

Crosshill with BCHS Pupil Premium Strategy Statement

1. Summary information					
School	Crosshill with BCHS				
Academic Year	2018/19	Total PP budget	£32,575	Date of most recent PP Review	01/10/18
Total number of pupils	63	Number of pupils eligible for PP	33	Date for next internal review of this strategy	01/07/19

2. Current attainment

PUPIL PREMIUM 2017-2018

Total 57 students at the end of Academic Year 2017 – 2018

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%
2017 – 2018	57	96%	33	94%	24	100%	35	97%	22	95%	31	94%	26	100%

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers		
A	6% 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.	
G	Physical and Mental Health of our PP learners and their families is causing concern on the impact of progress and engagement.	
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.
G	That the physical and mental health of our PP learners and their families improves and their basic personal wellbeing needs are met.	PP learners and their families will be provided with expertise services to support their physical and mental health needs via specialist in-house services, promotion of external services and providing a one-stop shop approach towards specialist help available within our school and local communities.

5. Planned expenditure					
Academic year		2018 - 2019			
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,G	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 	£4500 (part payment of a full time salary)	Lidia Cattrell	March 2019
A, B, C, D, G	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 	£6400	Rachel Hadfield	March 2019

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 	£1130	Rachel Hadfield	March 2019
A, B, C, D, E, F, G	Mental Health and Wellbeing HLTA	A HLTA specialising in mental health and wellbeing with a focus on 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 for mental health and wellbeing 	£6500 (part payment of a full time salary)	Lidia Cattrell	March 2019
B, D, E, F, G	Family Support Worker	To provide a holistic approach towards supporting our learners outside of school hours to ensure that we are overcoming external barriers and working on parental engagement. Impact will be: <ul style="list-style-type: none"> - Improved attendance - Increase in parental engagement of PP learners families - A reduction in child protection referrals to MASH 	£860	Rachel Hadfield	March 2019

A, B, C, D, E, G	KS4 Curriculum enrichment Opportunities	Theatre experiences Duke of Edinburgh Allotment and community work Impact will be: <ul style="list-style-type: none"> - Progress and engagement within school - Developing life skills - Greater communication opportunities - Learning out of context 	£4560	Safiya Balu	March 2019
A, B, C, D, G	Breakfast Club	To provide PP learners with a daily breakfast and a positive start to the day increasing positive mental health and wellbeing, reducing pressures at home to provide this meal prior to school arrival.	£3600	Lidia Cattrell	March 2019
A, B, C, D, E, F, G	Personal items for specific PP learners	The purchasing of specific items for specific PP learners when required to improve school attendance and wellbeing of all. <ul style="list-style-type: none"> - Hygiene items - Contributions to trips and residential - Clothing for school 	£2000	Rachel Hadfield	March 2019
A, B, C, D, F, G	Social Emotional Mental Health and Wellbeing training for staff	To cover the cost of a variety of staff attending: <ul style="list-style-type: none"> - Mental health and wellbeing in schools - Boxall profiling training - SEMH training - Nurture UK Summer School and masterclass 	£1250	Rachel Hadfield	March 2019

A, B, C, D, G	Holiday Club Provision	To provide a rest bite holiday club for our PP learners to increase engagement within learning, provide opportunities to widen experience and provide parents with valuable rest bite and increase engagement of hard to reach parents.	£2000	Lidia Cattrell	March 2019
Allocated Expenditure - £32,575					
Total Spent Expenditure - £32,800					

6. Reviewed expenditure			
Previous Academic year		2017 - 2018	
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 93.3% for end of 2017-2018 - 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>	£6500 (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>9 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>	£6400
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 within individual classrooms</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 - Community engagement and cohesion 	£300

Therapy Based HLTA	A HLTA specialising in therapy based intervention and support for learners, staff and parents.	<p>Impact was:</p> <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 <p>Continue for next academic year with a focus on Mental Health and Wellbeing.</p>	- £6500 (part payment of a full time salary)
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.	<p>Impact was an noticed improvement in:</p> <ul style="list-style-type: none"> - Motor skills - Sensory processing - Learning and social interaction including mutism - Emotional wellbeing <p>Continue into next academic year, but make as an intervention offer for PP learners.</p>	£2000
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.	<p>Impact was:</p> <p>Continue into next academic year, but make as an intervention offer for PP learners.</p>	£3100

Safespace	To purchase a 'Safespace' for our learners who require a soft, safe and calm environment when struggling to self-regulate behaviour.	Impact was: <ul style="list-style-type: none"> - Self-regulation of behaviour improved - Reduction in positive handling incidences - Utilised as a sensory/calming/group work space to increase concentration and listening 	£6145
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	Impact was: <ul style="list-style-type: none"> - Individual students had specific resources to meet their specific needs and assisted them in making greater progress - Training was shared with staff and utilised across the school for all PP learners current and in the future with identified needs 	£350
Allocated Expenditure - £32,100			
Total Spent Expenditure - £32,255			