



## **THE FOREST SCHOOL**



### ***Pupil Premium Impact 2020-2021***

<b>Number on Roll:</b>	133 (Reception – Y11)	<b>Pupil Premium Grant:</b>	£59,935
<b>Total Pupils in Receipt of PPG:</b>	64		

	<b>2019-2020 (129 on role)</b>		<b>2020-2021 (133 on role)</b>	
	<b><i>Non-PPG</i></b>	<b><i>PPG</i></b>	<b><i>Non-PPG</i></b>	<b><i>PPG</i></b>
<b>Attendance</b>	93% achieved	88.6% achieved	80.5% achieved	76.8% achieved
<b>Social Conduct</b>	9 pupils regularly requiring Social Conduct support	12 pupils regularly requiring Social Conduct support	3 pupils regularly requiring Social Conduct support	8 pupils regularly requiring Social Conduct support
<b>Communication &amp; Interaction (%)</b>	27%	14%	32%	28%
<b>Social &amp; Emotional Support (Relate Counselling) (%)</b>	2.3% attend	10.1% attend	Provision unable to be provided at this time	Provision unable to be provided at this time

## 2020-2021 PPG Review

Action	Development	Statistics	Impact	Forecast
<p>Investment in the school's Social Conduct team who provide daily and timely classroom and individual support.</p> <p>Refresher (K Beadle) £570  Trainer Operating Licence (M Farr) £2,050  Reaccreditation (M Farr) £570  Blended Learning (Level 2) £900  Workbooks £227.99</p>	<ul style="list-style-type: none"> <li>Continued development of the Social Conduct Team ensuring a TeamTeach specialist is available at all times. This has enabled more timely training to all staff ensuring that all staff are accredited and all licenses are up to date, ensuring there are no gaps in the provision of a safe, learning environment. This results in 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.</li> <li>Extensive training by the TeamTeach tutors provided to all staff on the theory and implementation of Positive Intervention Plans (PIP).</li> </ul>	<ul style="list-style-type: none"> <li>Number of pupils requiring physical support: 31  Percentage of these which were PPG pupils: 65%  Percentage of non-PPG: 35%  On role: 133  <i>(19-20: Number of pupils requiring physical support: 32</i>  <i>Percentage of these which were PPG pupils: 44%</i>  <i>Percentage of non-PPG: 56%</i>  <i>On role: 129)</i></li> <li>24 pupils now have a working PIP in place.</li> </ul>	<p>The data appears to show a significant rise in the percentage of PPG pupils who have required physical support in comparison to 2019-20, however this is relative to the fact that the amount of PPG pupils has increased considerably in this academic year : 2019-20 = 38, 2020-21 = 64.</p>	<p>To continue to invest in the structure and development of the Social Conduct team. The impact of Covid 19 caused prolonged periods of absence from school and disruptive learning patterns. These along with increased pressures at home mean we are now beginning to see the full impact this has had on some pupil's emotional wellbeing and mental health.</p>
<p>Investment in the school's Communication and Interaction team who provide regular and timely classroom, small group and individual support.</p> <p>Speech and Language Therapist £24,800  Makaton Tutor Training £1995</p>	<ul style="list-style-type: none"> <li>Targeted intervention and whole school initiatives i.e. narrative therapy has resulted in greater awareness of communication as a</li> </ul>	<p>Number of pupils on SaLT Caseload: 78</p>	<p>With the continued implementation of a Total Communication environment by a highly trained team, we can see that there is a small margin</p>	<p>To review the SLA with Harrogate and District Foundation Trust to ensure cost effective value of the service. The SLA will be</p>

	<p>priority and educated staff in their understanding of the relationship between emotional literacy, learning and communication.</p> <ul style="list-style-type: none"> <li>• The introduction of an alternative strategy (Attention Autism) for use with a targeted cohort of pupils by a Specialised Speech Therapist.</li> <li>• The training, monitoring and supervision of universal, targeted and specific interventions carried out by 2 SEN ATAs by a Specialised Speech Therapist.</li> <li>• On-going training and support to classroom-based staff in Total Communication strategies and production, embedding Communication into daily school activities.</li> <li>• SEN ATA to become an additional Makaton Tutor with a focus to promote, train and develop staff's use as a vital aspect of communication across the school.</li> </ul>	<p>Percentage of these which were PPG pupils: 47%</p> <p>Percentage of non-PPG: 53%</p>	<p>between PPG and non-PPG pupils requiring targeted and specific interventions. With the basic level of communication continuing to be embedded into daily learning a universal approach can be adopted for more pupils and less requirement of targeted and specific interventions than previously.</p>	<p>withdrawn from the Pupil Premium consideration to allow a more targeted focus in response to updated requirements of the grant.</p> <p>To continue to provide updated and specific communication training for SEN ATAs.</p>
<p>Investment in the pupil's SEMH well-being with the provision of individual drop-in talk sessions and Relate counselling support.</p>	<ul style="list-style-type: none"> <li>• A weekly professional counselling service has resulted in giving the young person a forum to discuss, understand</li> </ul>		<p>Due to Covid 19 restrictions, we have not been able to facilitate the Relate counselling support across this academic year.</p>	

<p>The appointment of a SEMH SEN ATA to monitor and provide intervention to promote positive emotional well-being.</p>	<p>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> <ul style="list-style-type: none"> <li>The SEN ATA for Mental Health and Wellbeing focuses on the promotion, development and implementation of awareness, understanding and working with Mental Health and Wellbeing concerns across the school.</li> </ul>		<ul style="list-style-type: none"> <li>Reduction of feelings of stress or anger and anxiety an assist in improving the individual's confidence and self-esteem. This is to enable the pupil to develop self-regulating support strategies, creating a safe, stable learning environment unlocking the pupils learning potential.</li> </ul>	<ul style="list-style-type: none"> <li>To develop the young person's coping mechanisms with the skilled support of highly trained and knowledgeable staff.</li> </ul>
<p>Continued employment of Student Support Manager.</p> <p>Budgeted cost (incl. NI and Pension)      £43,027</p>	<ul style="list-style-type: none"> <li>Increased understanding and awareness of PPG for all staff.</li> <li>The clear identification of all pupils entitled to PPG to ensure that additional provision is provided to help the pupil reduce the attainment gap.</li> </ul>	<ul style="list-style-type: none"> <li>Referrals to Social Care: 12 referrals made</li> </ul> <p>-all 12 referrals were accepted and assigned</p> <p>-6 remain ongoing</p> <p>-6 successful intervention provided and cases closed</p> <ul style="list-style-type: none"> <li>Meetings attended:</li> </ul> <p>-LAC/CIN: 16</p>	<ul style="list-style-type: none"> <li>With the specialist interventions provided for these families, they have received a consistent support and a network of agencies that have enabled them to ensure that their child's needs are met and fulfilled.</li> </ul>	<p>Continued employment of Student Support Manager to further develop the role and to measure its impact on all vulnerable pupil groups.</p>

- 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, qualitative input from all services required.
- Overview of behaviour in school including oversight of Team Teach
- Implementation and management of the LFT testing programme for all staff and pupils.

-TAC: 10  
-Parent Appt: 1

- The provision of Free School Meal food boxes to pupils unable to attend school due to Covid 19 circumstances

The outcome of this has been a safe environment with appropriate safeguarding and wellbeing strategies implemented. As pupils were gradually reintegrated, on a staggered basis, into the school environment additional support and services have been required to ensure positive attendance, resilience build-up and emotional/mental health wellbeing.

- Provision of Free School Meal food boxes ensures that no child would be without food and drink and would receive a meal every day.

	<ul style="list-style-type: none"> <li>Transport concerns addressed in a prompt and timely manner to reduce disruption and increased anxiety for both pupil and parents.</li> </ul>			

## 2020-21 Action Plan

Area of need and rationale	Identified actions	Success criteria
<p>As part of the pupil premium allocations and conditions of grant for 2021 to 2022, schools are now required to:</p> <ul style="list-style-type: none"> <li>demonstrate, from the next academic year, how their spending decisions are informed by research evidence (condition 7)</li> <li>use the strategy statement templates to publish their pupil premium strategy (condition 8)</li> </ul> <p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p>	<p>School will carry out a review of the Pupil Premium process for the next academic year.</p> <p>An audit of needs of all individual pupils across the whole school has commenced and will allow us to identify areas that require a closer focus ensuring that they are the most pertinent, helping us to further reduce the attainment gap between the pupils and their peers.</p>	<p>School will transfer to the Pupil Premium Strategy statement format by December 31<sup>st</sup> 2021.</p>
<p>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>	<p>On-going universal and targeted interventions from the Communication and Interaction team to support communications.</p>	<p>Clear progress, in relation to prior attainment, of the designated pupils Communication &amp; Interaction targets.</p>
<p>Pupils with SEMH difficulties experience disproportionate rates of exclusion, low attendance and high-level behavioural incidents.</p>	<p>The appointment of the SEMH SEN ATA will continue to monitor strategy and provide intervention to promote positive emotional well-being.</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 classroom, engaged in the lesson, and behaving appropriately for learning.	The Social Conduct team will continue to positively impact pupil behaviour by further implementation of a Positive Intervention Plan where appropriate. By providing staff training they will ensure the promotion of positive reinforcement and self-regulation.	The reduction of RPIs for pupils displaying challenging behaviours. An increase of positive emotional well-being throughout all vulnerable pupil groups.

### **Associated spending**

Action	Spend	Total
Continued implementation of Social Conduct team.	Refresher (K Beadle)	£570
	Trainer Operating Licence (M Farr)	£2,050
	Reaccreditation (M Farr)	£570
	Blended Learning (Level 2)	£900
	Workbooks	£227.99
		£4317.99
Investment in the pupil's SEMH well-being with the appointment of a SEN ATA for Mental Health and Wellbeing.	Supporting Mental Health & Wellbeing	£65
		£65
Continued increased provision of Speech Therapy input.	Speech and Language Therapist	£24,800 (not funded by PPG)
	Makaton Tutor Training	£1995 (not funded by PPG)
		£26,795
Allocated leadership to formulate and monitor effective PPG strategy	Budgeted cost (incl. NI and Pension)	£43,027
		£43,027
		<b>TOTAL SPEND</b>
		<b>£74,204.99</b>

