

Pupil Premium Review and Action Plan

2019 / 2020

School Leadership	
Headteacher	Elaine Everett/Clive Rockliff
Chair of Governors	Norman Gill
Pupil Premium Champion	Kerry Tute

Pupil Premium Profile 2019 / 2020	
Number of students on roll	169 (125 Y7 – 11)
Total number of eligible students	70
FSM	65
LAC	5
Services	0
Amount per student	£935
Total Pupil Premium Budget	£65, 450

Executive Summary
<p>Seven Hills is a Secondary Special School. The school has been judged as outstanding by Ofsted in both 2013 and 2017. In 2019/20 the school received £65,450 Pupil Premium funding for 70 pupils, representing 56% of the population from Y7-11. This money is used to ensure that students receive a rich and varied curriculum which aims to help them develop core learning skills but also helps them to develop holistically to become caring, aware, safe and responsible citizens. The initial focus is on individual progress and attainment and ensuring that each child is making expected or above expected progress.</p> <p>The school's priorities for 2018/2019 were:</p> <ul style="list-style-type: none">• To continue to monitor student progress carefully to ensure all students in receipt of Pupil Premium make expected or better than expected progress.• To enable students to participate in an enriched and enhanced curriculum specifically in relation to performing arts, physical activity and outdoor learning.• To provide therapeutic support to students to help enhance their well-being, behaviour and confidence in school.

- To promote new learning, confidence, resilience and independence by enabling students to achieve the Lord Mayors Award and the Duke of Edinburgh award.
- To fund breakfast / snack for all students to enhance their capacity to focus, attend and maximise their learning opportunities.
- To offer After School Club activities designed to promote health, enjoyment and social confidence and enable students to mix and learn in a less formal setting.
- To provide transition and off site learning experiences which equip students to enjoy the next stage of their learning journey.

The school assesses pupils learning using B squared and Educater for data analysis. The school is robust in monitoring teaching and learning and robust in moderating marking and recording progress data for individuals. Any child who is not making expected progress becomes a focus for intervention programmes or strategies designed to accelerate learning.

Progress data for 2018/2019

The progress information below is based on the period from September 2018 to July 2019.

The commercial assessment and analysis systems that we use at school are not fully aligned at present, so Maths and English progress data is limited to Reading, Writing and Number. 'Expected' progress is based on the data held by CASPA (Comparison and Analysis of Special Pupil Attainment) and describes the progress made by the majority of students from the same starting point and with similar needs.

Figures in brackets show the end of year results for 2018/19.

- 94% (100%) of students who are eligible for pupil premium made expected or better than expected progress in Number compared to 98% (100%) of students who are not in eligible for pupil premium.
- 100% (100%) of students in LA care made expected or better than expected progress in Number, compared to 96% (100%) of students not in LA care.
- 98% (99%) of students who receive free school meals made expected or better than expected progress in Reading compared to 98% (94%) of students who are not in receipt of free school meals.
- 100% of students in LA care made expected progress in reading compared to 99% others.
- 91% (93%) of students who receive free school meals made expected or better than expected progress in Writing compared to 96% (100%) of students who are not in receipt of free school meals. 26% (10%) of students entitled to FSM made better than expected progress compared to 18% (13%) of those not entitled to FSM.

In summary students who are eligible for free school meals attain very similar levels of achievement to students who are not in receipt of free school meals. The differences are so minimal that they cannot be considered as significant and would not trigger whole school initiatives. At Seven Hills student progress is considered on a case by case basis with interventions readily put in place for any child not attaining expected progress. However we continue to monitor termly, and stringently, for any changes indicated through the progress data.

The school's priorities for 2019/20 are:

- To continue to monitor student progress carefully to ensure all students in receipt of Pupil Premium make expected or better than expected progress.
- To enable students to participate in an enriched and enhanced curriculum specifically in relation to performing arts, physical activity and outdoor learning.

- To promote learning through play
- To develop communication skills, in order that students can communicate effectively with a range of people
- To provide a range of proprioceptive activities to meet the sensory needs of students.
- To develop communication strategies for all students
- To provide therapeutic support to students to help enhance their well- being, behaviour and confidence in school.
- To promote new learning, confidence, resilience and independence by enabling students to achieve the Lord Mayors Award and the Duke of Edinburgh award.
- To fund breakfast / snack for all students to enhance their capacity to focus, attend and maximise their learning opportunities.
- To offer After School Club activities designed to promote health, enjoyment and social confidence and enable students to mix and learn in a less formal setting.
- To provide transition and off site learning experiences which equip students to enjoy the next stage of their learning journey.

Planned Expenditure					
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Academic year	2019 - 2020				
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve class pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all					
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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Y11 students following formal curriculum to complete Bronze Duke of Edinburgh Award	Accreditation – flexible curriculum	Extends the curriculum providing new learning opportunities, skills building, fundraising and high levels of personal challenge.		LVF KT CR	Summer term 2020
Students at Y7/8 complete the	Accreditation – flexible	Extends the curriculum providing new	LT to work with teacher co-ordinator to	EE	

Lord Mayors Award	curriculum	learning opportunities, skills building, fundraising and high levels of personal challenge.	ensure all modules are completed. Moderation by the awards centre.		
Students following semi formal and developmental curriculum have high quality learning through play lessons	Curriculum development	Extend learning, communication, fine motor skills	Learning walks Lesson observation Teacher feedback	SLT	Summer term 2020
Students will be supported by staff that have had training in the delivery of bespoke AAC	Development of communication strategies	All students will have an ILP target relation to their development of communication, and ensure that all students are supported to use appropriate communication strategies.	Whole school communication audit	KT LTU S<	Summer 2020
Effectively resource sensory circuits	Flexible curriculum	Improvements of self –esteem, improvement in focus and attention, increased readiness to learn.	Lesson observation Behaviour incident reports Teacher feedback	SMT OT Physiotherapist	Summer 2020

Total budgeted cost £10,450

ii. Targeted support

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1 x L2 teaching assistant to support transition projects. This includes Y6 transition into Seven Hills and Y11 students moving on to college. Includes additional transport costs	Transition	Personal transition programmes are necessary to ensure smooth transition into, and moving on, from Seven Hills	Parent and student feedback	SMT	Summer 2020/September 2020
Reading Matters – 1:1 reading support. 1 volunteer 3 x sessions weekly	Reading intervention strategy	Accelerated learning for those who need increased reading opportunities	Student progress Action & intervention reviews	SMT SAS JSC	Summer 2020
Reading leaders. 6 leaders delivering weekly sessions	Reading intervention strategy	Accelerated learning for those who need increased reading opportunities	Student progress Action & intervention reviews	SMT SAS JSC	Summer 2020
Maths leaders. 6 leaders delivering weekly	Maths intervention strategy	Accelerated learning for those who need increased maths opportunities	Student progress Action & intervention reviews	SMT SCR	Summer 2020

sessions					
				Total budgeted cost	£30,000
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1 x holistic therapist for 5 hours a week for the development of time limited holistic therapies across the school.	Wellbeing, emotional support and improved mental health	Emotional wellbeing is critical in developing a healthy successful school community, including developing a pupil's social, emotional and behavioural skills.	Staff feedback Review incidents of behaviours Completion of feedback forms from therapist	CF SMT	Summer 2020
1 x play therapist for 5 hours a week for the development of time limited play therapy across the school	Wellbeing, emotional support and improved mental health	Emotional wellbeing is critical in developing a healthy successful school community, including developing a pupil's social, emotional and behavioural skills.	Staff feedback Review incidents of behaviours Review of SDQ score after therapy Completion of feedback forms from therapist	TBY SMT	Summer 2020
Extended day /After School Clubs	Extended day opportunities / attendance at local sports partnership events	Personal, social, sporting, development . Students grow in confidence and physical skills. They enjoy mixing with students across the school and are encouraged to lead and care for others. Understanding of healthy lifestyles	Organised and monitored by SMT	SMT HLTAs	Summer 2020
Supplementary funding for breakfast/snack	Personal well- being, ready to learn	Ensuring students are ready to learn and have physiological needs met. Breakfast/ snack food items observe the healthy schools guide lines, we ensure no child is hungry as part of fitness to learn.	Organised and monitored by LT	EE MT	Summer 2020
Access to cultural and enriching projects throughout the year. Projects are: Shakespeare workshop Eid Celebration Live Music Now Summer festival Includes additional staffing and transport costs for the projects	Wellbeing, emotional support and improved mental health.	Emotional wellbeing is critical in developing a healthy successful school community, including developing a pupil's social, emotional and behavioural skills.	Staff feedback Review incidents of behaviour Completion of feedback forms from therapist	TBY SMT	Summer 2020

	Total budgeted cost	£25,000
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