



Walworth School 2019/20

Pupil premium strategy statement

Pupil premium spending 2019/2020

SUMMARY INFORMATION			
Type of special educational needs and disability	<ul style="list-style-type: none"> Communication and interaction. Cognition and learning. Social, emotional and mental health difficulties. Sensory and/or physical needs. 	Date of most recent pupil premium review:	N/A
		Date of next review:	Dec 19 July 20
Total number of pupils:	61	Total pupil premium budget:	£ 82240
Number of pupils eligible for pupil premium:	52 = 85.25%	Amount of pupil premium received per child:	£1320 x 32 (FSM) £ 2300 x 10 (PLAC) £1700 x 10 (LAC)

STRATEGY STATEMENT

At Walworth School we are committed to raising pupil achievement across the planned curriculum and supporting the wider developmental learning needs of our pupils which include their engagement with learning, self-help skills, communication strategies, social interaction and independence.

We invest the pupil premium income received each year in providing additional support, staff training and resources to enable school staff better meet our pupils diverse learning and developmental support needs. This includes providing parent training opportunities as well as direct or group interventions with pupils day to day.

- **NHS CAMHS PRIMARY MENTAL HEALTH KEY WORKER** (+ 2 days per week) To promote good emotional health, prevent poor mental health issues and identify mental health issues early, aimed at the whole school community, pupils, parents and staff.
- **FUTURE STEPS OCCUPATIONAL THERAPIST** (+ 2 days per week) To assess, diagnose sensory processing disorders and provide practical and activity based treatment to develop, maintain or recover the skills necessary for daily living and within the classroom. (Providing programs of work and training to staff and parents)
- **ASPIRE TRAUMA INFORMED APPROACHES.** (Termly Contracts) To improve the health and wellbeing of the most vulnerable children in the school who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues. It aims to provide appropriate training for staff so that they become trauma informed and mentally healthy places for all.
- **EDUCATIONAL PSYCHOLOGIST SUPPORT** (Additional Contracted Support). To support school and families if a child is experiencing barriers to their learning and support with making recommendations for pupils transferring to year 7 placements. This may include assessing pupils, whole school staff training, staff coaching and working with families.
- **1 to 1 – TARGET INTERVENTION** (Trained school based staff). Teachers and TA's to provide 1 hour intervention support that may be linked to raising achievement / attainment in English and Math or providing a social, emotional skills programme that develops children's ability to communicate and interact appropriately with others.
- **SPEECH AND LANGUAGE SUPPORT** (Additional Contracted Support / CPD training) To support children whom exhibit SLCN and are identified as having a need on the EHCP. To provide staff training and programmes of delivery to reduce the language barrier gap for identified children.
- **EDUCATION CITY –** (Homework enrichment learning resource) To provide pupils will an online learning resource that teachers can set homework for English, Math and Science and pupils are able to use independently or with parental engagement at home on tablet devices or PC.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	All children have an Education, Health and Care (EHC) Plan that relates to SEMH. An increasing number of pupils additional complex needs linked to life experiences or additional SEND.
B	Low self-esteem and self-confidence is an issue for many pupils.
C	Complex behavioural issues related to anxiety, trauma, attachment difficulties for a small group of pupils (some eligible for PP+) is having detrimental effect on their academic progress
D	Communication difficulties of those with limited language and pupils with social communication difficulties.

ADDITIONAL BARRIERS

External barriers

E	Attendance rates for some pupils are reduced which causes them to make less progress.
F	The majority of families live geographically some distance from the school so interaction with families can be limited.
G	Lack of enrichment activities for some children at home.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	All students working towards managing their own behaviours and self-regulation in the learning environment when exposed with new learning challenges.	Fewer behaviour incidents recorded for identified students who are reluctant to engage.
B	For children to undertake activities to raise their self-esteem and self-confidence	All PP children access enrichment activities/residential visits and show observable gains in their confidence and self-esteem.
C	For children with communication difficulties to be able to use alternative means of communication.	Staff in classes with children with communication difficulties will be proficient in their use of signing and communication aids.
D	To increase and monitor attendance rates where this is below a set level.	All PP children's attendance will be at least 96% or above
E	Pupils will have the opportunity to access a curriculum which engages them and one in which they can make progress that is appropriate to them.	Pupil progress is evidenced through school monitoring procedures. The curriculum is reviewed and offers a wide choice of subjects to engage pupils at all stages of school life. Pupil premium pupils will continue to make expected or better than expected progress in all areas.

Planned expenditure

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Staff will promote positive mental health in the learning environments by teaching children to use self – regulation calming strategies to motivate learning to learn.	Children will be able to use strategies to think about their own learning more explicitly and self – regulate their emotions at an independent level without becoming too anxious when learning new concepts.	Evidence from the EEF toolkit suggest that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	CAMHS Primary Key worker to work directly with class groups to model self – regulation programmes. CAMHS Primary Key Worker to work with teachers, teaching assistants and parents / carers so that they have the skills to model self-regulation techniques to children. Cost included in Target Support Intervention.	Mr. Cooke	July 2020
Staff will be able to improve the health and wellbeing of the most vulnerable children in the school who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues.	It aims to provide appropriate training for staff so that they become trauma informed and provide mentally healthy places for all.	Research suggest that Whole-school strategies—such as creating a space for self-regulation in each room or implementing a more trauma-informed approach to discipline—can create the circumstances for individual students to get the support they need. Perhaps most importantly, when all of the adults in a school are committed to creating a safe and caring environment, it increases the chances that children will feel safe asking for help without the need to cause disruption in the learning environment.	Aspire – Informed trauma approaches theory into practice staff training. Cost @ £1300	Miss Reed	July 2020
Total budgeted cost:					£1300

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Future steps Occupational Therapy intervention and assessment support	To provide a specialised intense therapeutic intervention programme to enable a child to remain in school. The programme is particularly aimed at children who are not coping or have been excluded who have significant sensory processing needs resulting in negative behaviours.	The Steps Programme Aims to; <ol style="list-style-type: none"> 1. Reduce challenging behaviour in the classroom. 2. Develop the sensory system's effecting the child's presentation. 3. Provide an integrated approach and strategies so the child can succeed within their host school. 4. Improve engagement, motivation, behaviour, and educational success by unleashing the child's true potential. 5. Successful outcomes by combining the expertise of Future Steps and the child's host school 	To purchase 2 day a week of commissioned service from Future Steps as identified Occupational Therapists Cost @ £ 32,250	Miss Bourne	July 2020
Afterschool 1 to 1 academic support	Class Teachers to provide academic intervention support focused on SAT's preparation / phonic screening or areas in which the child will benefit to narrow the attainment gap.	Evidence from the Education Endowment Foundation indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	Staff to provide intervention for identified children over a 10 week programme. Cost @ £13,000	Class Teachers to identify and consult with Mr Wallbanks	July 2020

<p>To have an identified Primary Mental Health Key Worker commissioned by CAMHS to support pupils, staff and parents / carers in relation to complex SEMH needs.</p>	<p>To help the increasing number of children and young people with mental health needs in schools</p> <ul style="list-style-type: none"> • provide a responsive and accessible mental health service for children and young people • identify children and young people at risk of mental health problems at an early stage in order to prevent the onset of more serious problems • provide support and training for staff and parents 	<p>Promoting good emotional health is an increasingly important function in schools. Promoting the psychological wellbeing of children and young people is recognised as a shared responsibility.</p> <p>An early report suggested that primary mental health workers (PMHWs) from CAMHS could be employed to help tier 1 workers such as teachers to support the mental health of children, develop relationships within local areas, and be the link between schools and CAMHS These PMHWs are, therefore, key to promoting good emotional health, preventing mental health issues and identifying mental health problems early.</p>	<p>To purchase 2 day a week of commissioned service from CAMHS as an identified Primary Mental Health Key Worker.</p> <p>Cost @ £21,000</p>	<p>Mr. Cooke / EWMH Lead Mrs Borrill CAMHS Key worker</p>	<p>July 2020</p>
<p>Total budgeted cost:</p>					<p>£ 66250</p>

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide a range of pastoral support programmes that reduce attendance gap between PP and non PP students. Ensure that the journey to school results in all students being ready to learn	To aim to increase attendance. Aim By the end of term one reach 95% By the end of term 2 reach 95.5% By the end of term three reach 96%	Children having breakfast in school may provide a focus of not missing their taxi or being late in school. The breakfast is an additional incentive to enjoy social breakfast time with their class peers. EEF found that providing free, universal breakfast clubs in schools in disadvantaged areas improved both behaviour in class and pupil attainment.	Head Teacher to challenge persistent lateness of identified pupils by sending a letter to parents / carers Provide breakfast club for all PP students. Cost @ £4940 PSA to provide targeted intervention and support in areas of specific need working in partnership with the LA, Parents, Carers and social workers Cost @ £2605 To promote good attendance and punctuality by reward celebration certificates / gifts or reward trip. Cost @ £1000	P.Wallbanks	Termly
Education City – Engaging parents To provide an online learning platform so that children can access homework learning opportunities and engaging tasks to consolidate learning and review new learning experiences in English, Math, Science and French.	Children will have access to this learning resource at home encouraging pupils to participate in structures learning with support from parents /carers. It is hoped that impact towards children wanting to learn in the home environment and have a better knowledge and understanding by consolidating learning.	Education City's curriculum-linked teaching and learning resources are perfect for supplementing your normal classroom teaching and support many of the moderate and high impact areas as identified by the Education Endowment Foundation	Purchase of an online platform so the children can access homework and enriched online learning opportunities. Teachers will be able to set home work linked to previous learning as a consolidation task Parents / Carers will be provided with a standard letter explaining the online tool with username and passwords. They will be able to support children's learning at home and have access to child's progress linked to the activities completed on Education City. Cost @ £2145.00	E. REED & ADMIN STAFF	July 2020
Total budgeted cost:					£10690

ADDITIONAL INFORMATION

TOTAL EXPENDITURE = £82240

£ 78240 - USING ALL GROUPS OF PP FUNDING. + ADDITIONAL EXPENDITURE LINKED TO PP LINKS TO THE ADDITIONAL CONTRACTED DAYS FOR THE EDUCATIONAL PSYCHOLOGIST @ £3860 + £140 FOR ADDITIONAL IDENTIFIED RESOURCES.

NOTE ALL CURRENT LAC CHILDREN ARE ABLE TO ACCESS ADDITIONAL GRANT FUNDING OF £600 PER PUPIL BASED ON NEED AND AGREED WITH CASEWORKER. TOTAL OF PP+ MONEY AVAILABLE TO ACCESS = £6000

Review of expenditure 2019 /2020

PREVIOUS ACADEMIC YEAR				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Staff will promote positive mental health in the learning environments by teaching children to use self – regulation calming strategies to motivate learning to learn.	Children will be able to use strategies to think about their own learning more explicitly and self – regulate their emotions at an independent level without becoming too anxious when learning new concepts.	<p>The impact on children’s emotional regulation and response to calming strategies were clearly observable within school and comments made by our school Education Development Advisor who has visited the school each term and has conducted learning walks, lesson observations, review of learning in children’s books and talked to the children. The EDA articulated in his report that he was impressed with the vibrant, informative and creative displays around the school. The EDA reported that strategies and resources used within the school to support mental health are strong and that team ethos and relationships between staff and children are very strong which helps to create a calm and purposeful environment.</p> <p>A recent Ofsted care standards inspection stated that children are making noticeable progress with their personal development we have had reports form parents / carers and residential staff stating that children are responding much better to routines, including at bedtimes. This results in children well rested and ready for the school day when they arrive at their lessons.</p>	To remind staff of whole school vision and ethos and praise both staff and pupils where positive mental health in learning environments can be identified and seen across the school and residential provision.	£0000

<p>Staff will be able to improve the health and wellbeing of the most vulnerable children in the school who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues.</p>	<p>It aims to provide appropriate training for staff so that they become trauma informed and provide mentally healthy places for all.</p>	<p>In some classroom environments it was clear that staff took advice from trainers and used practical and verbal strategies to support the most vulnerable children, on these occasions when these strategies used stronger relationships between the children and staff were evident allowing children to respond to a calm proactive response reducing the rate of anxiety and less time out of class.</p>	<p>No all staff attended the training and a need for some staff to review this action would benefit their understanding of trauma informed approaches.</p> <p>It will be suggested to review trauma informed approached for identified staff and using this CPD to support practice when dealing with complex behaviours that are sometimes difficult to understand why the child may be displaying them.</p>	<p>£1300</p>
<p>Targeted support</p>				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>Future steps Occupational Therapy intervention and assessment support</p>	<p>To provide a specialised intense therapeutic intervention programme to enable a child to remain in school. The programme is particularly aimed at children who are not coping or have been excluded who have significant sensory processing needs resulting in negative behaviours.</p>	<p>The impact on this intervention has been measured by assessments completed by future steps all children who actively took part showed some level of progress with key areas identified on their individual programme.</p> <p>Teachers report that children's sensory presentation was better understood in the classroom and strategies are put into place to help them overcome issues around handwriting, sensory processing and movement within the classroom. As a result of this teacher report better engagement, motivation, and behaviour in the classroom.</p>	<p>To continue with the target support at whole school level to support individual children sensory integration and gaps in physical / motor profiles identified by assessment from a qualified OT.</p>	<p>£32,250</p>

<p>Afterschool 1 to 1 academic support</p>	<p>Class Teachers to provide academic intervention support focused on SAT's preparation / phonic screening or areas in which the child will benefit to narrow the attainment gap.</p>	<p>Due to COVID 19 not all children access 1 to 1 support as planned and therefore online / home learning support was provided.</p> <p>It was very difficult to measure the total impact due the gaps of attendance in school and the schools respond to COVID 19. Additionally no SATs or Phonic screen tests were taken, however teacher assessment bases on additional intervention support identified that some pupils would meet expected or greater depth standards supported by target intervention.</p>	<p>To continue with target support for identified children in relation to overlearning and identify gaps due to missed school caused by the COVID pandemic</p>	<p>£13,000</p>
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<p>To have an identified Primary Mental Health Key Worker commissioned by CAMHS to support pupils, staff and parents / carers in relation to complex SEMH needs</p>	<p>To help the increasing number of children and young people with mental health needs in schools</p> <ul style="list-style-type: none"> • provide a responsive and accessible mental health service for children and young people • identify children and young people at risk of mental health problems at an early stage in order to prevent the onset of more serious problems • provide support and training for staff and parents 	<p>Primary Mental Health Key Worker have been working with children and parent / carers on several initiatives.</p> <ul style="list-style-type: none"> • I Max for parents and children - This was a 6-week programme for children with ASD to support them to understand their feelings and emotions and how to manage them when feeling anxious and distressed. The program culminated in a session held for parents and carers to share good practice and understanding. • Secondary transition – There was 29 children this year transitioned from Walworth School to secondary. Although this was a larger group than previous years to manage, all children were well prepared for transition to their prospective secondary schools. • Kinship Carers now known as Catch up Carers – These are monthly support group sessions for informal carers / family carers and guardians to share experiences. Group support helps people feel they are not alone with their experience. Rebecca and Suzanne are also able to signpost ‘families’ to available relevant support services. • PACE training for parents –The PACE training covers Attachment theory and the impact of trauma and developmental trauma. This allows carers to really appreciate and put into perspective why we are having to deal with the challenging behaviours of children. The PACE training allows carers to question what is and what is not working. It looks at the importance of relationship building and how (until a relationship is established with a child or young person) it is very difficult to start to work on their behaviour and subsequently help them to feel safe and how to ‘trust’. PACE training is a rolling programme and is provided when need is identified. 	<p>To continue with the target support at whole school level to support individual children, families and carers.</p> <p>Look at different opportunities to engage children and families in relation to supporting complex SEMH needs</p>	<p>£21,000</p>
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Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
To provide a range of pastoral support programmes that reduce attendance gap between PP and non PP students. Ensure that the journey to school results in all students being ready to learn	To aim to increase attendance. Aim By the end of term one reach 95% By the end of term 2 reach 95.5% By the end of term three reach 96%	Attendance 92.6 autumn term No data for spring term due to covid Attendance 91.6 up until 23rd March Impact not achieved and implications towards recording attendance in school due to COVID 19 affected data.	Children having breakfast in school may provide a focus of not missing their taxi or being late in school. The breakfast is an additional incentive to enjoy social breakfast time with their class peers. A focus on improved attendance will be an outcome and that we will keep action ongoing looking at creative ways to have better attendance in school.	£ 8545
Education City – Engaging parents To provide an online learning platform so that children can access homework learning opportunities and engaging tasks to consolidate learning and review new learning experiences in English, Math, Science and French.	Children will have access to this learning resource at home encouraging pupils to participate in structures learning with support from parents /carers. It is hoped that impact towards children wanting to learn in the home environment and have a better knowledge and understanding by consolidating learning	Review of children's online records show that some children engaged in education city at home access work set by teachers. The learning platform allowed learners to engage in focused consolidated tasks at home. Not all children engage in this learning opportunities and therefore impact was not consistent within class cohorts	To review at whole school level if Education City would be suitable online learning tool to purchase for the next academic year.	£2145.00