

## Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School	Riversides School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2019 -20	Total PP budget	£63780	Date of most recent PP Review	January 2020
Total number of pupils	68	Number of pupils eligible for PP	57	Date for next internal review of this strategy	June 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils <b>not</b> eligible for PP (national average)	
Key Stage 2			18	3	
Key Stage 3			19	5	
Key Stage 4			15	6	
3. Barriers to future attainment (for pupils eligible for PP )					
In-school barriers - Negative and off task behaviours					
A.	Develop a positive atmosphere in the school through student engagement and academic achievement whilst developing social skills and emotional resilience				
B.	Reduce the use of PPI and the number of negative incidents in the whole school				
C.	Young people to what they need to do to develop themselves and their learning.				
External barriers					
D.	Pressure of SEND/mental health on family life.				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	
A.	Extra support leading to more regulated behaviour and improved academic outcomes			Reduced number of negative incidents recorded on SLEUTH, Reducing number of PP	

		interventions necessary, measurable academic progress
<b>B.</b>	Mentoring leading to more regulated behaviour and better understanding of self and emotional awareness	One to one sessions in and out of lessons.
<b>C.</b>	Alternative Provisions providing vocational experience and opportunities for out of school learning.	Young people attending and having
<b>D.</b>		

## 5. Planned expenditure

**Academic year**

**2019-20**

The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff to complete Boxall profiles and individual learning plans	Deeper understanding of young people's developmental needs leading to more targeted support and better personalised timetables and work	This is a change from the use of Thrive to assess and intervene for social and emotional needs and development.	<p>Training will be provided in staff training sessions. Powerpoint available on staff share.</p> <p>RK and MG monitoring which profiles are being completed and that they are informing the PSP for students</p> <p>RK will use profile information in annual reviews and other meetings.</p>	RK	Half termly £150
<b>Total budgeted cost</b>					£150

### ii. Targeted support

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Support in lessons	Increased engagement in learning	Many of our students struggle with learning independently and risking learning opportunity. Additional support	All support is timetabled and monitored	Madeleine Hill	We review implementation half termly and where it is best targeted.
Lego Therapy	Team work following instructions and using accurate language	Some of our young people benefit from this intervention socially and with language development.	Evaluated by Learning Mentors	Learning Mentors	Termly
Mentoring	Decrease in negative incidents, increased emotional health	The Emotional health of our young people is paramount and they are supported by mentors to explore their mental health and emotional well being	Mentoring is planned and delivered	Rebecca Kemp / Madeleine Hill	Half termly
Family Support	Increase in parent involvement and support. Consistent messages between home and school to increase regulation.	School to provide Early Help support. Many of our families have had	Monitored by	Madeliene Hill, Dawn Barron, Rebecca Kemp and Mark Green	Half Termly
<b>Total budgeted cost</b>					£23350 (half of the yearly PP budget)
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence &amp; 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>
Alternative Provisions	Work towards vocational qualifications and to offer motivational working	Some young people struggle to maintain a classroom setting throughout the whole week. These young people often engage well with outdoor / farm / woodwork settings.	Monitored by SLT, visits to provisions by school staff at least half termly or more frequently	Rebecca Kemp	Reviewed Half Termly
<b>Total budgeted cost</b>					<b>Paid for by EHCP funding</b>

6. Review of expenditure				
Autumn Term				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Boxall Profile	Deeper understanding of young people's developmental needs leading to more targeted support and better personalised timetables and work	Staff beginning to complete profiles these will be the baseline assessments	None so far	£150
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Support in lessons	Increased engagement in learning	Many of our students struggle with learning independently and risking learning opportunity. Additional support	This has been a successful strategy and should continue. Some students can become dependent on the support being offered	£10,560 per term
Lego therapy	Team work following instructions and using accurate language		As a result of cover needs only one session of Lego Therapy has been delivered	£1,360 per term per group

Mentoring	Decrease in negative incidents, increased emotional health	The Emotional health of our young people is paramount and they are supported by mentors to explore their mental health and emotional well being	This is successful	£4,177.75 per term
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**iii. Other approaches (including links to personal, social and emotional wellbeing)**

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

**7. Additional detail**

