



THE FOREST SCHOOL

Pupil Premium Strategy



Number on Roll	115 (Reception – Y11)	Total PPG Budget	£60347
Total Pupils in Receipt of PPG	43	Date of Strategy Review	Summer 2018

The Forest School is a special school which supports the learning of pupils with an Education and Health Care Plan from Early Years to Year 11 (3-16 years old). Pupils join our school with a wide range of challenges in their lives. Presently we have children with ...

Moderate Learning Difficulties
Severe Learning Difficulties
Complex Medical Difficulties

Attention Deficit Hyperactivity Disorder
Physical Difficulties
Hearing Impairment

Downs Syndrome

Autism

... and 94% of our school population have Speech, Language and Communication Needs.

No two individuals are the same and at our school we make no judgements about the young people we work with. We help them to arrive at a place where they are more comfortable with themselves, they are happy at home and society understands them and their needs.

Our aim is that the pupils become confident as individuals, responsible as citizens and successful as learners.

The school is a Specialist College for Communication and Interaction and this is a key aspect of the work we do.

Pupil Premium

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of children who may be disadvantaged in a range of areas.

Research has shown children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

	2017-2018		2018-2019	
	<i>Non-PPG</i>	<i>PPG</i>	<i>Non-PPG</i>	<i>PPG</i>
Attendance	93.03% achieved	91.7% achieved	94.61% achieved	91.91% achieved
Social Conduct			11 pupils regularly requiring Social Conduct support	15 pupils regularly requiring Social Conduct support
Communication & Interaction (%)			37.4	21
Social & Emotional Support (Relate Counselling) (%)			2.6% attend	7.8% attend

2018-19 PPG Review

Action	Impact	Recommendation
Investment in the school's Social Conduct team who provide daily and timely classroom and individual support.	<ul style="list-style-type: none"> • Social Conduct team enhanced by the training of a third TeamTeach tutor resulted in a TeamTeach specialist available at all times. This also ensures that more staff are trained to use the approach leading to improved outcomes for both the children with challenging behaviours and with other children in the class. Increased potential for amount of staff trained at any one time. • One additional TA to support the Social Conduct team. This has resulted in less disruption to the classroom as class-based staff are not required to leave the learning to assist. • The implementation of Positive Intervention Plan's to support pupils with challenging behaviours. 	To continue to invest in the structure and development of the Social Conduct team. With the growth of the school in 2019-20 there will be maximised assistance required to support transition with the increased pupil intake, the site changes and the development of the curriculum.
Investment in the school's Communication and Interaction team who provide regular and timely classroom, small group and individual support.	<ul style="list-style-type: none"> • Contribution to the development of a Literacy and Communication curriculum area to maximise communication/learning potential. • Targeted intervention and whole school initiatives I.e. narrative therapy has resulted in greater awareness of communication as a priority and educated staff in their understanding of the relationship between literacy and communication. 	To maintain the SLA with Harrogate and District Foundation Trust to provide an additional 5 sessions of Specialised Speech Therapist input weekly, equivalent to 2.5 additional days per week.
Investment in the pupil's SEMH well-being with the provision of individual drop-in talk sessions and Relate counselling support.	<ul style="list-style-type: none"> • A weekly professional counselling service has resulted in giving the young person a forum to discuss, understand and learn strategies to help them to cope with challenging life circumstances. This has then enabled the individual to access the learning environment more competently. This has provided empowerment and improved outcomes for pupils with difficult emotional issues. 	<p>To continue to develop the young person's coping mechanisms with the professional support of specialist counsellors.</p> <p>To purchase and implement Fagus, a framework to support, review and monitor children's emotional and social development</p>
Continued employment of Lead for Communication and Interaction	<ul style="list-style-type: none"> • Provided management of the Communication and Interaction team ensuring Total Communication embedded across all settings. 	Reallocation of funding due to lack of measurable outcomes.

<p>Appointment of Student Support Manager</p>	<ul style="list-style-type: none"> • Increased understanding and awareness of PPG for all staff. • The clear identification of all pupils entitled to PPG. • All staff are aware of the priority area of need for pupils in receipt of PPG and accountable for its provision. • Whole school attendance monitored, and persistent absence addressed. • Holistic overview of LAC and CIN pupils ensured that all agencies appropriately referred to and support provision put in place in an appropriate time frame. • Safeguarding issues further supported allowing them to be appropriately addressed, referrals required made and documented within an appropriate time frame. • Overview of Healthcare Plan Implementation, Social Conduct, Communication and Interaction and Moving and Handling resulting in pupils receiving holistic input from all services required. • Overview of behaviour in school including oversight of Team Teach 	<p>Continued employment of Student Support Manager to further develop the role and to measure its impact on all vulnerable pupil groups.</p>
<p>Investment in Career advisory support provided to all pupils in years 9-11 by specialist SEND advisor.</p>	<ul style="list-style-type: none"> • Allowed the pupils to have a voice in decisions to be made around their future resulting in appropriate informed choices of provision and clarity of expectations. This improves confidence and self-esteem supporting positive emotional well-being and self-worth. • Provided an efficient transition and better life chances for all children, improved confidence and understanding of careers post 16. 	<p>To maintain specialist Career advisory support to allow all Year 9-11 pupils a level of self-advocacy and development potential.</p>

2019-20 Action Plan

Area of need and rationale	Identified actions	Success criteria
Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.	<p>The appointment of a Literacy/Numeracy SEN ATA to support the Lead for Literacy in providing targeted intervention. To provide priority access to academic interventions to reduce the attainment gap between PPG and non-PPG pupils.</p> <p>On-going universal and targeted interventions from the Communication and Interaction team to support communications.</p>	Clear progress, in relation to prior attainment, of the designated pupils receiving targeted intervention for Literacy/Numeracy.
Pupils with SEMH difficulties experience disproportionate rates of exclusion, low attendance and high-level behavioural incidents.	<p>The appointment of a SEMH SEN ATA to monitor and provide intervention to promote positive emotional well-being.</p> <p>Continued service input from Relate Counselling and on-going collaborative working with CAMHS.</p> <p>The introduction and subsequent implementation of the Fagus Framework to support children's social and emotional well-being in school. A key member of staff will be identified to lead the introduction of the framework and training to be cascaded to all other staff with continued support from the SEMH SEN ATA.</p>	<p>An increase in attendance and achievement levels, reduction in behavioural incidents.</p> <p>Whole school development of understanding of behaviour management resulting in the reduction of behaviour incidents and reduced numbers of RPIs.</p> <p>Improved self-awareness and ability to self-regulate by pupils who have previously displayed challenging behaviours.</p>
The average attendance of pupils within a SEND setting is approximately 90%.	Student Support Manager to continue to promote attendance through increased family engagement and supporting strategies. To build a positive working relationship between families and school.	Improved overall attendance and the maintenance of levels above the national average for SEND settings. The achievement of there being no gap between PPG and non-PPG pupils.
The Education Endowment Foundation (EEF) states that a pupil cannot benefit from a lesson if they are not present in	The Social Conduct team will continue to positively impact pupil behaviour by further implementation of a Positive Intervention Plan where appropriate. By providing staff	The reduction of RPIs for pupils displaying challenging behaviours.

the classroom, engaged in the lesson, and behaving appropriately for learning.	training they will ensure the promotion of positive reinforcement and self-regulation.	An increase of positive emotional well-being throughout all vulnerable pupil groups.
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Associated spending

Action	Spend	Total
Continued implementation of Social Conduct team.	Team-Teach development training and licensing Team-Teach tutor training	£1285.73 £1525 £2810.73
Investment in the pupil's SEMH well-being with the provision of individual drop-in talk sessions and Relate counselling support.	Individual drop-in talk sessions Teen Relate Counselling	Not funded by PPG £3250 £3250
Maintain SLA to provide increased Speech Therapy input.	5 additional sessions of Specialised Speech Therapist input per week Lead for Communication and Interaction (Sept '18 - March '19)	£18500.04 £17147.28 £35647.32
Career advisory support	1-1 support sessions for all Year 9-11 pupils	£6195 £6195
Allocated leadership to formulate and monitor effective PPG strategy	Appointment of Student Support Manager (March '19 - Aug '19)	£20084.20 £20084.20
		TOTAL SPEND £67987.25

