

## Pupil Premium Strategy – Academic Year 2018-2019

### 1. Summary information

<b>School</b>	Blanche Nevile School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£37,345	<b>Date of most recent PP Review (Internal)</b>	July 2019
<b>Total number of pupils</b>	56	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	February 2020

### 2. How we measure impact

Pupil attainment and progress meetings are held twice a year.

Teachers submit current attainment data to the Deputy Head Teacher and set targets for the end of the school year, the end of the key stage and the end of students' time at the school.

Teacher assessments are validated through regular book scrutiny, lesson observations and moderation of work with mainstream partner schools and the Haringey Special Schools Assessment Working Party.

#### Progress 2018 – 2019

In 8 out of 15 measures, a higher percentage of pupils in receipt of pupil premium grant have made expected or better than expected progress than their peers

PPG	READING						WRITING						MATHS					
	BTE		EXP		BEL		BTE		EXP		BEL		BTE		EXP		BEL	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
<b>Key Stage 1 (5) (7)</b>	2 40%	4 57%	2 40%	2 28.5%	1 20%	1 14%	3 60%	4 57%	2 40%	2 28.5%	0	1 14%	2 40%	0	3 60%	4 86.5%	0	1 14%
<b>Key Stage 2 (4) (7)</b>	2 50%	1 14%	1 25%	6 86.5%	1 25%	0	2 50%	2 28.5%	2 50%	5 71.5%	0	0	0	0	4 100%	7 100%	0	0
<b>Key Stage 3 (17) (11)</b>	4 23.5%	1 9%	7 41%	7 63.5%	6 35%	3 27%	4 23.5%	0	7 41%	8 72.5%	6 35%	3 27%	3 17%	4 36%	12 70.5%	6 35%	2 11.5%	1 9%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers 2018/2019 (*issues to be addressed in school, such as poor oral language skills*)

Chosen based on MDT meetings, Safeguarding concerns that have occurred for individual pupils since September 2018, pupils' emotional resilience needing to be developed further for their inclusion during lessons with mainstream, hearing peers.

Identified by NDCS in their document

#### 'Must do better! Barriers to achievement by deaf children'

- Better support for families.
- Enabling parents to communicate with and educate their deaf children.
- A curriculum that works for deaf children.
- Supporting the specialist support
- Better planning and provision.

Professional organisations such as BATOD regularly print research that refers to the links between language acquisition and deafness.

	<b>Modes of Communication</b>
<b>A</b>	Lack of formal language both BSL and / or spoken language
<b>B</b>	Pupil's emergent communication skills in BSL.
<b>C</b>	Further development of BSL.
<b>D</b>	Pupil's emergent communication in English.
<b>E</b>	Pupil's development of sentence structure.
	<b>Wellbeing and Safeguarding</b>
<b>F</b>	Pupil's ability to engage in class.
<b>G</b>	Pupil's lack of emotional resilience.
<b>H</b>	Anxiety levels for pupils with additional needs other than deaf or hearing impaired.
<b>I</b>	Lack of self esteem.
<b>J</b>	Pupil's ability to engage with peers.
<b>K</b>	Pupil attendance.

	<b>Parents and carers</b>	
<b>L</b>	Parental / carer engagement with BSL.	
<b>M</b>	Parental / carer engagement due to the 11 boroughs which the pupils get transportation from to Blanche Nevile School.	
<b>External barriers 2018/2019</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>N</b>	Attendance for individual pupils over the academic year 2018-19	
<b>4. Desired outcomes 2018/2019</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	<b>Modes of Communication</b> - focus from Ofsted for PP children is on writing.	
<b>A</b>	Development of formal language in BSL and / or spoken language	Pupils eligible for PP in KS1 and KS2 classes made at least expected progress by the end of the year so.
<b>B</b>	Improved pupil's emergent communication skills in BSL.	Vocabulary development evident in PP pupil's communication at Primary and Secondary.
<b>C</b>	Increased BSL language.	Vocabulary development evident in PP pupil's communication at Primary and Secondary.
<b>D</b>	Improved pupil's emergent communication in English.	Vocabulary development evident in PP pupil's communication at Primary and Secondary.
<b>E</b>	Clearer understanding of sentence structure.	Evidence by use of shape coding via Speech and Language Therapy interventions and in class at Primary and Secondary for PP pupils and non-PP pupils.
	<b>Wellbeing and Safeguarding</b> focus from Ofsted for PP children is on well-being and emotional resilience.	
<b>F</b>	Greater engagement in class.	Evidenced via performance management records and lesson observations.
<b>G</b>	Improved emotional wellbeing and emotional resilience.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>H</b>	Reduced anxiety for the pupil by enabling a better development of class routines and expectations.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>I</b>	Improved self-esteem.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).

<b>J</b>	Improved communication with peers.	Evidenced via appraisal records and lesson observations.
<b>K</b>	Improved attendance.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improved in line with other pupils who are non PP.
<b>L</b>	Parental engagement with BSL.	Evidence – parental attendance at BSL classes.
<b>M</b>	Improved parental engagement and support.	Evidence – parental attendance at school based meetings, telephone contact and engagement with extra curriculum activities including school trips.

## 5. Planned expenditure

**Academic year**

**2018/2019**

The below demonstrates how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all including targeted support for 2017/2018

<b>Desired outcome linked to above</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A, B, C, D and J</b> Improved BSL / language skills at Primary.	Staff training on high quality feedback.  1:1 support of EYFS children from specialist BSL tutor.  Guided reading	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. (This is a resource which has been independently evaluated and shown to be effective in other schools.)  Developing language at the earliest opportunity is seen as key to promoting achievement.	BSL tutor timetabled to attend EYFS sessions, so maximum benefit can be gained from interventions.  Section 8 of SDP: Improve outcomes in children's reading	BSL Tutor  Senior staff with literacy lead	Summer 2019
					<b>Cost: £8362</b>

<b>A, B, C, D and J</b> Improved BSL / language skills at Secondary.	Communication policy formulated by LLC group to embed Sign Bilingual philosophy. LLC group to be extended to primary  Guided reading	As above Some of the students need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Secondary BSL lead, literacy lead, senior staff, SALT	Summer 2019
					<b>Cost: £1805</b>
<b>E &amp; F</b> Writing and engagement	Use of Shape Coding to improve understanding of sentence structure and hence improve writing outcomes.  Integration opportunities where appropriate	Designed by Speech and Language Therapist Susan Ebbels for use with young people with language disorders but is used successfully with deaf students  Structured opportunities for BN pupils to integrated with hearing peers. Primary with Highgate and secondary with Fortismere	Training of all staff in Shape Coding. Monitored use through book scrutiny		On-going
					<b>Cost: £916</b>
<b>G, H, I</b> Improving wellbeing	Zoo Visit to Chicken Shed Production Cinema visit- Jacksons Lane Aldenham Park  HSLO  MyConcern software          Yoga intervention for focused group for academic year 2018 -2019 via pupil premium grant	Enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.  HSLO provides a vital link between the pupils and their families.  Easy for staff to record and manage any safeguarding or wellbeing concern. Helps to identify emerging risks and trends. Gives staff confidence that their concerns have been fully recorded Ensures compliance with all current legislation, standards and guidance Allows a school to meet all of its safeguarding obligations Provides clear and auditable evidence for Ofsted.  From the EEF toolkit 'Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues'	Whole school staff training. All staff using MyConcern Automatically builds a chronology for all concerns so patterns can be seen.          Professional Yoga teacher specialising in delivering Yoga to students with additional needs.    Observation by relevant	All staff DSL Senior staff          Primary and secondary	Visits on-going       Evaluate summer 2019 and on-going       Sept / Oct 2019

	Transition from year 6 to year 7		staff of the Y6 pupil group as they transition into Year 7.	teachers with responsibility for transition of Year 6 to Year 7.	
					<b>Cost:£4159 HSLO 50% of total costs £11861</b>
<b>K, L and M</b> Parental engagement	Improved pupil attendance School office administrator employed to monitor pupils and follow up quickly on absences. First day response provision. School comms.  Improved parental attendance	We can't improve attainment for children if they aren't actually attending school. Close liaison with Education Welfare Officer and school based Careers adviser to identify steps to increase attendance.	Briefing of school office administrator about existing absence issues.		On-going
					<b>Cost:1133</b>
<b>Linked to all outcomes:</b>					<b>£15628</b>
<ul style="list-style-type: none"> <li>• Staff use of B squared to support and monitor small steps of progress.</li> <li>• Staff use of MyConcern to support and track the emotional , physical and safeguarding of all our pupils including pupil premium pupils.</li> </ul>					
					<b>Total budgeted cost: £43865</b>

Totals from above

Desired outcome A, B, C, D and J at primary	BSL Tutor, AHT, Teachers	8362
Desired outcome A, B, C, D and J at secondary	BSL Tutor, Senior Teacher, Teachers	1805
Desired outcome E & F	Senior Teacher, Teachers	916
Desired outcome G, H & I	Trips including London Zoo, Chicken Shed Theatre, Jackson's Lane Theatre, Aldenham Country Park Weekly Special Yoga Software Home School Liaison Officer	4159 11861
Desired outcome K, L & M	Admin costs	1133
Linked to all outcomes	Staff costs including Communication Support Workers	15628
<b>Total</b>		<b>£43865</b>

