

The Pinetree School Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	The Pinetree School				
Academic Year	2019-20	Total PP budget	£13,000	Date of most recent PP Review	Summer '19
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	Nov '19

2. Current attainment		
Summer 2018	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils in our School</i>
% of pupils leaving The Pinetree School with a GCSE	100% (4 out of 4)	100 % (5 out of 5)
% of pupils leaving The Pinetree School with some GCSE A*-C/9-4	0% (0 out of 4)	0% (0 out of 5)
% of pupils leaving The Pinetree School with 3 or more GCSE	0% (only offered Eng & Maths GCSE)	0% (only offered Eng & Maths GCSE)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Pupils have a wide range of individual significant SEMH issues which impacts on their daily attitude and ability to fully engage in learning on-site
B.	Low levels of prior attainment and progress before entering The Pinetree School mean that the gap to age related expectation is much larger than with mainstream pupils
C.	Poor literacy skills (in Reading, Writing and Comprehension) have an impact on their progress made across most subjects
D.	Low self-esteem, confidence and poor social skills that limit academic progress and Post 16 aspirations
E.	Poor nourishment and diet. Often attend school without having breakfast. Often manifest as high anxiety levels at start of the day
F.	Pupils often have poor knowledge of social situations and an understanding of social norms.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Pupil premium pupils have lower attendance as compared against Non Pupil Premium pupils. High persistent absence rates
B.	Poor family relationships especially around special occasions such as Christmas.

September 2018

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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved academic attainment for all KS3 and KS4 Pupil Premium pupils. Measured through formative progress measures and summative KS2-4 attainment	100% of Pupil Premium pupils make at least expected progress from their starting points in English, Maths and Science. The difference in attainment of PP and NPP pupils is diminished over time (tracked half termly)
B.	Improved confidence, self-esteem and future aspirations. Measured through reward, attendance and pupil survey data	100% of PP pupils receive weekly sessions with school counsellor. Consistent decline in the number of significant incidences over time (tracked half termly) 100% of PP pupils receive weekly intervention sessions in Social Skills Development for e.g. Anger Management and social communication skills
C.	Improved resilience when faced with challenges in school and self-management of behaviour choices. Measured through daily behaviour logs, weekly, level of anxiety records, half termly ILP reviews	100% of PP pupils demonstrate a reduction in the number of significant incidences displayed over time (tracked half termly).
D.	Improve pupil understanding of social acceptable behaviour. Measured through improved amount of FEXes per child, improved progress data and extended learning sessions.	100% of pupils show improvement of their social understanding and norms through less FEXes, completion of ILP targets and improved engagement in lessons.

5. Planned expenditure					
Academic year		2019/20			
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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

All PP pupils to achieve their annual national qualification.	Targeted weekly CPD sessions; Coaching and Training from external providers to meet pupil need.	Internal Learning Walks, Book Scrutiny, Moderation and Lesson Observations	SLT monitoring schedule; lesson observations; Learning Walks; Governor monitoring, internal and external moderation Progress Check Point (PCP) data analysis Feedback and discussions in LT meetings	HT (T&L) and Governors	
Improvement in basic literacy skills.	Inset sessions/CPD targeting individual pupils' needs for learning. Use of Arrow system.	All pupils have different starting points. Progress over time is sporadic across the different subjects. Improved reading ages for pupils from their baseline.	LT monitoring; Pupil Progress Meetings Half Termly Data checks Reports to Governors/Standards Committee. Use of extended learning sessions.	HT (T&L)	
Total budgeted cost					£2000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Mental Health therapeutic intervention for all pupils.	Working with School Counsellor in school. Extended Learning sessions for Social Skills and Well-Being development sessions	All pupils are identified as having SEMH needs which impact on their readiness to learn and their resilience to challenges faced on a daily basis	School Counsellor - Weekly feedback on successes and any additional strategies for support Needs addressed and impact noted	CT/JR/ MVK	
Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities reviewed half termly	The need to improve certain behaviours linked to making positive choices as outlined in schools Right Choices Policy Lunchtime choices need better structure to manage behaviour	Monitoring through 'Tick Sheets' and 'Credit Card' system Pupils offered a range of break and lunchtime activities – monitoring through Tick Sheet and Credit Cards to note impact	CT/JR/ MVK	
Improve attendance for all pupils to be at or above the school expectation of 90%	Daily monitoring and phone contact with parents/carers. Reward system for regular attendance [Certificates reward trips, and vouchers prizes] Fast tracking and clear communication for pupils who need support	The need to improve attendance for all PP pupils to the at or above expected percentage in school	Weekly attendance checks; Regular weekly discussions with Headteacher Fortnightly feedback given at LT meetings	JR/ MVK	
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

100% of pupils who receive 1-1 tuition to achieve at least an Entry Level 3 in English, Maths, Science and ICT	1-1 Tutors to deliver quality tuition at off-site venues (CBC and at the residential home of the pupil)	3 PP pupils are educated at their Homes as their needs are extremely complex. Re-integration is managed carefully so as to ensure success	1-1 tutors deliver core subject learning. English and Maths Leads oversee delivery and content. AHT monitors and quality assures work, as well as overseeing SAM Learning aspect of delivery [on-line learning]	JR/CT	
A settled start to pupils' day. Reduction of anxieties that affect learning	Provide early morning sustenance for pupils. Developing social skills	A high percentage of pupils arrive for school not having had any breakfast. A high proportion come in feeling high levels of anxiety from home Social games for general participation	Daily routine of Breakfast Club	JR/MV K	Daily
Giving pupil the opportunity to experience different life experiences.	AP and WEX opportunities for pupils.	PP pupils have found the transition into college or work more challenging. Giving them regular experiences of these through trips, AP and WEX helps with transition and pupil aspiration.	Use of known providers and matching rewards, visit and trips to pupil interest.		
Total budgeted cost					£
Total Committed					£13000

6. Review of expenditure					
Previous Academic Year		2018-2019			
iv. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

All PP pupils to achieve their annual national qualification target.	Targeted weekly CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle	Internal Learning Walks, Book Scrutiny, Moderation and Lesson Observations	SLT monitoring schedule; lesson observations; Learning Walks; Governor monitoring, internal and external moderation Progress Check Point (PCP) data analysis Feedback and discussions in LT meetings	HT (T&L) and Governors	Summer 19 - 75% of pupils achieved annual national qualification target. Those pupils who haven't achieved a contextual story of poor attendance and lack of engagement. Still work on their SEMH
Individualised Learning/Differentiated planning/AfL is evident in all lessons. Teaching staff to use the Assess, Plan, Do, Review evidence in lesson planning	Inset sessions/CPD targeting individual pupils' needs for learning	All pupils have different starting points. Progress over time is sporadic across the different subjects	LT monitoring; Pupil Progress Meetings Half Termly Data checks Reports to Governors/Standards Committee	HT (T&L)	Summer 19 – Achieved. 100% of staff are differentiating for PP pupils through MMG's, and lesson content. Seen through LWs, Lessons obs, and work scrutiny.
Total budgeted cost					£2000
<small>In the review HoS – KW challenged the forecasted rationale around spending. JR (AHT) to offer explanation</small>					
v. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Mental Health therapeutic intervention for all pupils.	Working with School Counsellor in school. Extended Learning sessions for Social Skills and Well-Being development sessions	All pupils are identified as having SEMH needs which impact on their readiness to learn and their resilience to challenges faced on a daily basis	School Counsellor - Weekly feedback on successes and any additional strategies for support Needs addressed and impact noted	CT/JR/ JC	Summer 19 – Achieved. All PP pupils offered school counselling. 85% of pupils have achieved SEMH related targets on ILP's/ PEP and EHCPs. See counselling impact reports.
Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities reviewed half termly	The need to improve certain behaviours linked to making positive choices as outlined in schools Right Choices Policy Lunchtime choices need better structure to manage behaviour	Monitoring through 'Tick Sheets' and 'Credit Card' system Pupils offered a range of break and lunchtime activities – monitoring through Tick Sheet and Credit Cards to note impact	CT/JR/ JC	Summer 19 - 54% of pupils have no FEXes since joining. The majority of pupils 75% have reduced their number of FEXes.
Improve attendance for all pupils to be at or above the school expectation of 90%	Daily monitoring and phone contact with parents/carers. Reward system for regular attendance [Certificates & reward trips] Fast tracking and clear communication for pupils who need support	The need to improve attendance for all PP pupils to the at or above expected percentage in school	Weekly attendance checks; Regular weekly discussions with Headteacher Fortnightly feedback given at LT meetings	JC	Summer 19 - 90% (19) of our pupils have a better attendance than from admission. 65% of pupils reach 90% or above. Through accessing reward trips etc.
<small>In the review HoS – KW challenged the forecasted rationale around spending. JR (AHT) to offer explanation</small> Total budgeted cost					£8460
vi. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

100% of pupils who receive 1-1 tuition to achieve at least an Entry Level 3 in English, Maths, Science and ICT	1-1 Tutors to deliver quality tuition at off-site venues (CBC and at the residential home of the pupil)	3 PP pupils are educated at their Homes as their needs are extremely complex. Re-integration is managed carefully so as to ensure success	1-1 tutors deliver core subject learning. English and Maths Leads oversee delivery and content. AHT monitors and quality assures work, as well as overseeing SAM Learning aspect of delivery [on-line learning]	JR/CT	Summer 19 – 66% achieved. 1 person refused to sit any Eng examination due to his extreme mental health issues around the subject.
A settled start to pupils' day. Reduction of anxieties that affect learning	Provide early morning sustenance for pupils. Developing social skills	A high percentage of pupils arrive for school not having had any breakfast. A high proportion come in feeling high levels of anxiety from home Social games for general participation	Daily routine of Breakfast Club	JR/JC	Daily Pupils state the early morning routine support their readiness to learn and supports their learning. A reduction of SIs and FEXes have been seen by those pupils who daily engage fully in the morning routine.
<small>In the review HoS – KW challenged the forecasted rationale around spending. JR (AHT) to offer explanation</small>				Total budgeted cost	£4500
				Total Committed	£14960

7. Additional detail

September 2018

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