



## Pupil Premium Strategy for Southlands School 2020/21

The pupil premium was introduced in April 2011 and is paid to schools via a grant based on school census figures for:

- Students registered as eligible for Free School Meals (FSM) in any of the previous six years
- Looked after children (LAC) who are in the care of the local authority, or those who have been adopted from care (PLAC) **previously looked after children** (left care through adoption, a special guardianship order or child arrangement order) will be entitled to **Pupil Premium Plus**

The pupil premium is additional to main school funding and is used to address any underlying inequalities by ensuring that funding reaches the students who need it most. Southlands School has robust systems in place to assess which students are eligible for funding, and to monitor and evaluate the impact of spending.

Southlands School's objectives are:

- To use the pupil premium to provide additional educational support to improve progress and raise achievement for these students
- To use the funding to diminish the difference between the achievement of these students and their peers
- To use the additional funding, as far as possible, to address any underlying inequalities between those eligible for pupil premium and their peers
- That its governors ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives

The following tables give more information on the numbers of students, the funding received, and the planned actions and intended outcomes for 20/21. The funding amount is based on £935 per child eligible for FSM over the last six years and £1900/£2345 for LAC/PLAC.

1. Summary information					
School	Southlands			Type of SEN	Cog&Learning, MLD and associated difficulties
Academic Year	2020/21	<b>Total PP budget</b>  <b>LAC £2345 per child</b>	<b>£85,610</b> £50,496 from Sept 20- March 21 £35,114 from April 21 – Aug 21  <b>£11725</b>  £35,114 from April 21 – Aug 21 plus £11725 for LAC - £46839	Date of most recent PP Review	April 2021
Total number of pupils	129 **	<b>Number of pupils eligible for PP</b> <b>Number of pupils eligible for PLAC</b> <b>Number of pupils eligible for LAC</b>	79 8 5	Date for next internal review of this strategy	Sept 2021

\*\* based on April 2021 – pupils numbers due to change marginally throughout the year

2. Current attainment		
Based on Jan – April 2021(Covid 19 lockdown)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving targets in English		
Writing	32%	38%
Reading	29%	36%
% achieving targets in maths against overall school total	22%	13%

3. Barriers to future attainment (for pupils eligible for PP )	
Main barriers to Educational Achievement (internal)	
	Due to Covid19 restrictions, most pupils have been home for the past 6 months and returned 8 <sup>th</sup> March 2021. The main focus during this time was to maintain the emotional wellbeing of our pupils in school and those at home. This has led to some unique expected barriers to learning for academic year 2020/1.
<b>3A</b>	'Lost learning' due to significant time out of formalised education – impacting on pupils' ability to build on prior knowledge.
<b>3B</b>	Lack of a healthy routine (including sleep patterns and online gaming), especially for those who have been at home during the pandemic – impacting on pupils' ability to engage with their learning.
<b>3C</b>	Emotional and mental health needs of pupils and families (including attachment, separation anxiety and anxiety relating to the virus/hygiene/personal safety) – impacting on students attendance and ability to be emotionally ready for learning.
<b>3D</b>	Limited social skills – impacting on pupils' ability to interact with adults/peers appropriately.
<b>3E</b>	Low levels of self-esteem and resilience – impacting on pupils' motivation and ability to challenge themselves.

Main barriers to Educational Achievement (external)	
<b>3F</b>	Low parental engagement or parenting skills – impacting on pupils' behaviours pre, post and during lockdown within the home.
<b>3G</b>	Involvement from social services – including EHAs, family partners, child protection status - impacting on students' attendance and ability to be emotionally ready for learning.

4. Planned expenditure SEPT 20 - APRIL 21					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome (linked to barrier)	Chosen action/approach	What is the evidence & rationale for this choice and its success?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued Pupil Premium and LAC lead time (3A, 3C, 3D)	Monitoring and tracking with a focus on PP pupils, who are not making expected progress.	Increased number of pupils achieving expected standard or better in reading, writing and maths and their progress.	<ul style="list-style-type: none"><li>• Data monitoring</li><li>• Updates to governors Meetings with HoDs</li></ul>	SH	Termly £600 (Sept-March)  Termly £600 (April -Aug)

Continued Professional development sessions for whole staff team – Update available to all staff online. Staff have regular updates of skills and knowledge (3A, 3C, 3D)	SLT staff member to organise and prioritise training sessions	Staff to feel competent and more effective in their role dealing with key areas addressed such first aid, roles of TA.	<ul style="list-style-type: none"> <li>- Regular staff meeting</li> <li>- Staff discussion and inclusion in decision making</li> <li>- Questions during session</li> <li>- Online CPD calendar</li> <li>- Completion of curriculum review paperwork</li> </ul>	DF	½ Termly £1500(Sept-March)  ½ Termly £1000(April - Aug)
Continued Students to be taught in classes with high staff: student ratios allowing targeted intervention and support (3A,3B, 3C, 3D)	Continue 3 teaching groups across maths and English by employing extra staff	Intensive targeting of PP students ensures they make progress at at least the same rate as other students	<ul style="list-style-type: none"> <li>• Data monitoring</li> <li>• Updates to governors</li> <li>• Meetings with HoDs</li> </ul>	JL SH DB LB	Termly £7500 (Sept –March)  Termly £7500 (April -Aug)
Continued All students to have the opportunity to participate in trips around the local area. (3A, 3B, 3C, 3D)	Offer a range of educational visits across the curriculum	Students are able to apply what they had learned on trips back in the classroom eg. in creative writing, history and geography, science – farm trip etc.  Students to develop their motor skills and fitness through participation in sports events in KS4 during sports and leisure. Build on their team work skills.	Positive behaviour and completion of external sporting venues. Some improvements seen in work from students	JH JL LB	Termly £600 (Sept –March)
Students to receive the same maths teacher during the week. (3A, 3C, 3D)	New specialist maths teacher employed from June 2020. On year contract	Same teacher for their maths lessons. Current pupil premium students achieving target is 3 % lower than non PP based on July 20 data. The aim is that students will begin to achieve more skill levels as they have access to more consistent teaching,	Timetable will ensure all maths teachers are available when required. Skills progress discussed termly to ensure progress and intervention.		Termly £5000 (Sept-March)
<b>Total budgeted cost (approx)</b>					<b>£15,200 Sept - March £9,100 – April - Aug</b>

## ii. Targeted support Behaviour and Attitudes

Desired outcome (linked to barrier)	Chosen action/approach	What is the evidence & rationale for this choice and its success?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued New system for recording and monitoring EHCP targets and intervention within school including speech and language (3D, 3E).	Speech and language and other therapy groups	Implementation . To be able to assess accurately whether interventions have had an impact on a specific target for a student and assess whether they have made progress in that area. Impact - Students to have targeted interventions and to track and ensure that they have the desired impact intended. To follow the model plan, do and assess. To also enable accurate costings to be calculated on interventions per child.	In-house SALT and specialist TA support staff and students with strategies which allow us to meet provision in EHCPs effectively. Intent - to provide a robust, accurate and costed measuring tool by tracking interventions across the school and measuring their impact on students progress.	SW AM SALT SH SE AGR VH	£2000 (Sept-March) Weekly  £1000 (April- Aug) Weekly
Continued Improved behaviour and wellbeing of EPICC students (3E)	Regular nurture activities with key staff	Students accessing nurture show improvements with their engagement/behaviour in other areas. Also evidence of improvement in social skills using Boxall Profile if deemed necessary.	EPICC lead to organise staffing based on timetable. Key students identified and specific nurture time allocated EPICC and TA staff to discuss with EPICC lead areas of development to be addressed for each student.	SE SH	£ 2000 (Sept-March)  £ 2000 (April- Aug)
Continued Accelerated progress and raised attainment for pupils identified as needing additional support in English and Maths. (3A)	Intervention work with small groups of identified children across the school to include: • English and maths to secure accelerated progress and improved attainment.	Targeted intervention to raise attainment  Students gain best possible accreditation and increased prospects after Southlands	HOD will allocate students and areas of development after data analysis each term. Staff time/training as required Discussion with SH termly	DB LB SH	£1500 (Sept –March) At least term  Not happen due to bubble restrictions

Continued Students with anxiety concerns have access to FRIENDS group to improve their strategies dealing with problems. (3C,3D,3E, 3F)	Students more aware of emotions and how to manage them.	Linked support with home and school to manage emotions. Students are able to deal with their emotions and staff are able to use keywords and strategies during the school day.	Key trained staff to deliver Pastoral staff to discuss key students 12 week programme implemented	AGR VW SE SH	Weekly discussion if required to discuss progress.  Twice a year.  £1200 (Sept-March)
Continued Students to have access to mentor to improve their mental and physical health (3C,3D,3E, 3F,3G)	Students more aware of emotions and how to manage them. Students know how to look after their sexual health. Self-esteem is improved and there are less issues between peers. Behaviour is improved at home due to support for family.	Students more aware of emotions and how to manage them. Students know how to look after their sexual health. Self-esteem is improved and there are less issues between peers. Behaviour is improved at home due to support for family.	<ul style="list-style-type: none"> <li>Monitoring by HT</li> <li>Home visits as necessary by HT/Mentor</li> <li>Contact with home and any other agencies involved</li> </ul>	AGR SH SE	Weekly £11,000 (Sept-March)  Weekly £8118 (April – Aug)
<b>Total budgeted cost(approx)</b>					<b>£17,700</b> (Sept – March) <b>£11,118</b> (April- Aug)

**iii. Other approaches (including links to personal, social and emotional wellbeing development)**

Desired outcome (linked to barrier)	Chosen action/approach	What is the evidence & rationale for this choice and its success?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued Alternative provision for selected students to engage students back into education with	Find alternative provision who are able to meet key students social, emotional and	Attendance for students improves and the behaviour on school site improves. Social and emotional skills begin to improve.	<ul style="list-style-type: none"> <li>Regular meetings with provider and professionals</li> <li>Reports from providers</li> </ul>	JL SH	Weekly £3496 (Sept –March)

coaching skills and child empowerment. (3A,3C,3D,3E)	behaviour skills.		-		Weekly £3496 (April -Aug)
Continued Good mental health for all students supporting good behaviour choices (3C, 3F,3G)	Continued role of mentors with increased working hours Employ a part time safeguarding admin member of staff.	Student mental health identified as a problem nationally and we have a number of students who receive CAMHS input or have low self-esteem Safeguarding admin member of staff will begin to attend regular EHA meetings and support mentor with home school visits – increasing time for mentor to work with students. Groups to be developed including Equality and LAC	<ul style="list-style-type: none"> <li>Regular meetings between key staff</li> <li>Sharing of information as appropriate</li> <li>Referrals to outside agencies when necessary</li> <li>Close liaison with families</li> <li>Establish meetings for safeguarding admin</li> <li>Regular meetings set up for key student groups.</li> </ul>	SH AGR SE	Termly £9500 (Sept-March)  Termly £9500 (April -Aug)
Continued Students to have incentives and rewards linked to behaviour (3A)	Points system	Students are engaged with learning and motivated to do well. Points are awarded for achievement and effort.	<ul style="list-style-type: none"> <li>Termly reward shop for KS3.</li> <li>Vouchers for KS4</li> </ul>	DF DB	Termly £1000 (Sept –March)  Weekly £1000 (April-Aug)
Continued Day to day budget- additional expenditure in response to need	Fund for one off purchase to ensure all students have an advantage.	To support students with one offs for example – school trousers, specific resources to improve learning – left hand pen, sanitary products,	<ul style="list-style-type: none"> <li>Budget held by key staff member – All staff are aware they can ask for money for any pupil premium student.</li> </ul>	SH ET	Weekly as required £900 (Sept – March)  £900 (April-Aug)
Continued All students to have access to breakfast at the start of each day (3B)	Provide breakfast for any student, particularly targeting those who are vulnerable	Students should not feel hungry and will be better equipped to learn having eaten breakfast. Students are aware of healthy choices for breakfast.	<ul style="list-style-type: none"> <li>Students freely take breakfast</li> <li>Staff collect the donations on a rota</li> </ul>	DB/SH	Weekly £500 (Sept – March)  ON HOLD
Continued All students to have the opportunity to attend out of school clubs and enrichment activities (3A,3C)	Youth club Cookery, Chess etc.	All PP students are able to access enrichment activities outside of school in a safe environment. Families have respite. Students learn how to socialise appropriately.	<ul style="list-style-type: none"> <li>OHL staff member to organise clubs</li> <li>OHL staff member to record PP attendance</li> <li>OHL staff member to discuss with PP lead any funding required</li> </ul>	JS SH	Termly £1300 (Sept – March)  ON HOLD TILL AFTER MAY ½ term
Continued Male students to have access to male mentor to better understand	Male mentor	Students are more emotionally stable and physically healthy.	Male students have 1:1 or group work to support them with issues relating to sex and relationships,	VB SH MM	Weekly £100(Sept –March) ON HOLD

relationships, sexual health etc. (3B, 3C)			puberty etc.		
Continued All students to have the opportunity to learn to swim (3B)	Swimming lessons for KS3 students for one term	Students should be safer in the community as they have basic skills in the water. All know the benefits of taking exercise as part of a healthy lifestyle. Encourage families to participate in activities together using local leisure facilities, or students to go with peers.	<ul style="list-style-type: none"> <li>Rotation of KS3 students</li> <li>Progression of those who swim/improve.</li> </ul>	JH	Weekly £800 (Sept – March)  ON HOLD TILL AFTER EASTER 21
To work with the virtual school head and social workers to identify specific individual needs for LAC pupils (3A,3B,3C, 3D,3E)	Purchase specific resources when required. Continued support daily by key staff	Each term PEP meetings with adults involved with the child including virtual school are held to establish the needs of the individual child that term. Individual spend will be agreed upon between carers, school and the virtual school. Often this involves physical resources or support from external services.	Purchase of specific, individualised resources to address the targets and needs identified for the pupils - £11725 PEP meeting records, students voice, termly assessments	SH SE	£11,725
<b>Total budgeted cost (approx)</b>					<b>£10,496</b> (Sept – March) <b>£26,621</b> (April-Aug)
					<b>£50,496</b> (Sept – March) <b>£46, 839</b> (April-Aug)

#### Additional detail

**Please note, our budgeted costs currently exceed our allocation, as this is for the financial year so far. This will be updated when we receive our allocation for the academic year and will be within budget.**



## Review of 2019/20

Review of expenditure April – Sept 2020 Covid 19					
Academic year	2019/20				
iv. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated Impact – Was the success criteria met for PP and non PP?	Lessons learnt Evaluate the impact of the action/approach and whether to continue.		Costings

<p>All students have access to suitable paper based learning from home materials.</p>	<p>.Packs of learning material are collated at school with input from some staff working remotely. These pack are then delivered to students with FSM or via 1 of 4 homework runs.</p>	<p>Yes the criteria was met. Regular weekly contact with all students on role and this was recorded on CPOMS.</p> <p>Work sent was based on the individual and differentiated making it suitable for their needs.</p> <p>Students were able to see staff on at least a weekly basis so the relationships between home and school was not lost.</p>	<p>The children who wanted to or with support from parents were able to access the work. We had approx 20 students who did not complete any home learning – due to parents ability to support, students choice.</p> <p>Some students were able to continue to maintain some of their progression.</p> <p>Packs will continue if there is another lockdown – they will be differentiated and delivered weekly for those not in school.</p>		<p>£ 4350</p>
<p>Students who have access will have suitable learn from home materials on line.</p>	<p>Key students have been identified and as well as paper based learning have the opportunity to compete online work.</p>	<p>School wanted to ensure that all areas of home learning was developed and that those students with the means and ability to compete and access work online were included. This was partially met due to online issues and lack of technology with some students. PP students were at a disadvantage as many did not have access or the ability to use the technology</p>	<p>The impact of this was that those students were able to have quicker feedback from adults who set the work and continue have the home/school relationships which are beneficial to our students.</p> <p>This approach could continue but school need to take advantage of any government incentive linked to technology. School need to ensure that if online learning is offered then every child can have the opportunity to access it before it is used regularly within the remote learning curriculum</p>		<p>£850</p>

Students who complete home learning feel rewarded and continue to be part of school life.	Completed homework is collected on set days and passed to staff to mark and feedback.	The students received regular feedback about their home learning and suggestions how to improve. The students continued to be part of school life and get rewarded for their work and efforts. Action was completed	Our students need regular contact and praise to help support their home learning and this will need to continue if there is another lockdown.		£1500
Students to receive the same maths teacher during the week.	New specialist maths teacher employed from June 2020. On year contract	Due to current staffing all students do not receive the same teacher for their maths lessons. Current pupil premium students achieving target is 4 % lower than non PP and non PP are 66%. Timetable will ensure all maths teachers are available when required started Sept 2020 Skills progress discussed termly to ensure progress and intervention.	The aim is that students will begin to achieve more skill levels as they have access to more consistent teaching, IMPACT from Sept 2020 due to Covid 19 and so approach will continue until data is analysis		£3000
<b>Total budgeted cost (approx)</b>					<b>£9700</b>

<b>v. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact - Was the success criteria met for PP and non PP?</b>	<b>Lessons Learnt Evaluate the impact of the action/approach and whether to continue.</b>		<b>Costings</b>

<p>All families are safe and well during the Covid 19 crisis and have regular interactions with school.</p>	<p>Regular discussions and contact with professionals involved with certain families to ensure needs are being met at home and concerns are dealt with</p>	<p>School ensured that the needs of the families and student mental and physical well being were met based on a RAG safeguarding system. School ensured they used their knowledge of families and current support to access need on daily basis.</p>	<p>The approach will continue as the approach ensured all families stayed safe, knew how to get any help they needed and that school were in contact with external agencies when/if required. The system used and created at Southlands was shown by North Tyneside as good practice document.</p>		<p>£4000</p>
<p>All FSM students still receive food on a daily basis.</p>	<p>Delivery of all Free school lunches daily (63 in total) by Southlands staff using school mini buses and own transport.</p>	<p>School had daily contact with all our Free school meal students who were not in school. This also happened during Easter and June holidays.</p>	<p>Seeing students aided us to complete well being checks and ensured students receive at least one meal per day.</p> <p>This will not continue in another full lockdown due to man hours and government changing to FSM vouchers will be issued during any whole area/country lockdown.</p> <p>Well being drive bys will be carried out quantity depending on the RAG rating of each students of concern is not in school.</p>		<p>£5000</p>

<p>All stakeholders are protected against the Covid 19 virus and equipment is supplied for them to use if required.</p> <p>Ensuring school environment meets standards required by Government.</p>	<p>PPE for all stakeholders if and when required within the learning environment and while delivering homework and free school lunches.</p>	<p>Staff and students well being, safety and mental health was considered at all times during the lockdown. This included a risk assessment and changing daily based on government guidelines.</p>	<p>This will continue during the pandemic. The impact of the action was that when the time was right all staff returned to school prior to Sept 2020 and all students returned to school in Sept 2020.</p> <p>Videos and risk assessments were shared with any parent/ carer, governor and staff member.</p>		<p>£1000</p>
<p>None FSM students who have been identified through the RAG safeguarding system have well being visual checks.</p>	<p>Drive by's to selected students depending on RAG rating. Weekly</p>	<p>This was achieved weekly and record on the CPOMS system</p>	<p>The selected families that had weekly visual contact and at least weekly phone contact were able to continue to support their children during the lockdown and who to contact for support.</p> <p>This will continue if concerns for a child who is not accessing school.</p> <p>Use current knowledge of families from RAG rating and continue this during next lockdown.</p>		<p>£500</p>

Families to have access to mentor to improve their mental and physical health	Selected families based on RAG safeguarding system will be called 2/3 times per week by school mentor.	All families that were called by the school mentor were PP students except for 1 and they were on a child protection plan but could not access school due to medical condition	<p>This will continue if there is another lockdown and students who from CPOMS entries during the last lockdown and current knowledge of families will mean that some students need to come into school during a lockdown</p> <p>The advice to families were given over the full lockdown period supported them with awareness of emotions their children were having and how to manage them. The behaviour advice that staff gave to families improved at home due to support for family. Key families to have a point of contact and direct line when support needed and this meant issues were dealt with quicker.</p>		£10,000
Whole school intervention record impact and intent and implementation system. Include increase speech and language targeted support.	Employ speech and language staff member from current team and replace hours with new TA.	<p>School want to be able to record intervention – costings, pupil premium progression with set targets.</p> <p>Speech and language intervention needed for approx 20% of students – increase staff hours to address current need,</p> <p>IMPACT NOT FULLY ACHIEVED</p>	<ul style="list-style-type: none"> <li>• ½ termly check with met targets for intervention.</li> <li>• Record remains updated at regular occasions.</li> </ul> <p>TO BE CONTINUED 20/21</p>		£3000
<p style="text-align: right;"><b>Total budgeted cost(approx)</b></p>					<b>£23,500</b>

vi. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	Estimated Impact - Was the success criteria met for PP and non PP?	Lessons Learnt Evaluate the impact of the action/approach and whether to continue.		Costings
Alternative provision for selected students to engage students back into education with coaching skills and child empowerment.	Find alternative provision who are able to meet key students social, emotional and behaviour skills.	<p>This provision continued during Covid 19 at times more remotely, but the two students who accessed this engaged and support</p> <p>Both students who are attending this are PP students</p> <p>In lockdown there continued to be regular meetings with provider and professionals (via email) and reports will be provided on a weekly basis. Any concerns reported daily if needed.</p>	<p>The impact for the families and the students continued to be positive during the lockdown and both students continued to make progress with their targets.</p> <p>This intervention will continue 2020/21</p>		£3200
Using a whole school risk assessment (RAG rated) all families are called on a regular basis to offer advice, guidance and support – recording contact onto CPOMS.	Majority of families are called by staff who are working from home and update safeguarding system.	All students on the school role were contacted at least weekly depending on their RAG rating. The majority of PP students were amber and so contacted twice a week.	<p>School during lockdown had a full understanding of the current situation at home and offered/signposted the families. Regular contact over the period ensured any safeguarding concerns were identified and dealt with.</p> <p>Families knew they will get at least weekly contact from school and from comments made they felt this supported them throughout the period.</p> <p>This will continue if there is another lockdown</p>		£2000
<b>Total budgeted cost (approx)</b>					<b>£5200</b>
					<b>£38,400</b> (April -Aug)

Academic year	2019/20 Sept to April pre Covid 19				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
vii. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learnt		Costings
Pupil Premium and LAC lead time	Monitoring and tracking with a focus on PP pupils, who are not making expected progress.	Increased number of pupils achieved expected standard or better in reading, writing and maths and their progress pre Covid. Difficult to consider full impact due to loss of teaching from March.	Data monitoring identified the key students and with regular meetings with HOD this meant that discussions could be have regularly at SLT to discuss any students of concern. PLAC students progression to be monitored from Sept 20.  Continue 20/21		£640
Professional development sessions for whole staff team – Update available to all staff online. Staff have regular updates of skills and knowledge	SLT staff member to organise and prioritise training sessions	Staff felt more competent and more effective in their role dealing with key areas addressed such as LGBT, hearing impairment and Golden Thread after the sessions.	School will continue with regular staff meeting. Staff discussion and inclusion in decision making will continue. Staff have been consulted to find areas of professional development needed/required. HOD will continue to complete curriculum review paperwork.  Covid 19 restrictions need to be considered for any training from Sept 20.		£1500



Students to be taught in classes with high staff: student ratios allowing targeted intervention and support	Continue 3 teaching groups across maths and English by employing extra staff	Intensive targeting of certain PP students ensured they made progress at least the same rate as other students pre Covid. Data in Dec 20 will show if this progress remains.	Gradually improving and gap is beginning to reduce. Lessons to learn need to begin to look at other ways to improve – more functional – Pre Covid 19  This will continue 20/21		£7500
All students to have the opportunity to participate in trips around the local area and national events	Offer a range of educational visits across the curriculum	Students developed their motor skills and fitness through participation in sports events pre Covid.	Continue to have the money available. Students benefited this year from KS4 students attending a range of sporting venues on a Thursday afternoon, trips to beach, trip to national parks.		£600
<b>Total budgeted cost (approx)</b>					<b>£10,240</b>

<b>viii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learnt (will it continue)</b>		<b>Costings</b>
NEW New system for recording and monitoring EHCP targets and intervention within school including speech and language.	Speech and language and other therapy groups	Implementation . To be able to assess accurately whether interventions have had an impact on a specific target for a student and assess whether they have made progress in that area. Impact - Students to have targeted interventions and to track and ensure that they have the desired impact intended. To follow the model plan, do and assess. To also enable accurate costings to be calculated on interventions per child.  Full impact could not be established due to Covid 19 outcome remains unchanged from Sept 20.	In-house SALT and specialist TA support staff and students with strategies which allow us to meet provision in EHCPs effectively. Intent - to provide a robust, accurate and costed measuring tool by tracking interventions across the school and measuring their impact on students progress.  This will continue 20/21 as the system had just been developed pre Covid 19.		£2000

Improved behaviour and wellbeing of EPICC students	Regular nurture activities with key staff	Students accessing nurture show improved engagement/behaviour in other areas pre Covid. Also evidence of improvement in social skills using Boxall Profile if deemed necessary.	Students value their time in nurture and build up relationships with key staff who support them as appropriate.  This will continue 20/21 and students accessing this support will be more fluid and depend on individual need.		£ 1000
Accelerated progress and raised attainment for pupils identified as needing additional support in English and Maths.	Intervention work with small groups of identified children across the school to include: • English and maths to secure accelerated progress and improved attainment.	Targeted intervention raised attainment pre Covid 19. Data from Dec 20 will be analysed to identify key students moving forward.  Students gain best possible accreditation and increased prospects after Southlands – teacher assessment due to Covid 19.	HOD will continue to allocate students and areas of development after data analysis each term. Staff time/training as required and discussions with SH termly will continue 20/21.		£1500
Students with anxiety concerns have access to FRIENDS group to improve their strategies dealing with problems.	Students more aware of emotions and how to manage them.	The linked support with home and school began to manage emotions of some students – pre Covid. Students were able to deal with their emotions and staff are able to use keywords and strategies during the school day. Only one round of the course was delivered due to Covid 19.	The course will continue 20/21 due to Covid 19 it will be delivered twice in two separate bubbles.		£1200

Students to have access to mentor to improve their mental and physical health	Students more aware of emotions and how to manage them. Students know how to look after their sexual health. Self-esteem is improved and there are less issues between peers. Behaviour is improved at home due to support for family.	Pre Covid 19 students were more aware of emotions and how to manage them. Students have a greater understanding how to look after their sexual health. Self-esteem was beginning to improve and there were less issues between peers. Behaviour was showing signs improved at home due to support for family for some students	This outcome will continue 20/21 with an increased budget due to Covid 19 and long term affects on students.		£11,000
Yr6 students, particularly vulnerable students have additional opportunities to socialise and make a smooth transition during summer school.	Invite all new yr 7 students	Students made good relationships with a number of staff before coming into year 7 and were more aware of behaviour expectations  *Due to covid 19 this impact was not fully achieved *	<ul style="list-style-type: none"> <li>Liaison with parents/carers</li> <li>Aware of new students behaviour and offer suggestions to new staff</li> <li>Improve relationships</li> </ul> NOT FULLY ACHIEVED DUE TO COVID BEING BROUGHT FORWARD TO 20/21		£2350
<b>Total budgeted cost(approx)</b>					<b>£19050</b> (Sept – March)
<b>ix. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learnt</b>		<b>Costings</b>
Alternative provision for selected students to engage students back into education with coaching skills and child empowerment.	Find alternative provision who are able to meet key students social, emotional and behaviour skills.	Attendance and behaviour for one student had improved pre lockdown. Social and emotional skills has begun to improve for both students pre lockdown.	This provision will continue as is invaluable for the right student		£3000

Good mental health for all students supporting good behaviour choices	Continued role of mentors with increased working hours	The number of students who receive CAMHS input or have low self-esteem was rising pre covid and school mentors time was becoming stretched due to role as school mentor and family liaison.	Students who don't have access to EPICC, but require extra support with social skills and emotional development, are able to access a mentor. The mentor also runs groups to help the students with their social and emotional needs.  School mentor needs increased time with students within school to work with students CONTINUE 20/21 – Employ a safeguarding admin staff member to release school mentor to support further with mental health.		£500
Students to have incentives and rewards linked to behaviour	Points system	Students were engaged with learning and motivated to do well. Points are awarded for achievement and effort.	Students earn points around school which contribute to small prizes, vouchers etc.  Will continue 20/21		£1000
Day to day budget- additional expenditure in response to need	Fund for one off purchase to ensure all students have an advantage.	To support students with one offs for example – school trousers, specific resources to improve learning – left hand pen, sanitary products,  To date – items have included Reading Pens x 2 £500, school uniform, shoes,  When one off products are identified the impact to the students means they are the same as others which is improving their mental health.	This money needs to continue to be available and increased in 20/21 due to Covid 19 and its long term affects		£900
All students to have access to breakfast at the start of each day	Provide breakfast for any student, particularly targeting those who are vulnerable	Students do not feel hungry and are better equipped to learn having eaten breakfast. Students are aware of healthy choices for breakfast. Having the breakfast available for all students helps school ensure everyone can have food without the stigma with certain students being highlighted.	School will continue to offer this to all students and they can take freely. School will target some key students depending on information we have about current home situation. Registered with Tesco to receive safe food waste used for breakfast club. Excess food is either donated to food bank or sent home in parcels for families		£400

			<p>who are particularly in difficulty.</p> <p>This will continue to be offered to KS3 and KS4 separately due to Covid bubbles from Sept 20.</p>		
All students to have the opportunity to attend out of school clubs and enrichment activities	Youth club Cookery, Chess etc.	<p>All PP students are able to access enrichment activities outside of school in a safe environment. Families have respite and this was a great benefit to a couple of families pre lockdown. Students have learnt how to socialise appropriately with their peers in a more relaxed atmosphere.</p> <p>List created of students who attended pre lockdown and once the clubs are up and running again students who had not accessed prior will be targeted.</p>	<p>PP students will be targeted to attend at least one after school club, and supported with finance if appropriate.</p> <p>This will continue 20/21</p>		£1300
Male students to have access to male mentor to better understand relationships, sexual health etc.	Male mentor	Students pre lockdown were showing they were more emotionally stable and physically healthy.	<p>Male students have 1:1 or group work to support them with issues relating to sex and relationships, puberty etc.</p> <p>This will continue 20/21</p>		£500
<p>CONTINUE</p> <p>All students to have the opportunity to learn to swim</p>	Swimming lessons for KS3 students for one term	<p>Students should be safer in the community as they have basic skills in the water. All know the benefits of taking exercise as part of a healthy lifestyle. Encourage families to participate in activities together using local leisure facilities, or students to go with peers.</p>	<p>All KS3 students access 1 term of swimming lessons at local swimming pool to enable them to learn to swim and encourage a healthy lifestyle</p> <p>This will continue 20/21 Covid 19 dependent.</p>		£800
<b>Total budgeted cost (approx)</b>					<b>£8400</b> (Sept – March)
					<b>£37,690</b> (Sept – March)

## 1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

**Please note, our budgeted costs currently exceed our allocation, as this is for the financial year so far. This will be updated when we receive our allocation for the academic year and will be within budget.**