

## Ifield School Pupil Premium Strategy 2019-20

Ifield School plans careful interventions for pupils eligible for Pupil Premium Funding based on national and school evidence, but recognises the importance of Quality First Teaching to improve outcomes for all of our students.

1. Summary information					
<b>School</b>	Ifield School			<b>Type of SEN</b>	ASD / SLD / SLCN / PMLD
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£ 84 760	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	245	<b>Number of pupils eligible for PP</b>	79	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment	
Pupil Premium Pupils	Non-Pupil Premium Pupils
Value Added Progress for Primary Pupil Premium pupils was 1.6 for Maths in 2018/19.	Value Added Progress for Primary Non-Pupil Premium pupils was 1.2 for Maths in 2018/19.
Value Added Progress for Primary Pupil Premium pupils was 1.7 for Reading in 2018/19.	Value Added Progress for Primary Non-Pupil Premium pupils was 1.5 for Reading in 2018/19.
Value Added Progress for Primary Pupil Premium pupils was 1.7 in Writing for 2018/19.	Value Added Progress for Primary Non-Pupil Premium pupils was 1.1 for Writing in 2018/19.
Value Added Progress for Primary Pupil Premium pupils was 1.3 for Speaking and Listening in 2018/19.	Value Added Progress for Primary Non-Pupil Premium pupils was 0.7 for Speaking and Listening in 2018/19.
Value Added Progress for Secondary Pupil Premium pupils was 1.0 for Maths in 2018/19.	Value Added Progress for Secondary Non-Pupil Premium pupils was 0.4 for Maths in 2018/19.
Value Added Progress for Secondary Pupil Premium pupils was 0.1 for English in 2018/19.	Value Added Progress for Secondary Non-Pupil Premium pupils was -0.4 for English in 2018/19.
Across all subjects in both Primary and Secondary phases Pupil Premium Pupils made greater progress than Non-Pupil Premium Pupils	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Skills in literacy and Mathematics
B.	Language and Communication
C.	Life skills
<b>External barriers</b>	
D.	Access to social and physical activities

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Increased progress in Reading, Writing and Mathematics for Pupil Premium pupils.	Progress in English and Mathematics will improve so that 90% or more pupils will make expected or better progress (as seen on Pupil Asset).
B.	Pupil Premium pupils will be challenged to develop their language and communication skills	PP pupils will continue to be challenged in developing their communication so that 90% or more PP pupils will make progress towards their communication targets. SMART targets are set by the SLIC team which are reviewed termly with the class teacher and a member of the SLT.
C.	Increased progress towards RFL targets for Pupil Premium pupils.	Progress towards RFL targets will improve so that 90% or more PP pupils will make progress towards their RFL targets.
D.	Pupils engage in a range of physical activities and social experiences to develop self-confidence, self-esteem, social skills, well-being and engagement in learning	Evidence of pupils making good progress in self-confidence, social skills, well-being and engagement in

		learning. Well-being and engagement will be measured through Leuven Scales.
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5. Planned expenditure					
Academic year		2019-2020			
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?
A. Increased progress in Reading, Writing and Mathematics for Pupil Premium pupils	Staff Training: - all staff will have CPD opportunities and there will be coaching from an English and Mathematics Specialist teacher	NFER (2015) Report recommended a focus on high quality teaching	Staff evaluations and Observations	SH / PJ	July 2020
B. Pupil Premium pupils will be challenged to develop their language and communication skills		Ofsted (2014) Report notes the importance of robust tracking by school leaders	Agreed actions to be monitored by Leadership Team. Use of Pupil Asset to support analysis of attainment and progress of Pupil Premium pupils	MJ / ND	
C. Increased progress towards RFL targets for Pupil Premium pupils		Discussions about individual PP pupils' needs with Senior Leader	Ofsted (2014) Report notes the importance of robust tracking by school leaders	Agreed actions to be monitored by Leadership Team.	
	Pupil Progress Meetings – release time to discuss progress of all children and agree actions to ensure identified pupils make accelerated	NFER (2015) report noted successes from using frequent, rather than one-off assessment and decision points.	Interventions and other actions will be identified for class teachers to implement. Lesson observations and Pupil Progress Meetings will include monitoring of interventions.	PJ	

	<p>progress</p> <p>Subsidies for educational enrichment activities and school visits</p> <p>P.E. enrichment activities</p>	<p>First hand opportunities and experiences will engage pupils in the curriculum and their learning</p> <p>P.E. enrichment activities will provide pupils with opportunities to develop physical skills, self-esteem and well-being</p>	<p>Enrichment activities will be planned to engage children in curriculum work. Pupil dialogue will show children are motivated by enrichment activities. Book scrutiny will show impact of activities on pupils' knowledge and skills. Progress will be reflected in assessment data.</p> <p>Leuven Scales to be used to monitor whether PE enrichment has a positive impact on engagement outside of PE enrichment sessions.</p>	RG	
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<b>Total budgeted cost</b>					
				Staff Development	£2 500
				Subsidies for enrichment activities and school visits	£5 000
				P.E. Enrichment	£6 500
Total budgeted cost for "Quality teaching for all"					£14 000

**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?
<p>A. Increased progress in Reading, Writing and Mathematics for Pupil Premium pupils.</p> <p>B. Pupil Premium pupils will be challenged to develop their language and</p>	<p>1:1 targeted intervention time in English and Maths.</p> <p>Opportunities for immediate feedback, repetition and</p>	<p>1:1 Tuition can add 5 months progress (EEF)</p> <p>Comprehension strategies have shown to</p>	<p>Use of high-quality Maths and English teachers. Observations and Learning Walks will ensure high quality provision.</p> <p>Regular review of Pupil Progress data.</p>	ND / PJ / KC	July 2020

<p>communication skills</p> <p>C. Increased progress towards RFL targets for Pupil Premium pupils</p>	<p>direct instruction in those areas key to pupil progress</p> <p>Specific resources</p> <p>Occupational Therapist</p> <p>Hydrotherapy.</p> <p>Physiotherapy.</p> <p>MOVE</p> <p>Speech &amp; Language Therapists</p>	<p>add up to 5 months of progress.</p> <p>EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields.</p> <p>Interventions place the pupils at the centre of the process.</p> <p>SLIC Team use their expertise in guiding the development of both class-based and additional interventions.</p>	<p>Focus on identified pupils that need to make accelerated progress. Progress will be reviewed at Pupil Progress Meetings.</p> <p>Regular review of RFL trackers. Focus on identified pupils that need to make accelerated progress.</p> <p>Use of Speech &amp; Language Therapists. Regular review of Pupil Progress data. Review of S&amp;L interventions. Observations and Learning Walks will ensure high quality provision. Progress will be reviewed at Pupil Progress Meetings.</p>	<p>SD/ LH/ CP PJ</p>	
<p style="text-align: right;"><b>Total budgeted cost</b></p> <p style="text-align: right;">Teacher Interventions £4 800</p> <p style="text-align: right;">MOVE/ Physiotherapy/ Hydrotherapy/ Occupational Therapist £11 000</p> <p style="text-align: right;">Specific Resources £1 610</p> <p style="text-align: right;">Speech and Language Therapists £36 000</p> <p style="text-align: right;">Total budgeted cost for "Targeted Support" £53 410</p>					

**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?
Increased pupil wellbeing and confidence.	Ifield Life overnight stays  Youth Club  Challenger Troop  Ski Residential  After school clubs  Forest Schools	<p>Ifield Life provides a safe space to develop independence and confidence in a home setting.</p> <p>Challenger Troop provides opportunities for pupils to develop their team work/social skills, enhances self-esteem, and encourages personal discipline and pride in personal appearance.</p> <p>Research has shown Forest schools has a significant impact on confidence, independence and general well-being both in the forest and school settings.</p> <p>Challenger Troop provides opportunities for students to develop their team work/social skills, enhances self-esteem, and encourages personal discipline and pride in personal appearance.</p> <p>The Ski-Residential provides opportunities for pupils to develop their team work/social skills, enhances self-esteem and encourages independence and take pride in their achievements.</p>	<p>Review of Forest Schools. Specialist Teachers. Leuven Scales will measure well-being and engagement.</p> <p>Certification for pupils who successfully complete the Challenger Troop programme.</p> <p>Behaviour and well-being meetings with AHT to review individual pupils.</p>	SS/R G//MJ /PJ/J W	July 2020

	<b>Total budgeted cost</b>	
	Ifield Life	£2 200
	Youth Club	£5 000
	Challenger Troop	£2 600
	After School Clubs	£4 400
	Forest School	£5 000
	Ski Residential	£750
	Total budgeted cost for 'Other approaches'	£17 350