

Statement of Pupil Premium Strategy – Lonsdale School 2019-2020



1. Summary information					
School	Lonsdale School			Type of SEN	PNI
Academic Year	2019-2020	Total PP budget	£38205	Date of most recent PP Review	Jan 2020
Total number of pupils	106	Number of pupils eligible for PP	33	Date of final PP Review	Sep 2020

2. Current attainment (data from January 2020 review – see assessment report for end-of-year data!)		
	<i>Pupils eligible for PP</i>	<i>Whole-school population</i>
% meeting set targets in English	89.7%	89.5%
% meeting set targets in Maths	92.3%	89.5%
% meeting set targets in Science	94.9%	93.3%
% meeting set Horizon Targets in school	88.5%	85.0%
% meeting set Horizon Targets in REP	96.3%	95.0%
% working on accelerated progress targets (average)	48.0%	37.8%

3. Barriers to future attainment (for pupils eligible for PP)	
Barriers to Learning	
A.	Lower self-esteem, emotional well-being, resilience and confidence impact on readiness to learn, concentration and engagement
B.	Physical disabilities and other SENDs inhibit access to learning activities and opportunities
C.	Insufficient understanding of the young person and his/her needs by people around them
External barriers	
D.	Fewer or limited opportunities due to lower family income

4. Outcomes Following the participation in the Great Expectation programme, Lonsdale School are now using a much more comprehensive way to look at barriers to learning (presented previously at governors meeting).

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Emotional well-being improved, pupils more resilient and confident with higher self-esteem</p> <p>Measure: Pupil Voice, Parent Voice, Horizon Targets and assessment; Pupil Premium Plan reviews; impact should be seen in academic learning and progress (assessment data)</p>	<p>Pupils ready to access learning and engage in the learning process; pupils have aspirations and aims for their learning and future</p>
B.	<p>Access barriers are removed or minimised with the help of additional/specialist support, equipment and opportunities</p> <p>Measure: Pupil Voice, Parent Voice, Horizon assessment, progress meetings, Pupil Premium Plan reviews; impact should be seen in academic learning and progress (assessment data)</p>	<p>Pupils enjoy full access to a wide range of learning activities and opportunities</p>
C.	<p>All staff and people working with a young person are well-trained and understand the young person and his/her needs very well; they are able to facilitate and support learning to help the young people achieve their best.</p> <p>Measure: Pupil Voice, Parent Voice, All About Me, Annual Reviews, staff CPD records, monitoring/observations</p>	<p>Pupils are well-supported, heard and understood in all learning and social situations.</p>
D.	<p>Pupils able to access a wide range of cross- and extra-curricular opportunities such as educational visits, after-school and sports clubs, creative and cooking opportunities and to try out new things, e.g. new sports and travelling; this will lead to a wider range of learning opportunities offered, which should impact pupils' academic progress as well as progress in Horizon areas</p> <p>Measure: Pupil Voice, Parent Voice, All About Me, Annual Reviews, Horizon and Sky assessment data</p>	<p>All pupils have equal opportunities to participate in and access learning opportunities and activities. Lower family income is no barrier to a pupil's development, learning and progress.</p>

5. Planned expenditure - Academic year 2019-2020 including review and expenditure examples (added in desired outcome column)

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?
Staff are trained well to meet individual needs, e.g. HI/VI Virtual SEND Conference and materials; not all planned training opportunities happened during lockdown	HI/VI Training	Investment in longer-term change will benefit all pupils. Staff training will ensure all staff know pupils well.	Training in-house by Advisory Teams, Teachers' meeting time allocated and support staff invited.	DHT Advisory Team, VI link Teacher	Training throughout the school year
Staff are trained well to make efficient use of new hardware and software to support curriculum and individual access	Clevertouch, Lynx training	Investment in longer-term change will benefit all pupils. New hardware and software resources enhance offer, provision and access for a variety of pupils.	Training in-house run by Proactive (Clevertouch and Lynx)	DHT Proactive,	Training in Autumn Term booked
DofE lead trained well to coordinate the provision across school.	DofE lead to attend training as	Investment in longer-term change will benefit all pupils. DofE accredited pathway used successfully at Lonsdale and nationally.	DofE lead will access a leader's training course. Knowledge and skills will feed into provision.	S	Training completed as necessary
Two further members of staff trained to lead Forest Schools and outdoor learning	Forest School training	Investment in longer-term change will benefit all pupils. Forest Schools Programme successfully used in many settings to promote outdoor learning, activities and a healthy and sustainable lifestyle.	Forest School Programme rolled out with outdoor learning provision developed across all phases.	M C	Training booked and completed by Summer Term, curriculum plan for outdoor learning emerging from Summer 2019, ongoing throughout 2019-20
DofE Awards at all levels, Bronze, Silver and Gold offered to Lonsdale pupils from KS4	In-house DofE specialists used	Engagement in different opportunities led by DofE specialists have shown high motivation levels and fantastic progress and achievements for Lonsdale pupils during the previous academic years.	DofE Team at school	S V M	Students for Bronze, Silver and Gold Award identified
Total budgeted cost					£0 in-house specialists, free training and training budget used

ii. Targeted support					
Desired outcome	Chosen action/ap proach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils' enhanced access to activities, curriculum and learning overcoming some challenges their disability brings additional devices purchased (4 laptops,3 iPads, 1 printer, 1 wireless keyboard) during lockdown from 2020-2021 PP budget, glasses, eye-gaze camera repair x1, stationary for lockdown access, spare clothes, school uniform, 1x Prom outfit, sensory timetable/toys/objects, 1x sleep monitor, REMAP modifications, touch-type software for school with home access, other hardware (cables/chargers/headphones, speakers etc.	Individual equipment	We have seen in the past that pupil laptops, specialist software, iPads, switch boxes, switches, magnifiers or other equipment will enhance access.	Individual Pupil Premium Plans identify barriers and needs, equipment purchases and review of impact termly	Teachers, MDTs	Termly review of the impact of trialled or purchased equipment with all teams.
Pupils will benefit from direct staff support, e.g. 1:1, booster, EFL or signing sessions, improved progress 1:1 reading – lockdown meant that not all booster/support session happened	Individual support 1:1, tuition	Previous experience and data monitoring has shown that the direct input 1:1 has benefited a number of pupils and interventions prevented falling behind or not being able to access learning.	PPP reviews termly, data analysis, progress meetings, teachers and team meetings	Teachers, MDTs	Termly review of interventions and impact on learning and outcomes
Pupil will be able to access a wide variety of learning opportunities and sports clubs, curriculum days Snowability course, horse-riding, Barnwell Festival, Panto visit, Music Centre Singing Day, Space Week, cookery contributions, educational visits, Mallorca trip, after-school clubs, buying snacks at Marriotts Café,	Financial support for access to trips, visits, clubs, activities etc.	Improved physical well-being leads to increased levels of engagement in own learning. Through sports young people develop a wealth of other skills like leadership, thinking, reasoning and teamwork.	Educational visits monitored across the school, Pupil Voice, club registers, Parent Engagement	Teachers, Sports Leaders, REP staff	Termly review educational visits and sports clubs, attendance and benefits/impact
Total budgeted cost					£8205
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/ap proach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils' emotional, social and personal well-being enhanced, which shows a reduction of undesired behaviours, improved communication and better engagement in learning. School-based therapist, 1pupil supported to access outside counselling,	Play Therapy, Music Therapy and Counselling	There is extensive research of the positive impact of play and music therapy intervention on development. Secondary pupils access the school counsellor, and Pupil and Parent Voice questionnaires have shown the positive impact on pupils' well-being.	School counsellor, music and play therapist work closely with class teams and parents; they access staff training where appropriate; regular general feedback to school	K J H	Termly review of counselling, music and play-therapy provision and their impact
Total budgeted cost					£30000

6. Review of expenditure - Previous Academic Year 2018-2019
received: £42375/spent: £41636
i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Staff are trained well to meet individual needs, e.g. communication and access.	VOCA training for teaching and support staff in house by communication support team	Training sessions equipped staff with knowledge and skills about use of Grid3 and VOCAs. Staff feedback was very positive and staff took away practical ideas and strategies to be used within their lessons.	The training session was well-attended and feedback was positive throughout. Some staff received 1:1 sessions. Staff all agreed that the sessions were enjoyable and relevant..	£0 In-house by communication support team
Staff are trained well to make efficient use of interactive boards and related software.	Proactive/Lynx training	Training ran by Proactive, no charge to school	Staff fed back that they found the training valuable. Two new interactive Clevertouch boards were installed 2018-19 and a mobile screen was purchased, too. For 2019-20 a second mobile Clevertouch board was purchased to be used in REP.	£0 Free training
DofE lead trained well to coordinate the provision across school.	DofE lead to attend out-of-school training day	DofE lead completed all relevant training and Silver Level Award ran and was completed at Lonsdale by 7 students, Bronze by 8. Three students started Gold level.	Bronze and Silver Level Awards continue to be offered alongside Gold for first time 2019-20. DofE now an established pathway for KS4 and above at Lonsdale with a strong lead and well-planned programme.	staff training budget

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils' enhanced access to activities, curriculum and learning overcoming some challenges of their disability	Individual equipment	Individual equipment purchases enhanced access for many PP pupils of different abilities, e.g. laptops to access school and homework, light box for VI pupil, fitness equipment, head sets.	Monitoring and review of equipment purchases and impact have shown that the funding can be put to good use to remove barriers to learning by improving pupils' access to learning. This will be continued on an individual basis and in liaison with individuals and teams.	£3450
Pupils will benefit from direct staff support, e.g. 1:1, booster, EFL or signing sessions, improved progress	Individual support 1:1, tuition	Individuals benefited from 1:1 support in class for access and signing and booster English/EFL sessions ran at lunch time. Pupils' performance was in line with the rest of the school (assessment data analysed).	Direct 1:1 has proven very effective short-term or longer term with identified individuals. Impact of the interventions was monitored regularly to ensure highest impact. This will be continued.	1:1 provided from within and in collaboration with Marriotts
Pupil will be able to access a wide variety of learning opportunities and sports clubs	Financial support for access to trips, visits, clubs, activities etc.	All pupils had access to a wide range of learning opportunities, visits and sports clubs. The after-school sports clubs are well attended. Equal opportunities to access visits. Pupil feedback is positive, as is parents'.	The benefits of integration into the community by visiting places and venues for learning and social developments are evident in Horizon achievements and progress. Pupil Voice shows that most pupils enjoy taking part in visits and clubs. This will be continued.	£5186

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Pupils' emotional, social and personal well-being enhanced, which shows a reduction of undesired behaviours, improved communication and better engagement in learning.	Play Therapy, Music Therapy and Counselling	Pupil voice and majority of "All About Me" show that pupils feel supported, safe, well and understood. The counselling and therapy provision are costly but have proven highly successful and beneficial over the last year. Staff feedback sought on counselling and therapy evaluation.	The play therapy provision for primary pupils has proven successful. For academic year 2019-20 the provision will increase to 2 full days allowing more PP pupils and other pupils to access play therapy. The school counselling will be continued with a three-tier provision to enable targeted interventions when and where they are needed most and with the greatest impact possible. Lonsdale continue to employ a music therapist for 1 day a week.	£33000
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7. Additional detail

Assessment data generally shows no significant difference in progress and attainment between Pupil-Premium pupils and pupils not in receipt of the funding at school or between Pupil Premium boys and girls. Pupils eligible for Pupil Premium funding achieve in line or better compared to the whole-school population. This applies to progress and achievement in school and REP.

The above findings lead to the conclusion that Pupil Premium funding at Lonsdale School is spent well to support eligible pupils through proactive early interventions to achieve in line or better with the rest of the school in their academic and non-academic learning and development. A significant amount of the Pupil Premium funding has been invested into counselling, music and play therapy, which have led to an overall increase in emotional well-being and readiness to learn. Pupil and Parent Voice questionnaire reflect that the majority of pupils feel happy, safe and supported at school and engage well in their learning. School has therefore decided to increase the play-therapy provision for our younger pupils for the academic year 2019-20 to two full days. For the new academic year 2019-2020, the music therapist will remain in place to work with pupils across the school and in REP on Thursdays every week.

Individual Pupil Premium Plans remain in place and help to focus on barriers to pupils' learning and how to remove these. The plans are reviewed at least once a term to look at progress and describe the impact of the Pupil Premium intervention or expenditure. Eligible parents are encouraged to apply for free school meals and are made aware of the funding available to the school throughout the school year.

Throughout the lockdown the play therapist continued to support Lonsdale pupils and families two days a week on-site as well as remotely (over the phone). The Nordoff-Robbins music therapy provision continued remotely using Zoom with an interim therapist, who worked with key-worker children on site as well as with pupils and their families at home (using Zoom). Feedback about this new way of using remote music therapy was very positive from learners and staff at school as well as pupils and their families at home. Most available mobile ICT equipment like laptops, iPads, webcams from school was loaned out to pupils as well as staff to enable pupils to access home learning and staff to engage with training and remote access to school resources/ sessions and meetings. Some new hardware like wide-angle HD webcams, microphones and extension cables were purchased for use in school to set up the provision to run learning sessions, assemblies, leavers events, form tutor-family Zoom meetings and music therapy from school and allow all members in bubbles to participate whilst being socially distanced. Inter-school-bubble sessions and events also took place. Sports Day and the Leavers' events brought together school and home learners and school staff and families thanks to the additional hardware purchased. We are now able to run virtual meetings, learning sessions and events from most computers and rooms at school.

CT/AP October 2019 – update/review added by CT September 2020

Please note that the DfE have changed the format of their suggested pupil-premium-strategy-review template: <https://www.gov.uk/guidance/pupil-premium-strategy-statements> . The newer-style template is currently being populated for the new school year 2020-2021.