training but due to the school closure we have not been able to see the full effect.</p>	£2,294.30
	<p><b><u>Reading</u></b></p> <p><b><u>Rapid Readers/Rapid Phonics</u></b></p> <p>As part of the schools Communication and Literacy Strategy, the Rapid Readers Programme enables Pupils to be assessed at a reading age which enhances Pupils reading and comprehension. During lockdown the resources were delivered to school that would support the delivery of this programme, including a large selection of reading books that include factual information, fictional stories and books that are specifically aimed at boys to encourage their interest in reading. Pupils will be able to access in school during lessons and reading intervention sessions.</p> <p>Rapid Phonics supports Pupils to develop phonic recognition, and the blending of CVC and CVVC words. It moves on to developing sight reading as Pupils grow in knowledge and confidence.</p> <p>An online resource is also available to support homework. This was shared during lockdown to support remote learning. The online resources can be read to Pupils so that they can hear the words and sounds.</p> <p>All staff were due to receive some training during the Spring 2 half term to develop their knowledge and understanding of the Rapid Readers/Phonics programmes, however due to school being closed this was not able to take place. These programmes are currently under review.</p>	£2,600.94
	<p><b><u>First News</u></b></p> <p>First News is a newspaper designed for our most able learners to develop their reading for information skills. The paper is delivered to school and sent out electronically for Pupils to access. During lockdown the link to access this resource was sent out to parents</p>	£554.80

	<p>via the schools communication system – Class DoJo. There are hard copies of the papers in school for Pupils to access in lessons and reading intervention sessions.</p> <p>This is currently being reviewed as we were unable to measure the impact of this resource during lockdown.</p> <p><b><u>Reading Intervention</u></b></p> <p>To support the schools Communication and Literacy Strategy a reading intervention timetable was put in place. Groups were created with Pupils from the SLD and ASC departments. During the sessions that were completed it highlighted extra support that some Pupils require to develop their reading/communication skills. It also highlighted which Pupils would go on to the Gifted and Talented register.</p> <p><b><u>Story Massage</u></b></p> <p>Story Massage is a programme that involves ten movements/strokes (created through clothes) that are linked to words that can help build a story. For example, tracing a circle on the back of a Pupil can represent the world.</p> <p>It has benefitted children and adults for a number of years and promotes calmness, relaxation, well-being and bonding. Story telling can promote creative learning, interaction, communication, imagination and therapy.</p> <p>The training was attended by one of the SET department leads, who felt the programme was a positive step forward for our Pupils to access education further.</p> <p>After attending the training this programme has formed part of the SET literacy strategy. An information session was delivered to teaching staff and HLTAs at the end of the last academic year, to support literacy and communication within all classes, a booklet was created for this session and hard copies are available for staff to use.</p> <p>The resources that were delivered by the programme were hard copies and so are managed by the SET department that staff are able to access.</p>	<p>£22,591 Teaching Assistant</p> <p>Total - £480</p> <p>£331 – resources £149.00 – training</p>
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	<p><b><u>Duke of Edinburgh</u></b></p> <p>The Duke of Edinburgh award was introduced to Mary Elliot during the academic year 2019/2020. It is a great way to introduce Pupils to a different journey of independence.</p> <p>Our Pupils work on different areas- volunteering, physical, skills and the expedition.</p> <p>When completing the volunteering activities, Pupils collect clothes and raise money for the salvation army.</p> <p>The physical activities were focused on Pupils completing a Swimming Award, however due to going in to lockdown this has changed to completing Zumba dance activities.</p> <p>For the skills section, Pupils have chosen to develop their sewing and ironing skills and tidying up the spare clothes in school so their peers are able to wear clean, ironed clothes.</p> <p>For the expedition Pupils will be completing practice walks around the local area which will help them to prepare for their final activity, where they will complete a walk but also an overnight stay.</p> <p>To be able to take part in the award Pupils need to be aged 14 and over and complete all of the activities mentioned above.</p> <p>Pupils that are currently completing the award were chosen due to their resilience it was felt that they were able to cope with the challenges ahead.</p> <p>The Pupils currently completing the award are working very well together. They are developing their independence skills as well as developing new relationships with Pupils that they wouldn't have necessarily have worked with previously.</p> <p>We are extremely proud of what the Pupils are achieving.</p> <p>Unfortunately due to COVID and staffing within school some of the sessions have had to be cancelled. This is constantly monitored.</p> <p><b><u>Dog Therapy</u></b></p> <p>At the beginning of the school year the school was accessing a Dog Therapy service. Each week two Therapy dogs were brought in to school and spent time in classes to support Pupils.</p>	<p>£441.67 – Licence fee £65.00 – Training Resources - £100</p> <p>£1400</p>
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