

West Lea Pupil Premium Strategy Statement 2020-2021

School name	West Lea School
Pupils in school	322: Reception –Year 11
Proportion of disadvantaged pupils	168
Pupil premium allocation this academic year	£198,340
Academic year or years covered by statement	2020 to 2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	West Lea Governing Body
Pupil premium lead	J Carrick
Governor lead	M Rodin

Context

West Lea School is a complex organisation and is divided into 3. Each individual campus is responsible for an age related cohort:

Meridian: Primary

Haselbury: KS3

Learning for Life KS4

We believe in the development of the individual across a range of skills, attributes and activities that relate to learning for life and prepare them for adulthood. At West Lea we identify the potential barriers to an individual's progress and then personalise and structure their learning accordingly. For many of our learners it is the wider educational experiences and skills that can add value to their lives and ensure that they can have a meaningful life post their time with us at school.



Academic Year 2020/2021	MERIDIAN CAMPUS PUPIL PREMIUM PLAN			
All that is outlined below is dependent on the extent of COVID related restrictions and is a best case scenario for our community.				
Aim and Rationale	Evidence of impact	Implementation	Monitoring	Outcomes July 2021
<p>Pupils make at least expected progress in reading.</p> <p>Rationale Reading is a key component of an inclusive life and remedial action to support this reduces a key barrier to the PFA outcomes.</p>	<p>Closure in the progress gap between PP and non-PP students</p>	<p>Reading scheme purchased to support the children develop their love of reading as well as expose them to books that are going to progress their reading ability.</p> <p>Catch up reading scheme used to support learning at St Mary's to close the gap between chronological age and reading ability.</p> <p>Accurate diagnostic tool used to assess reading age and therefore ensure books are accurately pitched to support development.</p> <p>A system set up to track and recording reading that takes place to encourage and celebrate reading done at home.</p>	<p>Personalisation meetings</p> <p>Learning walks</p> <p>TLC conversations</p> <p>Listening to children read and talk about books</p>	<ul style="list-style-type: none"> - Reading scheme purchased. - Reading scheme purchased and used in school in higher pathway classes. - Reading assessment screening also used in higher pathway classes. - Action plan in place to roll out reading scheme and assessment across school. - Progress map for reading has been written in line with whole school review of the curriculum. <p>Progress data related to EHCP targets was collected which was a change since this plan was written. Case studies are available to support individual children's progress.</p>
<p>Improve functional maths skills (linked with passports) of PP pupils.</p> <p>Rationale Functional maths is a key component of an inclusive life and remedial action to support this reduces a key barrier to the PFA outcomes.</p>	<p>50% of all PP pupils make good progress in functions maths skills (linked with passports) with no pupils making less than requires improvement.</p>	<p>Review curriculum to ensure opportunities are planned in for children to practice using functional skills identified within the passports.</p> <p>Provide CPD to support in the teaching and learning of functional maths school.</p> <p>Develop links with parents and run sessions so that parents can continue to support their children at home in developing these skills.</p>	<p>Personalisation meetings</p> <p>Learning walks</p> <p>TLC conversations</p>	<ul style="list-style-type: none"> - Curriculum reviewed as part of whole school review. - CPD sessions lead to support the development of the teaching of maths, in particular life skills. - During lockdown teachers modelled maths activities that could happen in the home to support maths. - Progress map for maths has been written in line with whole school review of the curriculum. <p>Progress data related to EHCP targets was collected which was a change</p>

				since this plan was written. Case studies are available to support individual children's progress.
<p>Pupil make good progress towards becoming independent travellers because they are able to cross the road safely using a zebra crossing and traffic lights.</p> <p>Rationale To be able to safely navigate your local community is a key success criteria for our younger cohort.</p>	<p>Children can share their understanding of the how to cross the road safely.</p> <p>Children will be observed walk to and from a venue with supervision.</p> <p>Children will be observed following the green cross code.</p>	<p>Team teaching to support taught sessions to develop children's skills.</p> <p>Training to supporting managing risks whilst in the community.</p>	<p>Personalisation meetings</p> <p>Learning walks</p> <p>TLC conversations</p>	<ul style="list-style-type: none"> - Role play and activities to support developing travel at home and during school whilst restrictions in place. - Assessment of travel has taken place in all classes and during Summer 2 classes are going out in to the community, practicing and developing these skills. - Scooters, bikes and helmets purchased and are used during play/lunch. <p>NB Taz collected data at the start of the summer term and will be collecting it again at the end of Summer 2 therefore data can be provided to show progress in this area.</p>

Academic Year 2020/2021	HASELBURY CAMPUS PUPIL PREMIUM PLAN
All that is outlined below is dependent on the extent of COVID related restrictions and is a best case scenario for our community.	

Aim and Rationale	Evidence of impact	Implementation	Monitoring	Outcomes July 2021
<p>To ensure all students make expected progress in terms of EHCP outcomes.</p> <p>Rationale The EHCP is a key document that details the progress our learners make towards their personalised outcomes.</p>	<p>Personalised targets have been embedded within curriculum.</p> <p>Levels and EHCP outcomes inform decision making around qualification targets.</p> <p>Assessment information e.g. evidencing learning journey's</p>	<p>Key EHCP outcomes embedded throughout sessions</p> <p>Enhanced access to key resources</p> <p>Reviewing to ensure access for all.</p>	<p>Class team and teachers meeting illustrate highly personalised learning opportunities, with key EHCP outcomes embedded.</p>	TBC
<p>To develop to enrichment curriculum to ensure all students have increased exposure to learning opportunities through an enhanced curriculum.</p> <p>Rationale Many of our pupils do not have the opportunity or exposure to a range of extra-curricular activities by the nature of their SEN.</p>	<p>Pupils engaging with the enrichment curriculum, enhanced exposure.</p> <p>EHCP outcomes are embedded within the whole enrichment curriculum</p> <p>Assessment information and evidence capture demonstrates the learning journey.</p>	<p>Teachers are setting good quality EHCP outcomes</p> <p>Personalised planning based on EHCP outcomes</p> <p>Opportunities within the curriculum to practice these skills in meaningful everyday contexts</p>	<p>Enrichment leads creating opportunities regularly throughout the school year.</p> <p>Sharing / celebrating good practice</p> <p>Regular reviews of planning / mid-term schemes</p>	TBC

Academic Year 2020/2021	LEARNING FOR LIFE CAMPUS PUPIL PREMIUM PLAN
All that is outlined below is dependent on the extent of COVID related restrictions and is a best case scenario for our community.	

Aim and Rationale	Evidence of impact	Implementation	Monitoring	Outcomes July 2021
<p>Pupils achieve personalised qualifications in Maths and Eng e.g. Functional Skills English and Maths, AQA unit awards.</p> <p>Rationale Access and success in qualifications is a key constituent of our educational offer and assists our learners in transitioning to other educational opportunities.</p>	<p>Personalised qualification targets have been set post baseline.</p> <p>Levels and EHCP outcomes inform decision making around qualification targets.</p>	<p>Ensure students are on right course</p> <p>Access to right materials</p> <p>Facilities for home learning are in place e.g. IT access / Wifi</p>	<p>Class personalisation meetings after termly reviews</p>	<p style="text-align: center;">Summer 2021</p> <p>11 pupil premium students entered for Functional Skills English exams and 2 for GCSE English exams.</p> <p>13 pupil premium students entered for Functional Skills Maths exams and 1 for GCSE Maths.</p>
<p>To improve writing performance within relevant functional contexts</p> <p>Rationale Being able to express oneself by using the written word is an important means of communicating</p>	<p>Pupils are making good progress towards their individualised EHCP targets linked to literacy.</p>	<p>Teachers are setting good quality EHCP outcomes</p> <p>Personalised planning based on EHCP outcomes</p> <p>Opportunities within the curriculum to practice these skills in meaningful everyday contexts</p>	<p>TLCs</p> <p>Monitoring</p> <p>Triangulating data, planning and delivery</p> <p>Assessment data</p>	<p style="text-align: center;">Summer 2021</p> <p>This target has not been met and will be carried over to next year.</p> <p>Progress so far:</p> <p>Staff are setting better quality EHCP outcomes and targets as evidenced through quality assurance process.</p>

				There is some evidence from book looks that shows feedback on writing is clear and focuses on improvements students can make to improve their written work.
<p>Develop a personalised creative curriculum offer and to pilot accreditation opportunities through the arts award.</p> <p>Rationale Our learners have the right to be expose to a variety of curricula tailored to their individual needs.</p>	<p>Pupils engaging with the creative curriculum</p> <p>Students are exposed to cultural capital experiences</p> <p>Building up portfolios as evidence for Arts Award</p> <p>70% of the pilot cohort achieve Arts Award qualification.</p>	<p>Teachers are confident with the accreditation process</p> <p>Increased participation in enrichment activities</p>	<p>'Pick and mix' creative curriculum medium term plans</p> <p>Monitoring of Arts award portfolio evidence</p> <p>Monitoring</p> <p>Student voice</p>	<p>Summer 2021</p> <p>This target is ongoing. The following progress has been made.</p> <p>Head of School focusing on development of Creative Curriculum as part of NPQH.</p> <p>Staff survey completed on Creative Curriculum.</p> <p>Student voice obtained on Creative Curriculum.</p> <p>Working party set up and Curriculum maps produced.</p>

Academic Year 2020/2021	WEST LEA SCHOOL OVERARCHING OBJECTIVES PUPIL PREMIUM PLAN				
All that is outlined below has been impacted by the COVID related restrictions during the academic year 2020-2021					
Aim and Rationale	Evidence of Impact	Implementation	Monitoring	Staff lead	Outcomes July 2021
<p>All students have the opportunity to go on a residential</p> <p>Rationale One of the major barriers for our learners is access to a wider educational experience. For many of our learners this will be their first time away without parents/carers, a key part of developing their independence in PFA.</p>	<p>Residential is funded for those who cannot afford it.</p> <p>PP and LAC students given placements on trips where necessary.</p>	<p>HoS encourage ALL pupils to experience a residential and ensure that monetary concerns are not a barrier to participation. This to be emphasised at prospective parental interviews as well</p>	<p>Monitor trips to ensure all PP students have access to them</p>	<p>HoS</p>	<p>Spring/Summer 2021</p> <p>Budget: £16,600</p> <p>Unfortunately, Covid had a severe impact on our ability to offer residential trips which are usually a key part of our learners West Lea experience. We were able to facilitate one at the end of the summer term and 50% of the participants were PP.</p>
<p>More pupils are travel trained and are then able to travel independently.</p>	<p>Ensure TT is part of all EHCP annual review processes and that all</p>	<p>West Lea expects all pupils to be independently travelling as soon as it is deemed suitable. This is an integral part</p>	<p>Travel training has a measurable outcome, in that students will travel to and from school independently</p>	<p>L Bagley</p>	<p>Budget: £9562</p>

<p>Rationale Many of our learners are transported into school either via LA transport and by parents/carers. Being able to travel on their own increases their self esteem as well as boosting their independent skills.</p>	<p>PP pupils who are able to be TT are successfully taught.</p>	<p>of our Preparing for Adulthood/Learning for Life philosophy. Pupils ready for TT have been identified at the start and during the academic year. We employ dedicated TTs.</p>	<p>(tracked through SIMS) as well as through our review framework</p>		<p>42% of the cohort that were successfully travel trained this year were PP. Our ability to provide a comprehensive programme was inhibited by both lockdowns and preserving the integrity of pupil/staff bubbles.</p>
<p>Access to Work Experience</p> <p>Rationale West Lea school puts great emphasis on PFA which hopefully for our learners will include paid employment. This begins their journey, whether supported by staff or independently</p>	<p>All pupils eligible for PP in KS4 access a work experience placement</p>	<p>West Lea expects all pupils to have access to work experience. This is an integral part of our Preparing for Adulthood/Learning for Life philosophy. Staff ensure that preparatory work is undertaken in the summer of year 9/10 to facilitate the wex placements beginning early in the Autumn Term</p>	<p>We have a dedicated co-ordinator for this programme who is now supported by other staff as the cohort as expanded.</p> <p>The programme is also impacted by the number of employers now engaged with the Supported Internship programme.</p>	<p>L. Bagley</p>	<p>Budget £4562</p> <p>53% of the cohort that successfully completed work experience this year were PP. Our ability to provide a comprehensive programme was inhibited by both lockdowns, preserving the integrity of pupil/staff bubbles and</p>

					a contraction in employers offering placements
<p>Additional Speech and Language Support</p> <p>Rationale Many of our cohort have communication needs in addition to those outlined on their EHCPs. Dedicated SALT support can now, in a timely manner, enhance our support to our pupils.</p>	All PP pupils who require additional Speech and Language support are identified and a program instigated.	Each campus now has dedicated speech and language support	To be monitored through termly individual pupils progress reviews, termly review meetings with parents and additional outcomes not already identified on their EHCPs	HoS	<p>Budget: £64570</p> <p>Covid impacted on this outcome as much of the individual support was curtailed due to the restrictions and this is reflected in the figures. Of individual referrals the PP numbers were as follows;</p> <p>Meridian 44% of cohort were PP</p> <p>Haselbury 35% of the cohort were PP</p> <p>Learning for Life 45% of the cohort were PP.</p> <p>. During lockdown a bespoke support</p>

					package was implemented to provide as much coverage as we could.
<p>Additional Therapy Support</p> <p>Rationale To increase the amount of therapy that can be provided to support our pupils with their emotional well being.</p>	<p>West Lea funds 2 art therapists. This enables us to offer a placement for a student therapist.</p> <p>We have recently supported 5 staff to be trained as Emotional Literacy Support Assistants.</p>	<p>The Therapeutic Support team have oversight of the interventions across the whole school and through their referral process identify and target those pupils who have access to PP.</p>	<p>To be monitored through termly individual pupils progress reviews, termly review meetings with parents and outcomes not already identified on their EHCPs</p>	<p>HoS</p>	<p>Budget: £49355</p> <p>58% of the cohort that successfully completed art therapy this year were PP. Our ability to provide a comprehensive programme was inhibited by both lockdowns and preserving the integrity of pupil/staff bubbles.</p> <p>Although we were able to offer some sessions remotely.</p>
<p>Provide additional IT support for blended learning</p> <p>Rationale</p>	<p>All PP pupils have access to an online device that enables them to work both at school and remotely if</p>	<p>Identify IT champions at each Campus. Link with experienced school who can support us to develop blended learning. Purchase the IT equipment personalised for all pupils. Deliver training for all so</p>	<p>To be monitored by the blended learning team and the HoS to ensure all PP pupils are given access to devices and are able to use them</p>	<p>HoS</p>	<p>Budget: £16,800</p> <p>All learners who are eligible for PP were</p>

This is an additional sum of money to supplement the Covid Recovery premium so all PP pupils have access to our online learning offer	COVID causes lockdowns	that they can access the individual devices.	both at school and if they are at home.		given access to devices to enable them to remotely learn during lockdowns
<p>Additional SEMH support</p> <p>Rationale To ensure that all therapeutic support is targeted, not duplicated and co-ordinated through the central team. This support will increase the level of self-regulation amongst our cohort of learners.</p>	<p>West Lea is now employing a Head of Therapeutic Support to co-ordinate and monitor the impact of our therapeutic offer. This will also enable us to have student clinical psychologists on placement.</p>	<p>The Therapeutic Support team have oversight of the interventions across the whole school and through their referral process identify and target those pupils who have access to PP. Look for additional opportunities to expand the range of therapeutic support on offer.</p>	<p>This will be monitored through the Well Being Hub which staff can refer into. It will also be monitored through termly individual pupils progress reviews.</p>	<p>Jose Negrin</p>	<p>Budget: £51579</p> <p>48% of all the referrals supported by the Emotional Well Being Hub were learners eligible for PP. Due to Covid support for them was impacted by the bubbles and remote access during part of the academic year.</p>