



Pupil Premium Review 2019-2020

Pupil premium strategy statement

| Summary Information | | | | | |
|------------------------|----------------------------|----------------------------------|---------|----------------------------------|----------------|
| School | John Chilton School | | | | |
| Academic Year | 2020-2021 | Total PP budget | £51,345 | Date of most recent PP Review | 01/09/2020 |
| Total Number of pupils | 117 (on census; 127 total) | Number of pupils eligible for PP | 48 | Date for next PP Strategy Review | September 2021 |

| Current Attainment (end of KS2) | | |
|--|--|-----------------------------------|
| Using JCS definition of aspirational progress | Pupils eligible for PP at JCS | Pupils not eligible for PP at JCS |
| % achieving aspirational levels of progress in reading, writing, and maths | Pupils were on track to complete their targets set. Due to COVID-19 all end of KS assessments were cancelled. The school is supporting through the recovery curriculum the chances for pupils to get back to previously assessed levels | 100% |
| % making aspirational progress in reading | | 100% |
| % making aspirational progress in writing | | 100% |
| % making aspirational progress in maths | | 100% |
| % making aspirational progress in communication | | 100% |

| Current Attainment (end of KS4) | | |
|---|-------------------------------|-----------------------------------|
| Using JCS definition of aspirational progress | Pupils eligible for PP at JCS | Pupils not eligible for PP at JCS |
| % achieving aspirational levels of progress in reading, writing, and maths | 100% | 100% |
| % making aspirational progress in reading | 100% | 100% |
| % making aspirational progress in writing | 100% | 100% |
| % making aspirational progress in maths | 100% | 100% |
| % making aspirational progress in communication | 100% | 100% |
| % achieving end of KS4 accreditation appropriate to needs and starting points | 100% | 100% |

| Barriers to future attainment (for pupils eligible for PP) |
|---|
| In-school barriers |
| A. Social emotional and mental health difficulties: 28 pupils have SEMH difficulties that need to be met through additional interventions. 27 pupils are known to the children with disabilities social services team due to Child in Need, Child Protection or adoption. 7 pupils transferred from other schools where they had found the curriculum extremely challenging. 6 have progressive syndromes and are coming to terms with difficult emotions and understanding their disability |
| B. Physical and medical difficulties: 28 pupils eligible for PP have physical or medical difficulties that have affected their mobility during their lifetime. This has led to extended absences from hospital appointments and operations. 16 of these pupils have significant/profound physical difficulties that have impacted severely on crucial early, experiential play experiences and access to activities. |
| C. Communication difficulties: 23 pupils have speech, language and communication difficulties needing interventions and additional support; 4 of these have social communication difficulties due to ASD diagnosis and traits needing an adaptive approach and TEACCH style activities; 9 pupils have significant needs that need AAC support |
| External barriers |
| D. Housing and deprivation: 16 pupils have challenging housing situations, awaiting new housing or adaptations. Several have come from traumatic backgrounds. This leads to difficulties with sleeping and supporting the pupils with learning at home. |

| Outcomes (Desired outcomes and how they will be measured until 2022) | Success Criteria |
|--|---|
| A <ul style="list-style-type: none"> To provide targeted support to individuals that need additional support to build resilience and develop appropriate behaviours for learning To develop Nurture Groups across the school and in identified classes To develop staff skills and knowledge in meeting the needs of pupils with SEMH difficulties | <ul style="list-style-type: none"> Practical strategies are evidenced in the classroom and leisure time activities Negative behaviour incidents reduced EHCP targets met by pupils with SEMH More staff are able to lead Nurture/ SEMH sessions |
| B <ul style="list-style-type: none"> To embed therapy practices and programmes in to the classroom and activities To enable pupils with higher absences to catch up with missed work To develop appropriate exploratory and experiential play activities in lessons and therapy sessions | <ul style="list-style-type: none"> Data demonstrates improved pupil outcomes Pupil voice evidences pupils' enjoyment of sessions Learning walks evidence exploratory activities embedded in lessons |
| C <ul style="list-style-type: none"> To provide a rigorous and cohesive communication rich environment that supports and promotes communication both receptive and proactive. To improve staff signing capability | <ul style="list-style-type: none"> AAC systems actively used by pupils and staff Displays and information is supported by AAC systems Signing evidenced in class rooms and leisure times |
| D <ul style="list-style-type: none"> To provide support and advice, to families in communicating and playing with their children | <ul style="list-style-type: none"> Pupils are well presented and cared for Parents report fewer behaviour problems at home |

| Planned expenditure | | | | | |
|---|--|---|--|-------------------|-------------------------------------|
| Academic year | 2020-2021 | | | | |
| Quality of teaching for all | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review of the implementation |
| To improve pupil outcomes by enabling pupils' learning by developing staff confidence and use of AAC including signing | Total communication approach in all lessons and the school environment: signing, symbol, pictures, CPD regularly on Makaton | Increase in pupils with complex needs, severe learning difficulties and SLCN needs means more signing and AAC needed. Pupils with EAL need additional communication support to access learning. | Learning walks focus on the communication environment Checks by the OT and S< | NC RG ASW | Termly |
| To increase pupil outcomes and progress by developing the pathways through the school | CPD and support from experienced staff, development team creating practical curriculum; teaching approaches in identified classes adapted. | The school has been admitting an increasing number of pupils with very complex needs, including those with limited school experience and additional trauma and complications. There are three clear pathways through the school and curriculum and assessment developments have started. Development of the Engagement Pathway is well underway, the Nurture and Structured Pathways need development | Staff survey Pupil voice and outcomes Peer observations | SJR AM PT | Termly |
| To improve pupil outcomes by using repetitive and scaffolded teaching approaches, and booster sessions within the week. | Teaching approach repetitive | Pupils miss some lessons due to medical appointments. Learning difficulties and sensory challenges affect behaviour for learning, and ability to build on previous learning. | Peer observations and learning walks, and planning scrutinies demonstrate repetitious learning planned for | SJR | Termly |
| Total budgeted cost | | | | | £2,000 |

| 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 | Review of the implementation |
| To improve outcomes for pupils by building better behaviours for learning and self-regulation through developing Nurture Groups across the school | CPD and support from experienced staff Specialist resources Identified timetabled | The Nurture Group trial has been successful with reduction in challenging behaviours and better attention in lessons. This trial project needs to be developed throughout the school into identified classes and with groups. | EHCP outcomes achieved Calm and engaged environment in lesson observations Reduction in challenging behaviours at leisure times | AM MD | Termly |
| To improve pupil outcomes by improving differentiation in lessons using results of Lesson Study research and reflection project. | Lesson Study project and review by teaching staff | The school has been undertaking a robust research project for 1 year on using a sensory approach and concrete apparatus to improve learning. Development supports the school's ambition to improve on the last Ofsted inspection's findings about teaching and learning | Peer observations will focus on the points identified for whole school implementation | PT CB | Termly |
| To improve outcomes by developing appropriate exploratory and experiential play activities in lessons and therapy sessions, including families in identified sessions | CPD on play and sensory motor development From SJR, HC and BB Play sessions embedded in the day Inviting parents to participate in sessions | The Lesson Study findings of 2017/18 demonstrated a need of the pupils to access more exploratory and investigative play activities. Discussions with OT and specialist teachers evidence that pupils with complex needs often miss out on the movement and sensory feedback from exploratory play which can hinder later learning | Play sessions observed in lessons and therapy sessions Data evidence Pupil, staff and parent voice | AM | Termly |
| Total budgeted cost | | | | | £20,000 |

| Individual 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 | Review of the implementation |
| To increase pupil resilience and behaviours for learning, increasing pupil outcomes and rates of progress | Individualised SEMH sessions from the SEMH team | An increasing number of pupils have SEMH difficulties due to: managing and understanding their disability, challenging home lives, failure in previous schools, attachment difficulties | Progress rate improves in EHCP targets according to data review Pupil voice evidences pupils feel safer in learning and the environment Staff Questionnaire positive | AM MD | Termly in Pupil Progress meetings Impact of interventions July 2020 |
| To increase pupil outcomes, through the use of individual AAC and Assistive Technology equipment | Providing equipment Touch typing sessions Individual sessions to improve speed on equipment | Pupils with SLCN and/or physical difficulties need to be using AT and AAC from an early stage and have focussed, regular individual sessions to improve skills | Pupil progress meetings highlight progress improved Assistive technology assessments show progress End of year data shows improvement in progress for pupils across the school, especially primary pupils | AMGH JW SC | Termly in Pupil Progress meetings Impact of interventions July 2020 |
| To improve learning by enabling identified pupils to access visits and experiences that enrich their lives | Funding visits, school residential journeys and access to community events | Pupils from poorer socio-economic backgrounds often do not have the chance to access community buildings like cafes, or have the chance to visit places further away like the seaside. Providing the funding for additional chances enables these pupils to have a more rich experience that will benefit their learning | Decrease in negative behaviours Improved outcomes- data Pupil and parent voice Observation of participation in more activities | AM | December 2019 July 2020 |
| Total budgeted costs | | | | | £29,345 |