

Crosshill with BCHS Pupil Premium Strategy Statement

1. Summary information					
School	Crosshill with BCHS				
Academic Year	2017/18	Total PP budget	£32,100	Date of most recent PP Review	25/9/17
Total number of pupils	59	Number of pupils eligible for PP	31	Date for next internal review of this strategy	31/05/18

2. Current attainment

PUPIL PREMIUM 2016-2017

Total 64 students

Below is a year on year comparison of students who made expected or above progress in both English and Maths:

End of July	TOTAL		KS3		KS4		Boys		Girls		PP		NPP	
2014 – 2015	63	65%	41	77%	22	41%	37	65%	26	54%	21	57%	42	62%
2015 – 2016	67	75%	40	80%	27	59%	41	76%	26	70%	21	71%	46	76%
2016 – 2017	64	91%	41	95%	23	83%	41	95%	23	83%	31	87%	33	94%

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers		
A	13% of students eligible for PP are working below their expected levels of attainment and rates of progress in English and Mathematics	
B	Students eligible for PP demonstrate a higher level of social and emotional well-being need and often lack age appropriate life skills	
C	Lack of funded access to Therapy and sensory based provisions via EHCPs for some students eligible for PP are preventing them from engaging in learning effectively and making as much progress as they are capable of	
External barriers		
D	Attendance rates of students eligible for PP are lower. This reduces their school hours and causes them to fall behind on average.	
E	Students eligible for PP seem to be provided with less enrichment opportunities than our non-PP students in terms of experiencing learning outside of the classroom.	
F	Parental engagement of PP learner's families within academic and non-academic opportunities that school offer.	
4. Desired outcomes		Success criteria
A	That all students eligible for PP make expected or exceptional progress in both English and Maths.	Students eligible for PP will have made either expected or exceptional progress within English and Mathematics by the end of the academic year.
B	PP students are provided with targeted support for their social and emotional well-being needs and are fully supported to develop life skills.	Students fully engage with the support they are offered and emotional wellbeing monitoring tools and end of year reports show an increase in social and emotional wellbeing.
C	PP Students have access to therapy provisions and sensory interventions which are not funding via their EHCP's.	Students are provided with all the platforms and tools they require to access learning and to remove any particular barriers they may face.
D	Increased attendance rates for students eligible for PP.	Overall attendance among students eligible for PP improves to 95% in line with 'other' students.

E	Increased enrichment opportunities before, during and after school to provide students with higher aspirations.	PP students will be provided with a greater wealth of enrichment opportunities to support higher aspirations and provide awareness of the community and surrounding areas around them.
F	That PP Learners parents and carers are fully involved within school life and take up all opportunities to engage with the whole school community.	PP Learners parents and carers will attend all parent evenings and respond to progress reports as well as non-academic family and social events we host throughout the year.

5. Planned expenditure					
Academic year		2017 - 2018			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice and how will we know it has made an impact?	Budgeted Cost	Staff lead	When will you review implementation?
A, B, D, F	Pastoral Manager Role	Operational support for increasing parental engagement, addressing low level safeguarding concerns, behaviour intervention and support and a high focus on intervention to improve attendance. Impact will be: <ul style="list-style-type: none"> - Increase in parental engagement - Improved attendance and systems of intervention - Improved and evidence behavioural interventions - Decrease in low level safeguarding concerns due to supporting families 	£6500 (part payment of a full time salary)	Lidia Cattrell	March 2018
A, B, C, D	Play Therapy	This is a well needed resource for our students which will help them to have a better understanding of their emotions and thoughts. Impact will be: <ul style="list-style-type: none"> - Improvement within engagement to learning - Impact on progress within Maths and English - Improved attendance - Improvement in self managing and school understanding behaviour or social concerns 	£6400	Rachel Hadfield	March 2018

A, B, C	Sensory Equipment	To purchase sensory equipment for use throughout the school day. Impact will be: <ul style="list-style-type: none"> - Achieving targets on sensory profiles - Engagement and readiness for learning - Increased focus - Improved self-regulation 	£960	Rachel Hadfield	March 2018
A, C, D, E	Access to Allotment	To provide access to learners for learning outside the classroom opportunities. Accessing Science within the allotment and resources to utilise. Impact will be: <ul style="list-style-type: none"> - Progress and engagement within Science - Developing life skills - Greater communication opportunities - Learning out of context 	£300	Safiya Balu	March 2018
A, B, C, D, E, F	Therapy based HLTA	A HLTA specialising in therapy based intervention and support for learners, staff and parents. Impact will be: <ul style="list-style-type: none"> - Increased therapy based provisions - Increased sensory based provisions - Increase in parental engagement - Decrease in 'need' lead behaviour logs - Decrease in anxiety of ASD learners - Specialist interventions led - 	£6500 (part payment of a full time salary)	Lidia Cattrell	March 2018
B, C, E	Equine Therapy	To offer equine therapy as part of our informal curriculum offer to support the work and provision of the curriculum offer and led by therapy based HLTA.	£2000	Rachel Hadfield	March 2018

B, C, E	Access to Hydro Therapy Pool	To offer Hydro pool therapy as part of our informal curriculum offer to support the work and provision of the curriculum offer and therapy based HLTA.	£3100	Rachel Hadfield	March 2018
B, C	Safespace	To purchase a 'Safespace' for our learners who require a soft, safe and calm environment when struggling to self-regulate behaviour.	£6145	Rachel Hadfield	March 2018
A, B, C	Teaching Resources to meet the needs of specific PP learners	The purchasing of specific resources to meet the needs of particular PP learners with additional identify needs such as foetal alcohol syndrome, selective mutism etc	£350	Rachel Hadfield	March 2018
Allocated Expenditure - £32,100					
Total Spent Expenditure - £32,110					

6. Reviewed expenditure			
Previous Academic year		2016 - 2017	
Chosen action / approach	Explanation	Estimated Impact and Lessons Learned	Budgeted Cost
Pastoral Manager Role	Operational support for increasing parental engagement, addressing low level safeguarding concerns, behaviour intervention and support and a high focus on intervention to improve attendance.	<ul style="list-style-type: none"> - An Increase in parental engagement of our hard to reach parents - Improved attendance and systems of intervention successful, with an end of whole school attendance at 92.81% for end of 2016-2017 - Decrease in low level safeguarding concerns due to supporting families, no children on CP plans at the end of the year. <p>Continue for next academic year.</p>	£5000 (part payment of a full time salary)
Play Therapy	This is a well needed resource for our students which will help them to have a better understanding of their emotions and thoughts.	<p>7 PP learners accessed play therapy last year and all showed an:</p> <ul style="list-style-type: none"> - Improvement within engagement to learning - Increase progress within Maths and English - Improved attendance - Improvement in self managing and school understanding behaviour or social concerns <p>Continue for next academic year.</p>	£4680
Lego Therapy training and resources to implement	Training and providing resourcing for 2 teaching assistants to become trained in leading Lego Therapy based intervention groups.	Training was completed and resources purchased. Lego therapy is now an intervention planned for the autumn term during progress time, the trainers will lead small groups throughout the year as well as a lunchtime club for learners to try and improve social skills within free time.	£570

IRIS system	Purchasing of the IRIS management system.	<p>IRIS was purchased and all staff trained on the new system the impact was that staff are able to:</p> <ul style="list-style-type: none"> - Provide a platform for more detailed analysis of negative behaviours - Facility to report on all areas recorded on individuals and groups of learners as well as across the school - Recording safeguarding concerns here with a track of each members of staffs logs and actions taken 	£1395
After School Club Provision	To provide an after school club one day a week for students to experience extra-curricular activities and social time.	<p>Impact was that the club was able:</p> <ul style="list-style-type: none"> - To develop social skills in a range of contexts - To open the PP learners opportunities to what happens in their community - To Increase engagement within their community 	£721
Sensory Equipment	To purchase sensory equipment for use throughout the school day.	<p>The purchasing of sensory equipment meant:</p> <ul style="list-style-type: none"> - Achieving targets on sensory profiles - Engagement and readiness for learning - Increased focus - Improved self-regulation <p>Sensory equipment now needs to be specifically targeted and effectively lead.</p>	£960

Access to Allotment	To provide access to learners for learning outside the classroom opportunities. Accessing Science within the allotment and cooking their own lunch after.	<p>Impact was:</p> <ul style="list-style-type: none"> - Progress and engagement within Science - Developing life skills - Greater communication opportunities - Learning out of context <p>We need to look at and buy into our own allotment to allow for this learning to take place more regularly and at a more accessible costing.</p>	£270
Professional Counselling	To provide a specific PP learner with a course of professional counselling sessions associated with underlining mental health needs.	<p>1 PP learner accessed professional counselling, the impact was:</p> <ul style="list-style-type: none"> - Improved engagement into learning - Greater progress in Maths and English - Improvement in overall social and emotional wellbeing 	£500
Music Therapy	This has proven to be a great intervention with our more complex PP learners in providing an opportunity to develop social, emotional and behaviour needs via the method of music.	<p>Impact was:</p> <ul style="list-style-type: none"> - Engagement into learning - Greater communication opportunities - Achieving targets on sensory profiles - Achieving targets on Behaviour plans 	£680
Paid residential trips	To provide PP learners the opportunity to attend whole school residential trips to enhance their life experiences.	<p>Impact was:</p> <ul style="list-style-type: none"> - Awareness of the world around them - Opportunities to develop social and communication skills - Opportunities to develop life skills - Increased social interaction activities outside of school 	£897.90

TEACCH training and resources to implement	To train and resource our specialist ASD teacher and ASD teaching assistant in the TEACCH approach.	<p>Impact was:</p> <ul style="list-style-type: none"> - Progress within Maths and English of our more complex ASD learners - Developed expertise amongst staff - Sharing of expertise to others and parents within school - engagement within learning increased with our more complex ASD learners - A Greater understanding of meeting the needs of our ASD learners achieved 	£782
Triple P Training and resources to implement	To train our new Therapy Lead in the Triple P Programme for children and adolescents with learning difficulties. This is a programme which is developed to support and train families in meeting the complex behavioural needs of some of our learners.	<p>Impact was:</p> <ul style="list-style-type: none"> - Triple P expert within school achieved - intense workshops for families planned for this academic year as part of a wider programme of parental workshop and engagement opportunities - Improvement in behaviour of our more challenging learners - Improvement in parental knowledge and engagement in managing the behaviour of their child 	£1670
IPAD upgrade purchases for PP students and required apps	To provide each PP learner with an upgraded IPAD to ensure they are able to access the most up to date software and applications.	<p>Impact was:</p> <ul style="list-style-type: none"> - Increased engagement in learning - Progress within subjects - Quicker access to resources 	£3773.66

Making Maths Exciting Training	Training programme for the Director of Teaching, Learning and Assessment. This programme will focus on engagement into Mathematics via hands on resources.	Impact was: <ul style="list-style-type: none"> - Engagement in the learning of Maths - Progress within Maths increased - Sharing of expertise 	£299
Support for Lancashire school games	For all PP learners to attend SEN sporting events across the county throughout the academic year.	Impact was: <ul style="list-style-type: none"> - Providing opportunities to develop skills and areas of strengths - Social interaction with other students from other schools - Visiting areas within their wider community 	£1000
Allocated Expenditure - £17, 765			
Total Spent Expenditure - £23, 198.56			