

## \*Statement of pupil premium strategy – Regency High School 2017 - 2018

1. Summary information					
School	Regency High School			Type of SEN (eg: PMLD/SLD/MLD etc.)	Generic
Academic Year	2017 / 18	Total PP budget	£50,490.00	Date of most recent PP Review	See separate document 2016-17
Total number of pupils	178	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication	37%	50%
% achieving UQ targets in reading **See note in section 7. Additional detail. Strategies in place to address this 2018/19	22%	32%
% achieving UQ targets in writing	27%	37%
achieving UQ targets in maths	33%	33%

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	Individual special educational needs.
B.	Challenging behaviour linked to special educational needs which prevent learning.
<b>External barriers</b>	
C.	Emotional development.
D.	Poverty.
E.	Social needs.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	25% of PP pupils in the upper quartile for all subjects.	Solar targets analysis
<b>B.</b>	Pupils can self - regulate effectively to access the curriculum.	Decrease in positive handling and use of 'Team Teach' deescalates potential issues. Pupils active in the effective use of the 'blue card' system.
<b>C.</b>	Pupils will develop greater emotional resilience through individual programmes of intervention such as Thrive or Music Therapy (MT). Thrive / MT	Pupils will access all elements of the curriculum and its enrichment with additional resources.  THRIVE assessments show clear impact for emotional development.  Music therapy shows clear impact for emotional development.
<b>D.</b>	Parents / families are supported financially to improve physical, social, emotional and personal development.	Pupils will access all elements of the curriculum and its enrichment with additional resources. (For example; cooking ingredients / toiletries for personal hygiene / tickets to attend the annual school pantomime and regular educational visits). Educational outcomes. Provision of Free school meals.
<b>E.</b>	Pupils demonstrate an increase in social development.	(For example; cooking ingredients / toiletries for personal hygiene / tickets to attend the annual school pantomime and regular educational visits). Educational outcomes.

5. Planned expenditure					
Academic year		2017-18			
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	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
25% of PP pupils in the upper quartile for all subjects.	Teaching staff have information in order to plan the curriculum to meet individual needs. Staffing levels meet pupil need. External tutors support in interventions and pupil achievement.	Pupils are making progress towards their attainment and academic progress. Progress meetings occur to allow staff to identify pupils who need alternative support to continue to make good /outstanding progress.  <b>37%, 22%, 27% and 33% of pupil premium pupils were in the upper quartile for subjects. (Communication / reading / writing maths respectively)</b> <b>Reading is under review in line with the SDP to address this issue.</b>	Curriculum planning coverage. Scrutiny and approval of visit paperwork and identified pupil links to EHCP targets. Lesson observations, work scrutiny. Staff coaching where identified. Phase meetings - pupil progress discussions. Cross school moderation opportunities. EHCP reviews.	SLT Phase / KS leaders Subject leaders	Half termly for pupil progress Sept 2018
Pupils can communicate their needs and emotions more effectively than previously.	Thrive Music Therapy Wellbeing	Attendance at wellbeing allows pupils to remove themselves from situations that they can't cope with - preventing crisis.  Use of wellbeing by PP pupils allows them to return quickly to lessons and access learning and curriculum time more frequently.	Staff CPD / training. Staff attend THRIVE training course Allocated THRIVE class base. Assessment and tracking in place. Progress meetings Triage / meeting feedback - communication	SLT	Three times over the course of the academic year.  Sept 2018
<b>Total budgeted cost</b>					£30,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Pupils can self - regulate more effectively.	<p>CPD for staff to support pupils. Classroom staff; ensure classroom environments / approaches are appropriately matched to meet needs. Increase staff understanding on how to approach pupils in a range of situations. Increase communication approaches to enable pupils to communicate needs and emotions. Liaison / observation with Wellbeing staff of pupils' self-regulation and identify / review strategies. Pupil's use of the 'blue card'. Warning systems SOC meetings. Audit pastoral / therapeutic provision so that future staffing meets the changing needs of pupils.</p>	<p>Analysis of pupil groups highlights that Pupil premium pupils contribute more to the negative behaviour and therefore need more support with self-regulation and behaviour choices.</p> <p>Pupils require support to access the curriculum. Pupils respond to strategies where they can use a system to leave the classroom to self-regulate in a quiet place and then return when they feel able.</p> <p>Pupils are able to return to class after shorted periods of time. Pupils do not get to crisis point before support is available.</p> <p>The blue card system removes the need to use warnings and pupil management is positive. Analysis of blue card system shows PP children are positively self-regulating using the 'blue card' system.</p>	<p>Consistent approach to children struggling to self -regulate. Effective use of wellbeing – E.G: reduced attendance by pupil indicates classroom environment meets need of pupil. Alternatively, attending wellbeing shows ability to use as need is identified by pupil. Wellbeing reports to Governors. Monitor coaching and data to ensure correct staff and pupils are being supported.</p>	<p>SLT Class teacher ET KG NA</p>	<p>Weekly triage / SLT meetings.  Weekly staff well-being briefing.  Half termly</p>
<b>Total budgeted cost</b>					£2,000
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Parents / families are supported financially to improve physical, social, emotional and personal	Pupils will access all elements of the curriculum and its enrichment with additional resources.	Pupil premium pupils are in the group most likely to struggle to have their basic needs met. Parent financing of personal care items and contributions towards trips	Daily parental diary for each pupil Parents meetings Key stage events – e.g. 'life after school evening / summer celebration evening /	SLT  KS / phase leader	Sept 2018

development.	(For example; cooking ingredients / toiletries for personal hygiene / tickets to attend the annual school pantomime and regular educational visits).  Analyse / identify changes required to improve issues raised – for example changes to pupil circumstances. Communicate actions to parents.	or ingredients can be more of a luxury for these families.  All pupils can experience enrichment and enjoy increased access to the curriculum.  Strengthening of home school link is extremely effective in supporting pupils and their progress and happiness in school.	accreditations presentation evening. Parental questionnaire / opinion Regency Friends meetings Feedback to Governors	Class teacher	
Pupils demonstrate an increase in emotional development compared to the previous year.	To continue to develop THRIVE ethos across the school. Develop classroom interventions / small group interventions that support this ethos.	Analysis of pupil groups highlights that THRIVE impact is effective. Progress made or sustained by all pupils.  Attendance at wellbeing allows pupils to use strategies in a consistent way to support their emotional development.  Use of wellbeing by PP pupils allows them to return quickly to lessons and access learning and curriculum time more frequently.	Staff training / CPD Leadership modelling Wellbeing briefings / triage meetings SOC meetings Governor updates SLT and Budget commitment to prioritise the Thrive approach.	SLT  ET  KG  Class teacher  NA	Half termly / Termly  Sept 2018
Total budgeted cost					£20,000

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
25% of PP pupils in the upper quartile for all subjects.	Progress meetings identify pupils SOLAR data	This was exceeded apart from reading. All pupils were assessed as being in the upper quartile for all subjects. The SDP is addressing this.	Positive impact on pupils; staff clear about pupils and need. Strategies used to support pupils to access all learning. This will be continued.	£12,000 £25,000

Pupils communicate needs and emotions effectively.	Thrive Music Therapy Wellbeing	Increased physical, emotional and social wellbeing: pupils express needs and wishes and strategies are in place to support these.	Positive impact on pupils; clear strategies to support meeting pupil need for access to learning. This will be continued.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Identified Pupils can self - regulate more effectively	Use of blue card	Increase emotional wellbeing – pupils can attend wellbeing to re-focus and then return to lessons effectively.	Positive impact on pupils; clear strategies to support pupil to access learning environment. This will be continued.	£2,000
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Parents / families supported financially to improve physical social emotional and personal development.	Fund trips and visits	All pupils attended trips and visits – enabled full access to curriculum and experiences.	Positive impact on pupils; full access and inclusion – enriched curriculum experiences. This will be continued.	£2,000
	Fund school meals	All pupils receive cooked meals. Increased social wellbeing – full access and inclusion for pupils. Socially share meals at home. Reduced demand on family.	Positive impact on pupils; basic needs met allowing pupils to focus on lessons. This will be continued.	£22,500
Increased physical / social development	Fund personal care / clothing items And ingredients for food technology lessons.	All pupils had basic needs met, this supported pupils who were then able to focus on learning.	Positive impact on pupils – social acceptance in. Pupil basic needs met to support access to learning. To be continued.	£5,700
<b>Total cost</b>				<b>£69,200</b>
<b>7. Additional detail</b>				
In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.				

**Current attainment – Outcome A: a result of 22% - this fell short of the 25% of PP pupils in the upper quartile for all subjects target.**

**Pupil A** – Alternative strategies have been put in place to support emotional development and to enable pupils to become ready to learn academically, therefore recording of progress for these pupils does not lie in numerical percentage data.

**Pupil B** – Alternative strategies have been put in place to support emotional development and to enable pupils to become ready to learn academically, therefore recording of progress for these pupils does not lie in numerical percentage data.

**Pupil C** – Significant / extensive disruption to home life by being removed into care. Alternative strategies have been put in place to support emotional development and to enable pupils to become ready to learn academically, therefore recording of progress for these pupils does not lie in numerical percentage data.

**Pupil D** – Long term absence for medical reasons – significant operation.

**Pupil E** – Following death of parent change to social circumstances this pupil became a school non – attender, this continues to be followed up.