

1. Summary information					
School	Beaumont Hill Academy			Type of SEN PMLD/SLD/MLD/ASC/SEMH	
Academic Year	19-20	Total PP budget	£159617	Date of most recent PP Review	July 19
Total number of pupils N-Yr11	268	Number of pupils eligible for PP (N-Yr11)	155	Date for next internal review of this strategy	Dec 2019

2. Review of 2018-2019

Percentage of pupils making expected progress each term: PP v Others 2018-19

English	Gap 17-18	Summer 2019			
		Pupil Premium	Non Pupil Premium	Gap	SIG / INS
KS1	-10%	100%	87.5%	12.5%	S
KS2	-15%	82.1%	88.2%	-6.1%	I
KS3	4%	83.3%	89.5%	-6.2%	I
KS4	2%	67.5%	86.7%	-19.2%	S

Percentage of pupils making expected progress each term: PP v Others 2018-19

Maths	Gap 17-18	Summer 2019			
		Pupil Premium	Non Pupil Premium	Gap	SIG / INS
KS1	-10%	100%	93.8%	6.2%	I
KS2	-6%	89.7%	88.9%	0.8%	I
KS3	11%	83.3%	84.2%	-0.9%	I
KS4	8%	55.8%	66.7%	-10.9%	S

PP v Others Attendance 2018-19

Attendance	Difference 17-18	Whole year					
		Pupil Premium	Non Pupil Premium	Difference 18-19	SIG / INS	Difference in PP attendance 17-18 to 18-19	Difference in non pp attendance 17-18 to 18-19
Year 1	+1.54%	96.77%	95.06%	+1.71%	I	+1.51%	+1.34%
Year 2	+4.03%	93.33%	97.07%	-3.74%	I	-1.43%	+6.34%
Year 3	+8.8%	95.57%	92.79%	+2.78%	I	+0.15%	+6.17%
Year 4	+0.04%	98.12%	93.39%	+4.73%	I	+3.99%	-0.7%
Year 5	-4.76%	95.66%	83.82%	+11.84%	S	+5.4%	-11.2%
Year 6	-8.43%	95.51%	95.66%	-0.15%	I	+6.68%	-1.6%
Year 7	+13.75%	91.07%	96.28%	-5.21%	I	-0.35%	+18.61%

Year 8	-14.61%	94.73%	97.62%	-2.89%	I	+15.29%	+3.57%
Year 9	-7.06%	90.34%	67.35%	+22.99%	S	-5.32%	-15.37%
Year 10	-7.7%	81.34%	95.14%	-13.8%	S	-7.25%	-1.13%
Year 11		92.66%	95.36%	-2.7%	I		
Whole school	-1.84%	92.54%	91.36%	+1.18%	I	+2.81%	-0.21%

Strategies have successfully diminished the difference in KS1 and 2 2018 – 19.

Widening differences in KS4 maths, and especially English need to be addressed 2019 – 2020.

Attendance differences have diminished and PP whole attendance has improved in comparison to Others

The difference in Yr. 10 2019, now Yr. 11 2020 will need to be addressed 2019 – 2020.

2019 – 2019 Pupil premium pupils account for 57.5% of the school population.

There are 7 Forces pupils on roll

3. Barriers to future attainment (including characteristics likely to be exhibited by PP pupils) I = in-school E=external (to be addressed with other stakeholders)

A.	The increasingly complex and profound presentation of SEN makes curriculum provision more challenging. (E/I)
B.	The need to provide diagnostically targeted, personalised actions and approaches to address complex individual barriers (I)
C.	Significant emerging mental health issues involving complex social and emotional needs impact on pupils ability to engage positively with learning (E)
D.	Lower attendance of KS4 PP pupils impacts upon rates of progress. (E)
E.	Less resourceful families (social and cultural capital, aspirations, home study) and reduced engagement with the academy structures and personnel. (E)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A & B	Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	Pupils eligible for PP make more progress (against their personalised targets) than Others. The difference is diminished, especially in KS4 English and Maths
C.	Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).	PP pupils are as well-engaged in learning during formal lesson observations and learning walks. Targeted behaviour interventions positively impacts PP pupils as demonstrated through SIMs behaviour data. The difference in days lost to FTE for PP and Others is diminished.
D.	Increased attendance for PP pupils throughout the academy, in comparison to the rise in that for Others.	The attendance of Key stage 4 Yr. 11 pupil premium pupils to improve at a higher rate than that of Others To diminish the difference between key stage 4 PP and Others attendance
E.	Greater engagement and involvement of all PP families regardless of home resources.	PP parents to be engaged with all aspects of BHA life, measured by increased attendance at events, more positive questionnaire responses, increased response to home school communications in comparison to 18-19.

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 effective implementation? Approximate costs	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p>English</p> <p>To further enhance the quality of teaching and pedagogical learning approaches:</p> <p>Specialist diagnostic assessment to support targeted interventions in KS4</p> <p>Personalised SMART intervention targets for any pupil identified as not making expected progress in English</p> <p>Development of a range of accreditations in relation to the different KS4 curriculum pathways</p> <p>Practice of exam techniques and working under exam conditions in class.</p> <p>Parental involvement with KS4 accreditation support</p> <p>After school study club for Yr. 11 accreditations</p>	<p>There is a significant difference in KS4 English which needs to be addressed</p> <p>Small group delivery, high aspirations, personalisation of learning and associated specific feedback and parental engagement, oral language intervention and reading comprehension strategies have been acknowledged and validated (EEF) as having the most impact on progress.</p> <p>Personalisation of learning and smartly targeted interventions can be used to develop a common approach to English across the curriculum</p>	<p>English Leads for Primary and Secondary will lead on implementing and monitoring these strategies and their impact on students English progress</p> <p>Data tracking of these students to show impact of the approach.</p> <p>Assessment leads to monitor personalisation of learning strategy for subject leads to swiftly address and diminish the difference and ensure that individual personalisation of targeted maths learning and 1:1 intervention has been implemented effectively and that impact is tracked.</p>	<p>JKe/S Mc</p>

	<p>Early entry in Yr. 10 and 11 for Functional skills qualifications in addition to GCSE English.</p> <p>Implement Accelerated Reader where appropriate and additional regular summative assessment for learners in KS4</p> <p>English / literacy visits to support KS4 accreditations.</p> <p>Implement a weekly whole school literacy focus.</p> <p>Teach pupils to use strategies for planning and monitoring their creative writing skills.</p> <p>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.</p> <p>Teach writing composition strategies e.g. report writing through modelling, creative pedagogy and supported practice.</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice.</p> <p>Targeted CPD focusing on the implementation of whole word/ phonics teaching approaches both for teaching</p>	<p>EEF Links</p> <p>Feedback + 8 months</p> <p>Small group tuition + 4 months</p> <p>1:1 interventions + 5 months</p> <p>Phonics + 4 months</p> <p>Reading Comprehension + 6 months</p>		
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	<p>English teachers and as a cross curricular literacy strategy.</p> <p>Reading interventions with parental involvement and engagement.</p>			
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When will you review implementation?

Autumn term:

Headlines KS1 and 2	
	1. 100% students meeting progress targets in KS1
	2. 95% students meeting progress targets in KS1 (19% are currently exceeding progress targets)
	3 Current Phonics CPD, and interventions are having a positive impact on progress however some strategies need to be extended to impact on more PP students, especially parental involvement in reading.
Headlines KS3 and 4	
	1. 89% students are meeting progress targets in KS3
	2. 67% students meeting progress targets in KS4 (judged against national mainstream) 41% KS4 students accessing specialist assessment will need interventions / review
	3 Literacy visits and interventions, especially in KS3, are having a positive impact on progress however interventions need to be focused on KS4 PP students

Spring term:

Headlines KS1 and 2	

Headlines KS3 and 4	
	90.1% of KS3 pupils met or exceeded their end of year targets. 30.9% of KS3 pupils exceeded their end of year targets.
	70.7% of KS4 pupils met or exceeded their end of year targets. (An increase of 3% as some Pupils were entered early for exams in January and some achieved target grades) 9.8% of KS4 pupils exceeded their end of year targets.
	100% of pupils will finish Year 11 with at least qualification in English

Summer term: Due to current COVID-19 restrictions that are in place there are no summer headlines

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Approximate costs	Lead
A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	<p>Maths</p> <p>To further enhance the quality of teaching and pedagogical learning approaches:</p> <p>Personalised intervention targets for any pupil identified through diagnostic assessment as not making expected progress in Maths</p> <p>Collaborative learning approaches to develop the ability to transfer maths skills and applied in different contexts both in</p>	<p>These was a significant difference in KS4 Maths which needs to be addressed</p> <p>Small group delivery, high aspirations, collaborative learning, personalisation of learning and associated specific feedback and parental engagement has been acknowledged and validated (EEF) as having the most impact on progress.</p>	<p>Maths Leads for Primary and Secondary will lead on implementing and monitoring these strategies and their impact on students Maths progress</p> <p>Data tracking of these students to show impact of the approach.</p> <p>Assessment leads to monitor personalisation of learning strategy for</p>	RBi HGr

	<p>discreet Maths lessons and across the curriculum.</p> <p>Purchase and use of Maths teaching resources including sets of textbooks.</p> <p>Regular summative testing and high quality meaningful feedback for all learners.</p> <p>Regular homework set including use of online resources and programmes.</p> <p>Practice of exam techniques and working under exam conditions in class.</p> <p>Early entry in Yr. 10 and 11 for Functional skills qualifications in addition to GCSE Maths.</p> <p>After school study club for Yr. 11 accreditations</p> <p>Maths club for pupils as appropriate.</p> <p>Regular Maths challenges with house points as rewards.</p> <p>Targeted CPD focusing on multi-sensory approaches to Maths.</p> <p>Parental involvement in multi-sensory approaches to Maths at home</p>	<p>Personalisation of learning and smartly targeted interventions can be used to develop a common approach to Maths across the curriculum</p> <p>EEF Impact Evidence Links Feedback + 8 months Small group tuition + 4 months 1:1 interventions + 5 months. Collaborative learning + 5 months</p>	<p>subject leads to swiftly address and diminish the difference and ensure that individual personalisation of targeted maths learning and 1:1 intervention has been implemented effectively and that impact is tracked.</p>	
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When will you review implementation?
Autumn term:

Headlines KS1 and 2	
	Pupils within KS1 and 2 have begun to make progress through in class interventions and the use of the online programmes – Times table Rockstars and Mathletics.
Headlines KS3 and 4	
	1. 92% students meeting progress targets in KS3
	2. 82% students meeting progress targets in KS4
	3 Maths challenges 87 % positive progress
	4. On line learning 86% positive progress

Spring term:

Headlines KS1 and 2	The difference in progress between PP and Non PP pupils in Maths is 6.3% in the 18-19 academic year to 0% so far in the 19-20 academic year. The difference in progress between PP and Non PP pupils in Maths is 0.3% in the 18-19 academic year to 0% so far in the 19-20 academic year.
Headlines KS3 and 4	
1.	83% students in KS3 are on track to either meet or exceed their good progress targets. The corresponding figure in KS4 is only 51% (largely due to the first mock exams of the year being used for data input – I would expect this to go up quite dramatically over the remainder of the year with practice and additional exam practice).
2.	Number was the strongest performing strand in KS3 with 85% on track to meet or exceed (Geometry – 74%, Measure – 83%)
3.	Despite the use of mock data, 87% of year 10 students were on track to meet or exceed their good progress targets (in year 11 only 43% were on track).
4.	In KS5 97%, 91% and 94% were on track to meet their good progress targets in Geometry, Number and Measure respectively.

<p>Summer term:</p> <p>Due to current COVID-19 restrictions that are in place there are no summer headlines</p>				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p>ASC provision</p> <p>The targeted use of support to develop proprioceptive sensory processing and self-regulation skills. To enhance the attainment of pupils eligible for PP through access to a sensory diet</p> <p>CPD – Planning and delivering a sensory diet from specialist ASC consultant and OT advice.</p> <p>Resourcing for a new sensory resource room to expand access and delivery of proprioceptive, sensory processing and self-regulation strategies</p> <p>Identify and develop OT champions (TAs)</p>	<p>Evidence gained in school demonstrates through effective pedagogy and application of appropriate resources in, for example, ASC classes, there has been significant improvements in children's abilities to self-regulate.</p>	<p>To ensure effective CPD and sensory strategies are implemented.</p> <p>Manage resourcing and delivery of provision and strategies</p> <p>Analysis impact on attainment for pupils with complex needs who are eligible for pupil premium funding</p>	<p>SD</p>
<p>When will you review implementation?</p> <p>Autumn term:</p> <p>Headlines</p>				

	21 students accessed - 65% positive progress Strategies in development Future steps. Development of bespoke sensory provision in ALC planned plus further staff CPD from specialist BSt
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Spring term:

Headlines	

Summer term:

Due to current COVID-19 restrictions that are in place there are no summer headlines

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p> <p>C. Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured</p>	<p>Alternative / personalised curriculum</p> <p>To support alternative educational provision for those students requiring more vocational opportunities and specialist social interventions</p> <p>To provide targeted pupils with adventure learning based residential visits.</p> <p>To provide targeted pupils with adventure learning outdoor learning opportunities with a specialist provider</p>	<p>Ongoing evidence of the value of alternative personalised learning and outdoor education, residential opportunities and adventure learning on pupil's engagement in education and positive benefit on academic learning. EEF evidence further supports this, stating "perseverance and resilience are developed through adventure learning and wider outcomes such as self-confidence are seen".</p>	<p>HOD to identify students in need of alternative personalised learning and outdoor education, residential opportunities and adventure learning and monitor progress</p> <p>SLT for Behaviour to analyse the impact on attainment, progress and engagement of those pupils who are offered alternative education opportunities</p>	<p>PRa, Vma,S Pe, KRe</p> <p>VMa</p>

<p>by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p> <p>D Increased attendance for PP pupils throughout the academy, in comparison to the rise in that for Others.</p>	<p>To provide targeted pupils with individualised social interventions based in the community or through the outdoor education learning programme</p> <p>To provide curriculum enrichment activities with adventure learning based focus</p>	<p>EEF links Outdoor adventure learning + 4 months Collaborative learning + 5 months 1:1 interventions + 5 months</p>		
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When will you review implementation?

Autumn term:

Headlines	10 students accessed Alternative curriculum provision 50% significant impact 50% limited impact - Small cohort of students pursuing additional support from LA
	20 students accessed OE and adventure learning 80% positive progress

Spring term:

Headlines	5 students had regular weekly access to OE – this has had an 80% positive impact on engagement and attainment and 20% limited progress. As time students were less keen and preferred to stay in school and engage in lessons.
	5 students were accessing Alternative Provision with 60% positive impact and 40% negative impact

Summer term:

Due to current COVID-19 restrictions that are in place there are no summer headlines

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	
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<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p>Metacognition and self-regulation.</p> <p>Whole school approach to metacognition and self-regulation strategies appropriate to student's needs.</p> <p>CPD- Metacognition- practical approaches Self-regulation- Teach Meet session.</p> <p>English and maths impact on transferable core skills in both discreet and cross curricular skills.</p>	<p>Developing and empowering learning power including self-awareness has been acknowledged and validated (EEF) as having the most impact on progress.</p> <p>EEF links Metacognition and self-regulation + 7 months</p>	<p>Data tracking of these students to show impact of the programme in core learning (English and Maths).</p> <p>SLT Learning walks, lesson observations and pupil feedback show positive engagement in learning</p>	<p>JKe/S Mc RBi HGr</p> <p>KC</p>
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When will you review implementation?

Autumn term:

<p>Headlines</p>	
	<p>Learning walks by HOD's show that metacognition strategies is embedded within the curriculum and students are demonstrating higher behavioural traits of self - confidence, being able to address an audience , participation in events, discussion, debate. Self - regulation is a term familiar to staff and pupils and students recognise and act on its importance for their learning and well being</p> <p>Of those KS3 and KS4 PP students accessing interventions and other additional strategies, a large majority are either Meeting or Exceeding their Good Progress Targets (Interventions 70%, Multi-Sensory Parental Support 87%, Weekly Maths Challenge 87% and Online Learning 83%).</p>

Spring term:

<p>Headlines</p>	
	<p>The attainment gap has closed for PP pupils in maths in KS1, KS2, KS3 and KS4.</p>

Summer term:				
Due to current COVID-19 restrictions that are in place there are no summer headlines				
ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation?	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p> <p>C. Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p>	<p>PWP Support Employ the services of an Educational Psychologist to assess the changing and emerging needs of SEN pupils who are eligible for PP and facilitate effective strategies for children with cognitive, social and emotional barriers and who need support to access the curriculum</p>	<p>Increase in students with significant social and emotional barriers to learning.</p> <p>Developing self-confidence and self-awareness has been acknowledged and validated (EEF) as having the most impact on progress. EEF links Metacognition and self-regulation + 7 months</p>	<p>HOD to oversee referrals to PWP SLT implementation and impact of PWP input. Half termly data and impact monitoring.</p>	<p>KR / SPe</p>
When will you review implementation?				
Autumn term:				
Headlines	5 students accessed Strategies successful			

Small number of students – Reviewing provision with NHS manager				
Spring term:				
Headlines		Review of provision has taken place over the spring term. An alternative has been provided by the NHS. School will now have access to an LD CAMHS, Specialist Practitioner. Progress stopped due to COVID-19 restrictions in place.		
Summer term:				
Headlines		3 Families have been supported via telephone by LD CAMHS practitioner, feedback from parents was positive. Strategies provided and further signposts to other services provided.		
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation?	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p> <p>C. Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including</p>	<p>EP support Employ the services of an Educational Psychologist to assess the changing and emerging needs of SEN pupils who are eligible for PP and facilitate effective strategies for children with cognitive, social and emotional barriers and who need support to access the curriculum.</p>	<p>Brokering a private agreement with a chosen EP service has resulted in improved referral time to EP services and enabled strategies to be employed reduced incidents of inappropriate behaviours and improved engagement and attainment. EEF links 1:1 interventions + 5 months</p>	<p>HOD's to oversee effective communication and referral to EP</p> <p>SLT implementation and impact of EP input. Half termly data and impact monitoring.</p>	<p>PRa, Vma,S Pe, KRe</p> <p>KR</p>

exclusions where appropriate).				
When will you review implementation?				
Autumn term:				
Headlines	5 students accessed – 60 % positive progress - Small cohort of students pursuing additional support from LA			
Spring term:				
Headlines	4 students accessed – 1 ASD referral made following the assessment 1 student school are pursuing additional support from LA 2 students have seen improvements in behaviour following interventions put in place from EP report			
Summer term:				
Headlines	Due to current COVID-19 restrictions that are in place there are no summer headlines			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead?	Lead
A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	SALT Support In house Speech and Language Therapist employed to develop communication and interaction skills of pupils with SEN who are eligible for pupil premium funding Programmes delivered by teachers in classrooms. BHA staff to deliver PECS training for parents and staff	Improved referral times for pupils through employment of in house SALT. School staff have developed their teaching and learning strategies through a programme of training- instructional language, signing, PECs and vocab to access and support	Data will show improved attainment in speaking and listening and communication. Data analysed by English leads. HOD's to oversee effective communication and referral to in house SALT.	JKe SMc PRa, Vma,S Pe, KRe KRe

	Signing support training for parents/ staff	communication for all curriculum access. EEF links Oral Language interventions + 5 Phonics + 4 1:1 interventions + 5 months	SLT implementation and impact of EP input. Half termly data and impact monitoring.	
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When will you review implementation?

Autumn term:

Headlines	
30 pupils accessed	Students accessing specialist SALT assessment and programmes 40% students have made significant progress this term, 40% have made expected progress and 20% (6) have made more limited progress with this provision / intervention support.

Spring term:

Headlines	
30 pupils accessed	<p>Children who have made progress - ✓</p> <p>Children who have made good progress - ✓✓</p> <p>Children who have made very good progress ✓✓✓</p> <p>NDI – No direct intervention / advice or assessment only</p> <p>✓ = 15</p> <p>✓✓ = 10</p> <p>✓✓✓ = 3</p>

	NDI = 11
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Summer term:

Due to current COVID-19 restrictions that are in place there are no summer headlines

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p>OT Support Occupational Therapist employed to support with the identification of sensory processing and dietary needs and to facilitate the acquisition of the correct equipment in a time effective manner for specific targeted pupils.</p>	<p>OT support has had proven effectiveness in improving outcomes for pupils with sensory processing needs and those with autism. Advice and guidance has been provided to staff on sensory processing, sensory dietary needs and proprioceptive skills in order to enhance the quality of teaching and learning.</p> <p>EEF links 1:1 interventions + 5 months</p>	<p>HOD's to oversee effective communication and referral to in house OT.</p> <p>SLT implementation and impact of OT input. Termly data and impact monitoring.</p>	<p>PRa, Vma,S Pe, KRe</p> <p>SD</p>

When will you review implementation?

Autumn term:

Headlines	
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	9 students accessed with 100% positive progress -

Spring term:

Headlines	
	2 students have been reviewed with 100% progress reported

Summer term:

Due to current COVID-19 restrictions that are in place there are no summer headlines

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
<p>A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.</p>	<p>CSA Support Classroom support assistant to assist with personal care of students and exploit opportunities to consolidate communication and self-help skills specific targets identified through the curriculum pathways when engaging pupils in attending to their personal hygiene needs</p>	<p>For students who require assistance with personal care, dedicated CSA staff members are essential for the smooth and efficient transition to/from lessons, significantly reducing the time taken for this and ensuring learning support staff remain focused on curriculum support at all times. This also gives the opportunity to develop the communication and self-help skills, of PP students with other adults.</p>	<p>Class teachers to set communication and self-help skills specific targets identified through the curriculum and communicate to CSA for implementation Class teachers to monitor progress for their specific students.</p> <p>Complex needs lead to monitor the progress of secondary aged pupils eligible for pupil premium funding who require personal care needs</p>	SCa

		EEF links 1:1 interventions + 5 months	through targeted personal communication and self-help skills Half termly data and impact monitoring.	
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When will you review implementation?

Autumn term:

Headlines	
	In primary there are 39 pupils who are supported for personal care. All of these pupils benefit from support for feeding or playtimes at lunch time. Some classes have CSA support with swimming and visits to enable all children can access these activities safely. All staff report that they are seeing good progress towards communication and social targets where support is given from CSAs.
	In Secondary there are 19 pupils that are supported by CSAs for personal care. 6 pupils are supported at lunch time for 1:1 feeding and all 19 pupils are supported at playtime by CSAs. Staff report good or outstanding progress is being made by all pupils towards their communication and social targets while supported by CSAs

Spring term:

Headlines	There are 58 pupils across BHA that are supported by the CSAs with their personal care. This also includes support with feeding and support at playtimes. All staff reported they have seen good progress made by all pupils with regards to their social and communication targets. Some pupils' independence has improved and some pupils have become more confident in being independent with their toileting and feeding needs.

Summer term: Due to current COVID-19 restrictions that are in place there are no summer headlines

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
D. Increased attendance for PP pupils throughout the	FLO and Attendance support Family liaison worker to strengthen home-school links and support the engagement	Consistent evidence of family support worker and attendance and	Regular meetings with SLT to ensure that data is	GEy

<p>academy, in comparison to the rise in that for Others.</p> <p>E. Greater involvement of all PP families regardless of home resources.</p>	<p>of pupils (and their families) eligible for PP funding plus supporting multi-agency liaison of LAC pupils and those in need of Early help.</p> <p>Attendance and intervention TAs employed to strengthen home-school links and improve attendance and engagement of pupils (and their families) eligible for PP Yr. 11 and examination attendance support strategies will be a priority.</p> <p>Regular attendance incentive rewards.</p> <p>Breakfast clubs across the school to provide incentive and a positive start to the day.</p>	<p>interventions TAs improving the attendance of PP pupils whole school. Continued focus prioritising Yr.11</p> <p>Evidence of continued improvement in engagement and high levels of attendance of PP pupils. Pupil voice shows breakfast club has a positive impact on engagement.</p> <p>Impact of parental engagement have been acknowledged and validated</p> <p>EEF links</p> <p>Collaborative Learning + 5</p> <p>Parental Engagement + 3</p> <p>1:1 interventions + 5 months</p>	<p>effectively gathered monitored and analysed.</p> <p>Weekly pastoral meetings. Family support worker and Attendance Intervention TAs accountable to the Lead for safeguarding assess the impact of interventions on attendance and parental engagement.</p>	
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When will you review implementation?

Autumn term;

Headlines	
136 pupils choose to access Breakfast clubs	The breakfast club has had 100% positive responses from the students and are extremely popular, They provide a positive start to the day and meet the basic need to food prior to learning engagement for lessons and critically KS4 examinations, social and communication time with staff and peers and

Spring term:

Headlines	
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? pupils choose to access Breakfast clubs	Breakfast Club continues to be extremely popular across the whole school.
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Summer term:

Headlines	Breakfast has been provided to all primary school students who have accessed school during the COVID 19 pandemic
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
<p>E. Greater involvement of all PP families regardless of home resources.</p>	<p>Parental engagement</p> <p>Dedicated leadership team member to lead on promoting parental engagement through a whole school approach After school groups and whole school programme of activities engaging parents in a range of social events and students learning throughout the year. These are also embedded through many of the other strategies above.</p> <p>Supporting parents to use parental bids to support learning and engagement. Parent App will have a request button where parents can request additional</p>	<p>Evidence of continued improvement in engagement of PP pupils. Parent Partnership award signifying impact of high levels of parental engagement. Parental bids to support learning have been acknowledged and validated.</p> <p>EEF links Collaborative Learning + 5 Parental Engagement + 3</p>	<p>Regular meetings with SLT to ensure that data is effectively gathered monitored and analysed. Assess the impact of interventions on attendance and parental engagement strategies for pupils who are eligible for pupil premium funding in comparison to Others</p>	<p>GEy/ HH</p>

	funding for activities with their child at home to increase outcomes.			
When will you review implementation?				
Autumn term:				
Headlines				
	A significant range of Parental engagement activities have taken place this term 84 pupils parents / carers accessed with 97% positive progress			
Spring term:				
Headlines	28 of the 38 students who were referred of supported by SALT have reported good or outstanding progress Of the 38 students 10 needed no further involvement			
Summer term:				
iii. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation?	
A and B Improved PP attainment and progress through a well-designed curriculum pathway and differentiated pedagogy. QFT to be followed up with targeted interventions, for all pupils not 'on track' to meet their Good progress target. This will be measured by in-school tracking data.	Data and administration support required to ensure a clear and comprehensive tracking of pupil premium strategies and resources.	Evidence that timely recording and monitoring of resources spent on each pupil premium student has resulted in effective allocation of resources and impact attached to each intervention.	Regular meetings with SLT to ensure that data is effectively gathered monitored and analysed. Termly impact analysis reviews plans effectiveness on attainment and progress of PP students.	KR

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5. Review of expenditure	
Academic Year	2019-2020