

Merstone School

Pupil Premium 2021 - 2022

| Merstone School's Pupil Premium Strategy and Action Plan | | | |
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| Principal name: | Amanda Mordey | Signature: | |
| Chair of Governors name: | Antoinette Fisher | Signature: | |

| Pupil Premium Profile | |
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| Number of pupils on roll: | 137 |
| Number of eligible pupils: | 38 |
| Total pupil premium budget: | £44,480 |

Executive summary

Our strategy:

- Our strategy is to identify barriers, however small, that impact on pupil academic progress and outcomes. A key aspect for our pupils is fostering a readiness to learn through developing increasing levels of independence, removing or reducing behavioural barriers, encouraging pupils to use self-help techniques where possible and most importantly developing our pupil's communication to enable them to engage with others in order to learn, be safe and be part of their school and local community.
- The overall aims of the plan are to:
 - Reduce progress gap between the school's disadvantaged pupils and others nationally
 - Raise the in-school attainment and progress of both disadvantaged pupils and their peers
- This plan is reviewed annually or sooner if new interventions are found which prove more beneficial to our pupils.

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Planning and evaluation outline

| Pupil Premium used for: | Amount allocated to the intervention / action (£) | Is this a new or continued activity/cost centre? | Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? | How will this activity be monitored? How will success be evidenced? | Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time? |
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| <p>To deliver a communication intervention for specific pupils</p> | <p>£8,000 (towards cost)</p> | <p>Continued</p> | <ol style="list-style-type: none"> Ongoing in house SaLT training Provide an intervention LSA 2 days per week Extended communication opportunities for pupils of all standards across all phases of the school. | <ol style="list-style-type: none"> Application of tailored communication systems improved To accelerate progress in communication for identified pupils | <ol style="list-style-type: none"> Lesson observations/ Learning walks by SLT Report from SaLT staff to SLT Evidence from pupil progress meetings of pupils meeting and exceeding challenging targets. Monitored through Pupil Progress Meeting and SLT data trawls. | <p>Lack of on site SaLT support had impacted on pupils. A trained LSA took role of liaison with SaLT from NHS. Monthly meetings – led to greater support for pupils including some on site work Teachers supported to plan communication strategies. SaLT LSA delivered 2 days of interventions per week – leading to increased communication for pupils – see IEP/EHCP review data. Positive feedback from staff and parents</p> |
| <p>Pupil Premium used for:</p> | <p>Amount allocated to the intervention / action (£)</p> | <p>Is this a new or continued activity/ cost centre?</p> | <p>Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale</p> | <p>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</p> | <p>How will this activity be monitored? How will success be evidenced?</p> | <p>Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?</p> |
| <p>To support the interventions and resources assigned in OT sensory</p> | <p>£18,000 (towards cost)</p> | <p>New activity</p> | <ol style="list-style-type: none"> To provide opportunities for a range of interventions and resources that | <ol style="list-style-type: none"> To ensure that outcomes from disadvantaged pupils are in line with others | <ol style="list-style-type: none"> Intervention feedback Pupil evidence folders | <p>This activity has had a positive impact on pupils access to OT advice in a timely manner and has</p> |

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| processing action plans for raising standards | | | <p>support learning across the curriculum and address sensory processing issues</p> <ol style="list-style-type: none"> 2. To extend opportunities for pupils with sensory difficulties, particularly those with ASC to access learning to equip them for their future. 3. OT LSA 2 days a week to support individual delivery of provision 4. Employ OT for half a day per month to liaise with OT assistant – advise on programmes and resources 5. To purchase OT resources to support pupils access to the curriculum | <ol style="list-style-type: none"> 2. To ensure that pupils with sensory diets have regular intervention to support them to access the curriculum | <ol style="list-style-type: none"> 3. Outcomes improved | <p>led to greater self regulation and greater engagement in lessons.</p> <p>LSA trained to support OT supporting class teams with sensory diet work – led to greater engagement (see behaviour records and engagement profile assessments)</p> |
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| To support 1:1 provision and additional support | £10,000 (towards cost) | Continued | <ol style="list-style-type: none"> 1. To increase the ratio of staff: pupils in particular classes. | <ol style="list-style-type: none"> 1. To provide opportunity for learning/ targets to be achieved | <ol style="list-style-type: none"> 1. Evidence from pupil progress meetings of specific pupils | Pupils making good progress – see EHCP targets. |

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| for specific pupils | | | | <p>through specific 1:1 teaching activities.</p> <p>2. Additional support in classes to enable learning to continue during standing/changing etc</p> | <p>meeting challenging targets. Monitored through Pupil Progress Meeting and SLT data trawls.</p> | |
| To continue to establish high levels of on task behaviour across all groups. | £5,000 (towards cost) | Continued | <ol style="list-style-type: none"> OT (Sally Payne) to provide advice and support relating to specific sensory behaviour and ASC strategies Employ an EP for advice and support to increase pupil engagement and management of positive learning environments Continued on the spot Team teach training for all staff To work with parents/families to develop positive behaviour in the home environment. To train a new Team Teach tutor to support staff training and advise. | <ol style="list-style-type: none"> To de-escalate challenging behaviour using a variety of techniques To use specific behaviour/ASC interventions/programmes / Team Teach training Behaviour at home improves and the pupils can engage more at school rather than being in crisis | <ol style="list-style-type: none"> Lesson observation by SLT A reduction in the number of serious incident recorded in the bound book. Monitored by SLT External Behaviour audit | <p>This activity has had a positive impact on pupils access to OT advice in a timely manner and has led to greater self regulation and greater engagement in lessons.</p> <p>New tutor trained and available to support staff to reduce incidents of challenging behaviour or reduce length of incidents</p> |
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| To provide curriculum enrichment activities | £2,480 (part funding) | Continued | 1. To provide weekly and additional targeted opportunities for a range of pupils with music therapy, play therapy, Drawing & Talking therapy and massage. | 1. Support to the cost of Creative Practitioners to school who provide additional creative curriculum enrichment activities and training for staff. 2. Pupils engaged and learning enhanced in all areas of the curriculum especially communication and interaction for ASC pupils. | 1. Curriculum enrichment folders 2. Evidence in pupil folders showing high levels of engagement. 3. Book/evidence folder trawls and observations by SLT 4. Staff and pupil feedback. | Pupil evaluations for therapy interventions show progress in areas of communication, engagement and social interaction. |
| To support provision of Breakfast club for specific pupils | £1,000 (towards cost) | New | 1. To provide daily breakfast club | 1. Pupils provided with nutritious breakfast to start the day 2. Pupils to have a positive start to the day and integrate into lessons smoothly 3. Improved attendance/ reduction in late arrival | 1. staff and pupil feedback 2. Evidence of pupil attendance. | Pupils ready for school day by supported transition into school with club. Nutrition to start the day. |