

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Ripplevale School.
Pupils in school	118
Proportion of disadvantaged pupils	7
Pupil premium allocation this academic year	Individually targeted costs per pupil agreed at pupil education plan meetings by virtual schools based on set targets at 3 points annually per student.
Academic year or years covered by statement	2020/21
Publish date	21 <sup>st</sup> July 2020
Review date	21 <sup>st</sup> July 2021
Statement authorised by	Mrs Jane Norris
Pupil premium lead	Melanie Hughes-Brown.
Directors	Mr. C. Danican & Mr. C. Davies

## Disadvantaged pupil barriers to success

All Pupils hold an Education Health Care Plan which has identified their individual areas of need., These include needs in the following categories; Social and Emotional; Cognition and Learning; Communication and Interaction; Physical and Sensory. Set outcomes are agreed with the parents, placing local authority, school and other involved professionals and these are reviewed at 3 points per year along with a full review and update of outcomes at an annual Education Health Care Plan Review. Further outcomes and targets are set and reviewed during Personal Education Plan Meetings 3 times annually per student.

Pupil Premium is used to support and encourage progress in the above four areas, with highlighted specialist areas of need for each individual student. Students are LAC/CIC pupils.

Pupil premium money is used for items such as individual phonics sessions, phonics and numeracy resources, individual counselling sessions, education software, specialised OT equipment, letter box scheme, outdoor learning experiences, personalised laptops, books, , visual perception activities, model kits, play therapy and EMDR therapy.

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils to improve literacy skills	<p>Student's attendance in lessons raised.</p> <p>Closing the attainment gap between SEN and Non SEN students, and, PP students and non PP students.</p> <p>Raised PP student numbers accessing formally accredited examinations and gaining qualifications.</p> <p>Fewer behavioural incident in a classroom setting.</p>	July 2021
Pupils to improve numeracy skills	<p>Student's attendance in lessons raised.</p> <p>Closing the attainment gap between SEN and Non SEN students, and, PP students and non PP students.</p> <p>Raised PP student numbers accessing formally accredited examinations and gaining qualifications.</p>	July 2021
Improvement of visual perception skills	<p>Improved focus and concentration within the classroom.</p> <p>Occupational therapy reports documenting</p>	July 2021

	<p>student progress and change.</p> <p>Improved attendance to lessons. Fewer behavioural incidents.</p>	
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**Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)**

<b>Aim</b>	<b>Evidence of impact</b>	<b>Target date</b>
Pupils to improve emotional well being	<p>Pupils are ready to learn and socialise according to their own personal ability.</p> <p>Fewer students' disagreements and behavioural incidents.</p> <p>Students able to form friendships. Raised attendance.</p>	July 2021
Pupils to feel confident to progress to further education	<p>Pupils can work towards courses of their choosing which can lead to employment.</p> <p>Students have been supported and able to attend visits to local further education providers.</p> <p>Students have been able to engage in transition activities.</p> <p>Student destinations to evidence raised levels of education or employment destinations and lower rates of NEET.</p>	July 2021

Pupils to develop independent skills	<p>Pupils to develop a level of independence according to their own personal ability.</p> <p>Students able to access the wider community and manage social anxieties.</p> <p>Raised student's numbers successfully accessing work experience.</p> <p>The continued implementation and development of a school life skills programme.</p>	July 2021
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### Targeted academic support for current academic year

Measure	Activity
Priority 1	1:1 phonics sessions provided by a specialist phonics Tutor.
Priority 2	Technological support. Laptops and related education software and education programmes for use in class and at home.
Barriers to learning these priorities address	Low levels of attainment, access to the curriculum, fine and gross motor skills.

### Wider strategies for current academic year

Measure	Activity
Priority 1	To improve emotional wellbeing through Play Therapy, EMDR, Mindfulness and Counselling.
Priority 2	To improve Everyday Literacy and Numeracy skills through specialist resources.
Barriers to learning these priorities address	Lower levels of attainment, poor sense of self, low levels of attendance, emotional states conducive to learning

## Projected Spending Throughout the Academic Support and Wider Strategies

Projected Spending	9,775
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### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and training.	Use of INSET days and additional cover being provided by senior leaders. Weekly teaching meetings to share updates in individual outcomes, strategies and provision. School employing specialist therapists and teachers when necessary to meet provision needs.
Targeted support	Ensuring enough time for school intervention team to support 1:1 and small groups	Intervention team liaison. Occupational Therapist, speech and language therapist, Plat Therapist, Mindfulness Lead, Phonics Tutor. Intervention team HLTA's
Wider strategies	Enough time to plan and deliver programme of well being	Support from wellbeing coordinator and external specialists

### Review: last year's aims and outcomes

2019/2020 aims and outcomes are individualised through students personal education plans and education health care plans. These are formally reviewed at three points annually in PEP, and, three interim and one formal review annually for EHCP. During these meetings progress and change has been documented and agreed by the relevant local authority and related professionals.

The school is developing its format of publishing such reviews for 2020/21 annual review.