

# PUPIL PREMIUM REPORT

## Financial Year 2019-20



### Purpose of Pupil Premium funding

This money is given to schools by the DfE to fund a variety of initiatives and additional support in order to help eligible pupils improve their achievement, reach their full potential and to close the gaps in attainment. Compared to their mainstream peers, pupils have a significant history of broken educational experiences from a young age. Boys arrive as young as 5 years old and initially there is a focus on nurture as well as formal education.

The Fund is deployed by MHS in ways that benefit disadvantaged pupils in identified areas of their EHCP. The school is accountable for the allocation of resources purchased with this funding and reports on how it is used. Pupil Premium is a Government grant that allocates additional funding money for pupils from less affluent backgrounds and circumstances, which research shows, have underachieved compared to their non-Pupil Premium peer group. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through pupil progress meetings, annual reviews of EHCP, and planned and recorded intervention strategies noted in provision maps.

Pupils at MHS arrive with an Education Health and Care Plan (EHCP) for 'Social, Emotional and Mental Health Difficulties (SEMH)'. The Marchant Holliday School specialises in working with boys with SEMH needs. Pupils also often have associated co-morbid conditions such as Attachment Disorder, early life trauma, ADHD and ASC.

All of these affect a child's own learning experiences and can have a significant impact on the education of pupils and peers. Associated with SEMH pupils have often experienced failure in one or more school (often permanently excluded from one or more schools), the tuition service tuition or other specialised provision. Whether recognised as a Pupil Premium pupil or not, all of the pupils that arrive on roll at MHS have experienced significant disadvantage whether it be educationally, emotionally, mentally or socially.

### Rationale and deployment of funding

As a school our 'socially disadvantaged' cohort forms a significant percentage of our roll, typically ranging from 65-80% annually (50% January Census 2019-20). We are deeply committed to meeting their pastoral, social, mental health and academic needs within our nurturing special school environment. The allocation of resources through pupil premium funding is an essential and integral part of the supportive ethos of the whole school community.

As with every child in our care, a child who is 'socially disadvantaged' is valued, respected and entitled to develop to his full potential, irrespective of need. As a school, we operate a 24-hour curriculum.

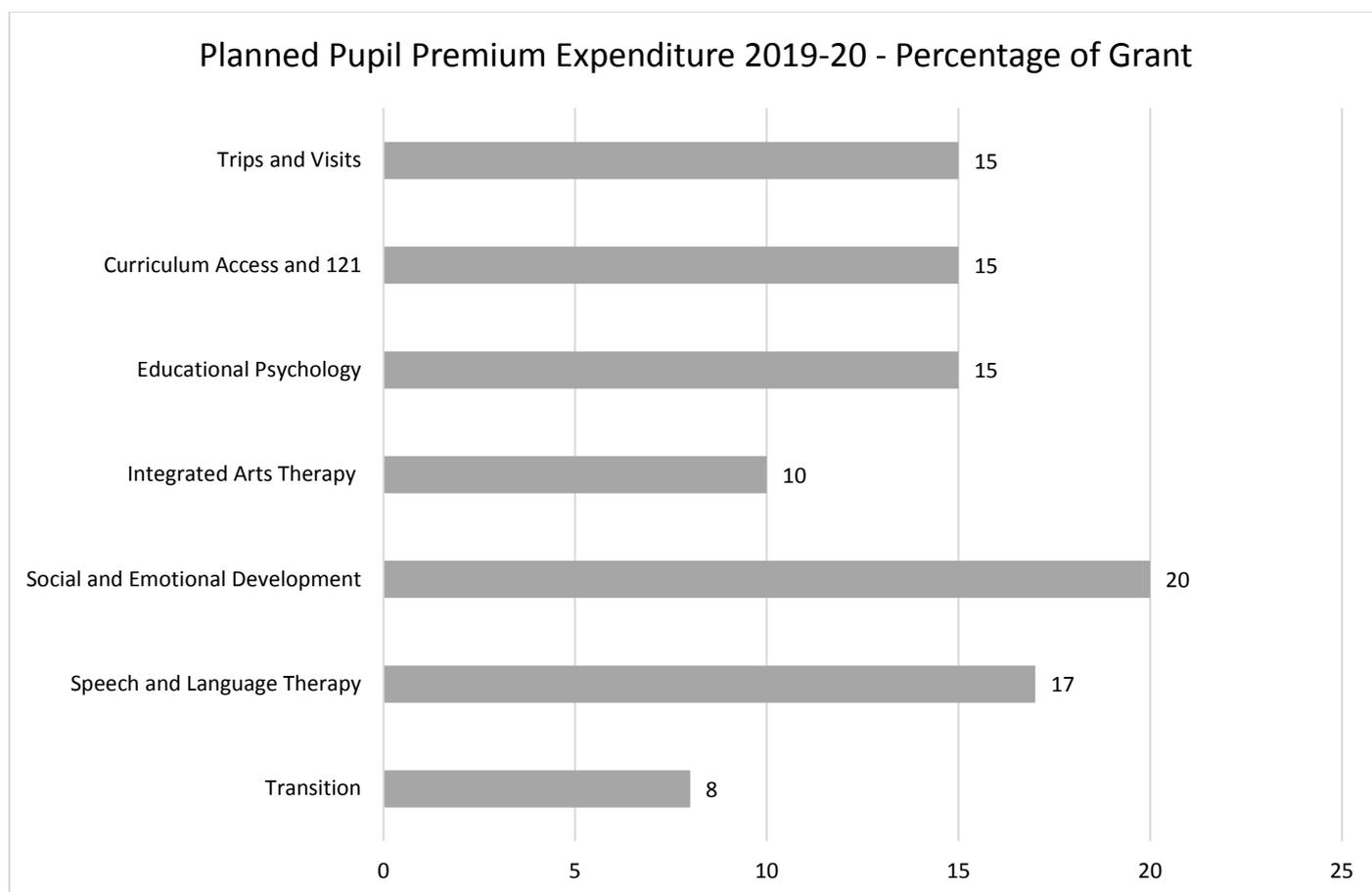
Resources are outside of the teaching and learning curriculum through regular review processes in school including the Curriculum Development Plan 2019-20. The review of need and 'higher need' of all pupils takes place through Pupil Progress Meetings, Annual Reviews, interim reviews and through a joint review each term by the SENCo, Pupil Support Team and Deputy Headteacher. In 2016 the school implemented a Higher Needs Team comprising the Deputy Headteacher/SENCo, Head of Care and Deputy Head of Care This allocates a needs led funding stream to individual pupils at weekly meetings.

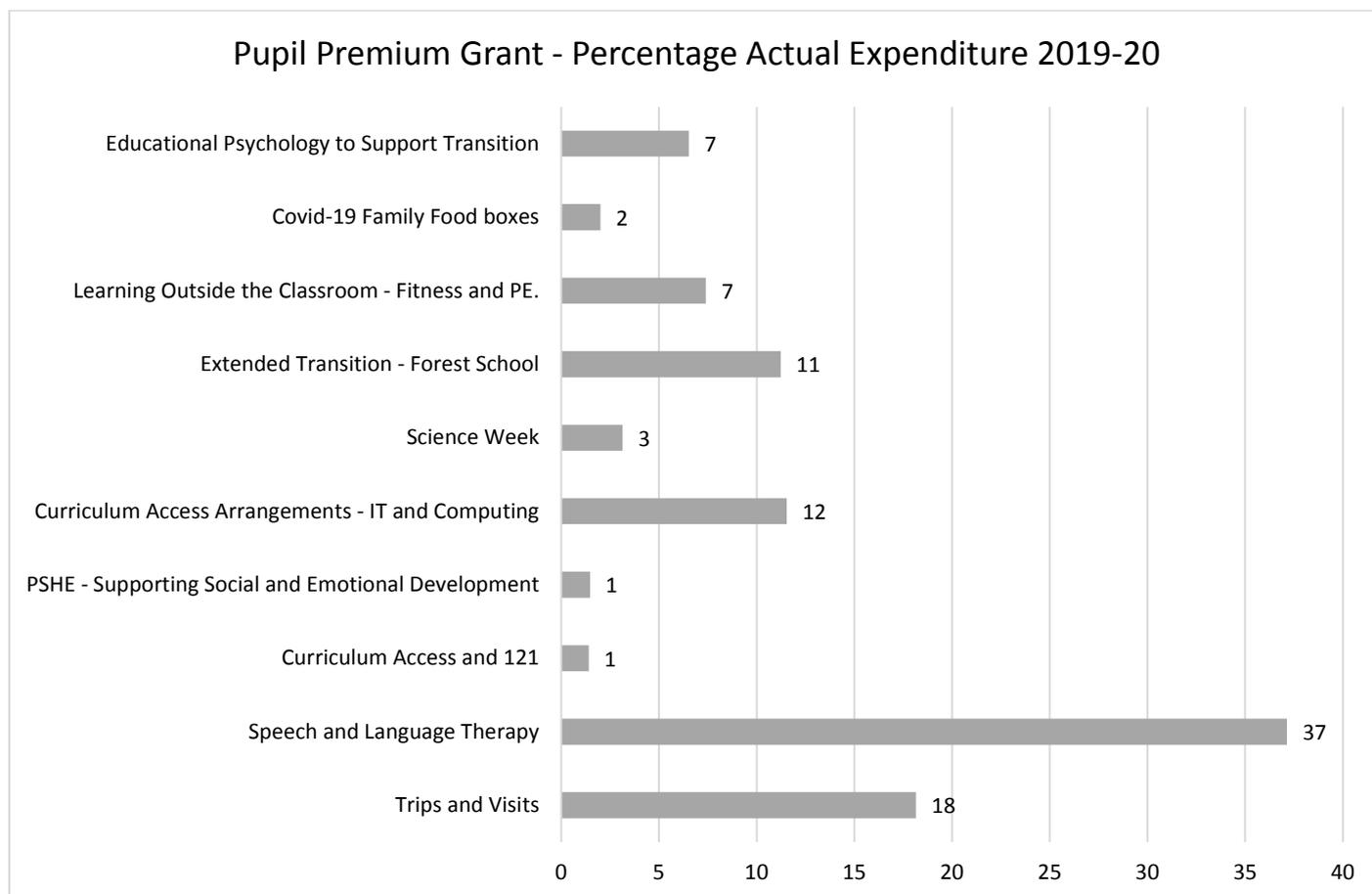
**Table 1- Funding breakdown and conditions of grant 2019-20**

Pupil group based on January 2020 Census	Number of pupils	Percentage of roll	Funding 2019-20
CLA (Funding retained by Virtual Schools)	4	9	2300
Disadvantaged pupil in KS2	16	35	1320
Disadvantaged pupil in KS3	3	6	935
Service Children	0	0	300
Non-disadvantaged pupils	23	50	0

Based on the January 2020 Census the *theoretical* maximum funding for 2019-20 based on the above breakdown was £33125 (£23925 without CLA Funding). The school receives pupils from several Local Authorities (LA) including; Somerset, Dorset, Wiltshire, Bath and North East Somerset, North Somerset, West Berkshire, Surrey and Devon. The actual amount of Pupil Premium funding received 2019-20 from placing Local Authorities was just £2640.00 representing just 8.5% of the actual value expected from the 2020 January Census. In the financial year April 2019 to March 31<sup>st</sup> 2020 the school, via Governors Meeting ratification, allocated £31,158.00 from the school's unrestricted reserve as planned expenditure 2019-20. This was to provide a matched fund for disadvantaged pupils in school 2019-20.

The amount of funding is annually dependent upon each Local Authority and Virtual School. Pupil Premium payments often take time to arrive at MHS due to individual LA policies on allocation timescales for the funding of children in 'out of county' provision. Pupils who are under the care of a Virtual School have a mechanism within the PEP Meeting cycle (Personal Education Plan) whereby the school can apply for funding at the meeting. Despite notification from LAs that funding is available, it often arrives significantly later than identified need and therefore the school funds identified additional provision directly for several months before any subsequent payment arrives from the central budget.

**Figure 1 - Planned expenditure 2019-20**

**Figure 2 - Actual grant allocation 2019-20****Table 1 - Outcomes 2019-20 (June 2020)**

Total percentage of pupils on roll 2019/20 making two 2 or more age-related increment points of progress

Reading	Writing	Speaking & Listening	Science	Maths
69%	28%	51%	72%	64%

### **How Pupil Premium is used**

As a school, we employ strategies that support our pupils to increase their attainment in Literacy and Numeracy, and develop participation, social skills and self-esteem. Data from 2019-20 shows a clear intervention need in whole school Writing. On entry Writing is has often been a non-preferred activity for our pupils on arrival and therefore is a clear focus 2020-21.

In 'narrowing the gap', the school recognises that making progress may also require intensive social and emotional intervention in tandem with classroom provision. For many pupils that is interwoven within our 24-hour curriculum. However, through higher needs analysis additional resourcing can be delivered in a timely manner. Expected academic expectations apply to special school settings where there is a focus on expected rates of progress in comparison to national data sets. Progress is measured throughout the year both academically and socially and emotionally and compared to non-disadvantaged peers in school and nationally.

A complete list of the types of interventions and strategies is listed below in Appendix A and Figure 2 for 2019-20. It is important to recognise that not all interventions apply to each child. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Pupil Premium funding will be socially disadvantaged. The school also recognises that not all pupils who are socially disadvantaged attract this funding either. Through the Conditions of Grant documents 2019-20 the Governors and school, reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or to vulnerable pupils.

### **Funds remaining for pupils who have left MHS following transition programmes**

Wherever possible and identified, Pupil Premium funds will be allocated to the relevant pupils whilst they are at MHS. In some cases, however (notably where local authority systems delay payment of the sums due), this is not always possible and a balance may remain outstanding when the pupil leaves. In such circumstances, we will normally arrange for the funds to be paid to the successor school in order that the young person continues to receive benefit from the allocation made. Additional enhanced transition packages were used 2019-20 for some pupils prior to a new school. This includes one-to-one provision for a short period to provide higher need support and intervention a time that is potentially an anxious one for the pupil. We have also funded transition Educational Psychology Reports as pupils, once settled, show new emergent needs often a Specific Learning Difficulty (SpLD).

### **Evaluation and Measuring effectiveness**

All pupils referred to us have significantly challenging behaviours and it is this that has led them to fail in mainstream and possibly underachieve. The children's specific needs directly influences their ability to take advantage of learning opportunities, however measuring progress and effectiveness using a range of data on behavioural statistics is not an exact science.

At Marchant Holliday School, it is not always easy to show immediate cause and effect after interventions and initiatives but we feel that if pupils are engaged, responding and happy, their capacity to learn and progress will increase. We also want to provide better access to educational experiences and remove barriers to achievement. Sometimes, despite Pupil Premium being used effectively following identification of higher need, pupil progress can be erratic due to the many and varied complex needs that the children experience, e.g. their diagnosed conditions or the circumstances that exist or occur in their lives outside the school.

### **Whole school developments 2019-20**

- Residual Pupil funding provided a curriculum resource upgrade in core subjects: Literacy and phonics, Numeracy and Science at KS2. Funding was used to target and accelerate progress in Writing and Literacy.
- In 2019-20, the school admitted over 20 new pupils (approximately 40% of roll). All have a complex history of multiple exclusion, non-attendance and underdeveloped social and emotional skills. The school used funding to support their transition into school through a series of Social Skills based trips and visits.
- The school also became part of the Somerset Literacy Network using Pupil Premium Funding. This is to share resources and expertise with local primaries and develop best practice in closing Age Related Gaps through a common framework.
- Whole school Mathematics benefited from directed funding for ABACUS Maths. This is a scheme of work that is popular with our local mainstream primaries and allows for moderation networks when accelerating the closure of identified Age Related gaps in our disadvantaged pupils. It also provides a comparison with Standardised Numeracy Age testing.

- With the majority of pupils recognised as disadvantaged, the school has planned to invest in the wider 24-hour curriculum in terms of social and emotional provision, improvement to rewards and social spaces through the Curriculum Development Plan 2019-20.
- A review of the school's Graduated Response saw the continuation of a Higher Needs Team in school. This team has a focus on supporting social and emotional well-being for higher need pupils as can often be a transient or longer-term barrier to learning. This team also allocates pupil premium funding on a 'needs led' basis.
- A review of school support systems was undertaken in 2019-20. This included an evaluation of internal school provision and support with agreed individualised provision through a Learning Time Apart 121 option for 2019-20. Identified pupils will receive an individual learning and support plan for a time using part Pupil Premium funding. This was formalised as an Extended Classroom this year with a strong emphasis on pupil retention or adapted provision during transition.
- In 2019-20, the school worked closely with an experienced clinical Speech and Language Therapist to conduct a scoping study of all pupils. The prevalence of language impairments in pupils aged between 4 -5 years is generally reported to be between 2 and 19% (Law et al, 2000). However, the prevalence of language impairments of older pupils is not as well documented. For some pupils, language difficulties will only start to emerge as the demands on their language skills increase. For many pupils the gap will widen during the junior years. Hirsch (1996) compared the reading age of pupils with good oral language and those with poor oral language at 6 years and again at 14 years. At 6 years, there was a small gap of a few months but by 14 years, this gap had widened to a difference of 5 years in their reading ages. This pattern is up to five times more prevalent in pupil from a disadvantaged background. Understanding and using language is a fundamental need in society.

### **Planned expenditure 2020-21**

Proposed grant allocation for the financial year April 2020 to March 2021 follows a similar pattern to the previous 2017-18 actual allocation. Counselling, Educational Psychology assessments and other professional services will be commissioned where identified from traded service providers. Both will be 'needs led' through the Higher Needs Team in school. Based on current need, we recognise the need for a continued allocation to close gaps in English Writing across the school 2020-21.

Speech and Language Therapy and intervention will again be a central part of the work we offer in preparing all pupils for KS3 and Preparation for Adulthood.

With the majority of pupils recognised as disadvantaged, the school has planned to invest in the wider 24-hour curriculum in terms of social and emotional provision, improvement to rewards and social spaces through the Curriculum Development Plan 2019-20. The school is committed 2020-21 to explore and develop learning outside the classroom (LOtC) to engage pupils who are finding the demands of a full school day excessive or have SCLN or SEMH need that can developed by an alternative timetabled session in tandem with classroom provision.

Due to the complex needs of our pupils, planned experiences and trips out of school will form a central part of our curriculum. Social and emotional well-being is central to learning effectively and transition into new settings and society as a whole. Funding 2019-20 once again enabled our pupils to collaborate with mainstream peers through a local Sports Partnership Hub, visit a beach as a whole school, and attend the Christmas Pantomime in Yeovil with 400 other primary phase pupils.

Transition groups also have an annual teambuilding event aimed at celebrating moving on and positive endings as a peer group. In 2016-17 Pupil Premium funding allowed all Year 7 boys the opportunity to visit northern France to support their World War 2 Topic that year. In 2019-20, Year 6 and Year 7 boys again enjoyed a very successful residential outward-bound experience in Bude and New Barn in Somerset. Pupil Premium funding 2020-21 will once again enable whole groups of pupils to enjoy similar experiences.

## **Appendix A**

### **Typical Interventions & Strategies funded by Pupil Premium:**

At Marchant Holliday School, interventions and strategies used tend to fall into the following categories:

1. Facilitating pupils' access to education from lower than expected starting points
2. Developing resilience and supporting positive mental health and social and emotional development
3. Facilitating access to broader curriculum opportunities enrichment and the 24 hour curriculum
4. Additional teaching and learning opportunities e.g. Trips, 121 and higher staffing ratios
5. Alternative support and intervention including Play Therapy
6. Supporting positive transitions
7. Developing Communication and Interaction skills
8. Supporting our 'Ready to Learn' agenda

### **Examples of Pupil Premium Spending 2019-20:**

- Higher ratio temporary staffing to directly support pupils 1:1 or 221 (either existing or new)
- Curriculum developments to enrich the formal curriculum
- Higher Needs Team formed to allocate Pupil Premium funding specifically
- Subsidising trips and visits to support social and emotional development
- Additional curriculum (extra 1:1 or 2:1 practical play sessions or 1:1 staffing sessions for pupils in crisis)
- Out of school hours care for non-residential boys
- Uniform and equipment provision
- Support for specific groups (e.g. Behaviour for Learning reviews)
- Staff CPD (e.g. 'Read, Write, Inc.' & IT training, Phonics training updates)
- Staff CPD – Mental Health Awareness, Attachment Disorder Awareness, specific needs e.g. Autism and ADHD
- Staff 1:1 Transition Support and extended and funded transition plans.
- Therapy Play/Art – external partnerships
- Play/Art Therapy Equipment
- Specialist support externally commissioned (e.g. Visual Ophthalmology, orthoptists, educational psychology, Speech and Language Therapy, Occupational Therapy)
- Home school liaison/work with parents. COVID-19 Food boxes.
- Educational Software
- Educational Equipment
- Specific play equipment for Social Interaction and Development
- Special Educational equipment
- Specific care requirements/respice boarding
- Staff training related to specific pupils/small groups
- Parental home visits/meetings/bringing parents into school
- Therapeutic aids
- Specific social Skills sessions
- Community Clubs (e.g. Swimming, Football, etc)
- Community Groups (e.g. Scouts/Cubs, St John's, etc.)

**References:**

**Hirsch, E. (1996).** The effects of weakness in oral language on reading comprehension growth cited in Torgesen, J. (2004). Current issues in assessment and intervention for younger and older students. Paper presented at the NASP workshop.

**Law, J., Boyle, J., Harris, F., Harkness, A. & Nye, C. (2000).** Prevalence and natural history of primary speech and language delay: Finding from a systematic review of the literature. *International Journal of Language and Communication Disorders*, 35(2), 165-188.