



DURANTS SCHOOL

STATEMENT OF PUPIL PREMIUM STRATEGY

2019 - 2020

Reviewed & updated: 2019 - 2020 (Jackie Burke)
Next review date: 2020 - 2021

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1. Summary information					
School	Durants School			Type of SEN (eg.PMLD/SLD/MLD etc.)	ASD
Academic Year	2018/2019	Total PP budget	46,220	Date of most recent PP Review	October 2019
Total number of pupils	124	Number of pupils eligible for PP	51	Date for next internal review of this strategy	July 2020

2. Attainment at end of Academic Year 2018-2019			3.	4.
	<i>Pupils eligible for PP (end of KS3)) (5 pupils)</i>	<i>Pupils not eligible for PP (End of KS3) (14 Pupils)</i>	<i>Pupils eligible for PP (end of KS4)) (11 pupils)</i>	<i>Pupils not eligible for PP (End KS4) (7 Pupils)</i>
% achieving targets in literacy	20% above expected progress 80% expected progress	21% above expected progress 72% expected progress 7% below expected progress	17% above expected progress 78% expected progress 5 % below expected progress	<i>The information for KS4 pupils is a combination of both PP students and non-pp students.</i>
% achieving targets in maths	100% expected progress	21% above expected progress 72% below expected progress 7% below expected progress	34% above expected progress 66% expected progress	<i>Due to change of premises and Transfer of mainframe data, it was not possible to extract specific PP information for this report.</i>
% achieving targets in Science	20% above expected progress 80% below expected progress	14% above expected progress 79% expected progress 50% below expected progress	12% above expected progress 83% expected progress 5% below expected progress	

5. Barriers to future attainment (for pupils eligible for PP) ACADEMIC YEAR 2019/2020	
In-school barriers	
A.	Pupils affected by autism
B.	The difficulty in safely and appropriately managing the behaviour of our most challenging pupils
C.	Sensory Processing Difficulties plus mental health issues that affect pupil's ability to learn in class
External barriers	
D.	Parents being able to manage their young people at home

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6. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils are motivate and inspired to progress despite their autism through access to creative and motivating lessons	<ol style="list-style-type: none"> 1. Access to high quality creative curriculum including art and music 2. Pupils perform in creative subjects at a higher level than they may do in other subjects
B.	The school has safe and appropriate strategies in place to ensure pupils are appropriately and safely managed when demonstrating challenging behaviour. PBS (Positive Behaviour Support) has been introduced into the school and is enforced by all staff.	<ol style="list-style-type: none"> 1. Written policy and good practice in place. All staff aware. All staff appropriately trained in using Approach and PBS 2. Parents are aware and understand protocol 3. SLT monitor policy and practice and ensure progress for pupils
C.	Through the use of additional therapeutic support students will be enabled to access more class sessions as they will be support to better regulate themselves	<ol style="list-style-type: none"> 1. All pupils are assessed and those requiring therapeutic support are identified and attend sessions as appropriate. 2. Pupils receiving therapeutic support show good progress in class
D.	Parents feel supported by the school in managing difficulties they may experience at home.	<ol style="list-style-type: none"> 1. School to support families so that the attendance of PP pupils is the same as non PP pupils. 2. The school's family support adviser works closely with those families experiencing difficulties to provide support. 3. Translators are provided for EAL families for significant meetings.

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7. Planned expenditure 2019-2020 £41,140 + £9350 (In year adjustment- July 2019) = £50,490

Academic year

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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use creative curriculum to support all learning	Arts Award, Rebound Therapy, Sensory room, Sensory integration	Past experience show how beneficial the creative approach can impact in a positive way on all our pupils.	Planned for and Monitored by TLR post holders for Art and Sensory.	CB, SL, LM	April 2020 Equipment
Total budgeted cost					£2,740

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?
Our most challenging pupils are safely and appropriately supported and can be maintained in our school	Expert advice to ensure appropriate and robust systems are well monitored and adhered to. All staff trained with PBS	Various PP pupils present with extremely challenging behaviour which require extra staff to manage difficult situations effectively and safely. Staff fully aware of the PBS strategies.	Ensure agreed protocols are in place and adhered to. Staff refreshed on PBS training, parents know about the systems and senior leaders and Lead PBS trainer (released & covered from teaching 2 days a week) monitor the system.	Head teacher SC	April 2020 <i>13,000 - staff</i>
Training / courses	Provision of : Mental health training, Wellbeing :- mindfulness /Yoga / Rebound therapy. RSE guidelines Coaching, Healthy Eating and similar	As well as PBS, other strategies are put in place to ensure a holistic approach is used to manage difficult situations	Staff to attend relevant courses / training and then pass that information on to all staff to ensure continuity of training throughout the school	Deputy Head	£9,350

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Pupils are able to self-regulate, enabling them to access lessons on a more frequently.	Provision of therapies, including music, OT, drama, rebound therapy and sensory water activities	Previous experience has shown that pupils involved in therapeutic support are more able to overcome behavioural /sensory issues and self-regulate on a more regular basis.	Ongoing planning and monitoring through the use of MAWS and progress meetings	Deputy Head	April 2020 <i>OT 10k Music 10k</i>
Total budgeted cost					£42,350
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?
To support our most vulnerable parents who struggle to manage their children at home to be able to cope better	Use of Family Support Adviser to support these parents	We are regularly supporting these families already and we are aware that the social and emotional well-being of the students suffers too when their parents are not able to manage effectively	Support the FSA in their work to ensure that the most vulnerable families are identified and supported.	Deputy Head SH	April 2020
Total budgeted cost					£5,400

8. Review of expenditure 2018- 2019 £37,400 + £8,800 = Total £46,220				
Previous Academic Year				
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
Use of creative curriculum to support all learning	Arts award, singing and drumming	Our experience previously demonstrated how this creative approach has real impact of on pupils learning and performance	Planned for and Monitored by TLR post holders for art and music	Arts 1k Singing 5k Drumming 3k
ii. Targeted support				

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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
Our most challenging pupils are safely and appropriately supported and can be maintained in our school. Introduction of CPOMS- software.	Use expert advice to ensure appropriate and robust systems that are well monitored. New TLR for PBS. CPOMS introduced	Many PP pupils present with extremely challenging behaviour which is difficult to manage safely. Many of these are PP pupils. CPOMS can give a clear history of incidents and reports per pupil.	All staff trained on how to use the new system. The system is a good record of recording pupils' challenging behaviour as well as other behaviours in chronological order showing a clear history for each pupil recorded.	OT 10k Music 10k Dance 7k
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
Pupils to be able to self-regulate and so better access lessons	Provision of therapies including music, OT and drama	Our previous experience shows how pupils can self-regulate better and overcome sensory issues that affects their learning therapeutic support	Although costly this service ensures our families and enabled to manage their young people at home. An essential service	4,536k
To support our most vulnerable parents who struggle to manage their children at home to be able to cope better	Use of Family Support Adviser to support these parents.	We support these families on a regular basis to ensure the emotional well-being of the students' catered for. We also support EAL families and ensure they have the correct support outside of school hours.	This is a costly service but an essential one. Over the years we have found that in order to support our very vulnerable students, we also need to support their families by giving the support necessary to effectively manage their child in the home environment.	5,684k
Total budgeted cost				£46,220

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9. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

As a school we are finding that our pupils appear to be increasing in complexity and coming from families who are finding an increasing struggle to manage them. We are working hard to maintain them in school whilst supporting these families to keep them at home. We are involved in a joint project with the local Health Authority and the local social care service to identify and support those families where there is a risk of family breakdown or where the pupil is at risk of be hospitalised.

Every pupil has a prepared hospital passport, if ever there is a need of hospitalisation, a detailed summary of needs and medical information is at hand to pass on to the professionals looking after that pupil.