

REDBRIDGE HIGH SCHOOL PUPIL PREMIUM PLAN:
(EVALUATION)

YEAR 2017/2018

TOTAL PUPILS ELIGIBLE : 54 PUPILS IN YR 7 TO 11

BUDGET ALLOCATION

£50,490 £935 PER PUPIL

BARRIERS TO PUPILS LEARNING:

- Maximising pupils' ability to communicate at whatever level is appropriate, objects of reference, picture exchange, supportive signing or verbal communication.
- Addressing environmental or sensory issues that can impact on pupils' ability to access the curriculum.
- Access to specialist services and support to enhance pupils learning opportunities and access to the curriculum.
- Ensuring a holistic approach to supporting pupils learning with home and other settings where pupils can potentially interact i.e. respite placements.
- Access to activities outside the traditional school day including opportunities to access leisure activities
- Supporting pupils through transition phases particularly on leaving school.

ACTIONS WE WILL TAKE	OUTCOMES FOR PUPILS	WHO	BY WHEN	COST	MONITORING & REVIEW	IMPACT
To continue the provision of the additional Pastoral support worker post for hard to reach families and to support transition into adult services.	Pupils and their families are supported to provide a holistic approach to their education including transition	JM (PSW)	Sept 2017	£28,018	Termly engagement report by PSW to SLT	<p>Better attendance at annual reviews and pastoral meetings support for the team around the school and improved monitoring and addressing of attendance issues</p> <p>Feedback from parents has been outstanding on the support provided for transition especially as support from outside school has diminished</p> <p>All new staff have received the core training for supporting pupils with SLD/ASD. NAS accreditation report highlighted the effectiveness of the support for pupils in this area.</p> <p>Pupils have benefited from an enjoyed access to a range of additional sports activities both in and outside school supplementing our own provision. (see above)</p> <p>Pupils have continued to access a broad range of enhancing activities outside of school that have enhanced their learning experiences.</p>
To continue the provision of additional independent advice and guidance for post 19 transition.	Pupils and their families can access the best possible guidance to support transition	NA (TAGs)	Sept 2017	£1,808.	PC to monitor via annual review meetings	
To continue the provision of specialist speech and language provision as well as support for the further development of sensory related training, resources and provision.	Pupils communication and sensory needs are assessed and met to maximize access to the curriculum	CG (SaLT)	Sept 2017	£7,600	AH half termly liaison meetings with SaLT indiv. Pupil reports	
To provide access to additional sporting events within a network of schools targeting pupils of all abilities.	Pupils have access to additional activities outside of the curriculum to promote health, fitness and enjoyment	SG via MSLD network	Oct 2017	£1,800	Termly review by BR with PE staff	
To accredit the school's provision for ASD pupils through the National Autistic Society	Provision for pupils with ASCs is appropriate and meeting their needs	AH	Review due 2018	£1,500 annual fee	Development plan visits by NAS advisor and interim Devlp. Plans	
Contribution to Minibus running costs to ensure access to community activities.	Pupils access a broad relevant curriculum	BM	April 017 –April 18	£9,064	Termly monitoring of planning by SLT	

Pupil premium: KS3 – KS4

Comparison of progress against expectations taking account of category of need expressed as a change in CASPA percentile rankings for academic year 2017 – 2018: Eligible 43 Not eligible 26

Literacy (Aspects Averaged) (69 pupils with comparative data 43 PP 26 non PP)

PP:	Expected: 98%	Of which Exceeded: 4%	Less than 2%	1 pupil
NON PP:	Expected: 96%	Of which Exceeded: 12%	Less than 4%	1 pupil

Numeracy (Aspects Averaged) (69 pupils with data 43 PP 26 non PP)

PP:	Expected: 96%	Of which Exceeded: 10%	Less than: 4%	2 pupil
NON PP:	Expected: 97%	Of which Exceeded: 6%	Less than 3%	1 pupil

Science (Aspects Averaged) (63 pupils with data 38 PP 25 non PP)

PP:	Expected: 95%	Of which Exceeded: 8%	Less than: 5%	2 pupils
NON PP:	Expected: 96%	Exceeded: 8%	Less than: 4%	1 pupil

Computing (Aspects Averaged) (66 pupils with data 40 PP 26 non PP)

PP:	Expected: 100%	Of which Exceeded: 2%	Less than: 0%	
NON PP:	Expected: 92%	Of which Exceeded: 12%	Less than: 8%	2 pupils

PSD (Aspects Averaged) (67 pupils with data 42 PP 25 non PP)

PP:	Expected: 100%	Of which Exceeded: 5%	Less than 0%	
NON PP:	Expected: 92%	Of which Exceeded: 4%	Less than: 8%	2 pupils

Between September 2017 /July 2018 we had 10 pupils achieve 100% attendance, 50 pupils achieve between 95-99.9% and 23 pupils below 85% attendance. The pupils below 85% consist of 16 pupils who have long term medical conditions resulting in a lot of hospital admissions, two of these pupils sadly passed away, 1 who only attends three days a week and the other 6 are pupils who have other health problems e.g. blood disorder, teeth extraction needing hospital admission and other health complaints.

Nine students left school this year and two of the students were in receipt of Pupil premium that represents 1.57% over the complete school and 3.39% of the 59 students in receipt

Engagement of hard to reach families

Another part of this role was to connect with families that don't engage with school, this has been done by, building a positive relationship with both the parents and the pupil and being reliable and consistent. Transport is offered to those parents who find it difficult to attend planned meetings and the opportunity to hold meetings within the family home at a time that is convenient for them.

Maintaining the engagement once it's been established is essential and this is done through phone calls, letters or a home visit.

Signposting families to other agencies if required

Also families who have never asked for any impute from school or other agencies are now able to speak to someone face to face and get the advice and support they are now looking for.

For example; A Parent needed advice and support to find out what support they could get within an adult hospital for when their son with Autism had to attend . The staff member was able to access support for the family via the safeguarding team within the hospital and ensure that protocols were put into place and that all staff who were to come into contact with the young person, were aware of how to handle the situation and this made the visit a lot better for both the family and him.

Transition

We had 9 students leaving this year 2017/2018, 2 have taken up college placements, 3 have taken up places in specialist day service provision (Autism) and for the other students who left 3 have gone to social care day service provision and one remained at home with a Personal assistant supporting them to access activities of their own choosing

Also one young man as well as attending college for three days a week took up a voluntary work placement with in The Brain Charity and works there two days a week

The transition to post 19 provisions has improved with the creation of this post because all parents have someone available to support them and make them aware of what provision is out there

Every student leaves with a Person Centred Plan, Communication Passport and a one-page profile

We work closely with The Statement Review Office and the information collated helps form part of the new EHC plans

All families are supported to visit post 19 provision and this has gone some way in helping the process less stressful for everyone

Academic Year 2017-2018

Our Speech and Language Therapist, was booked on a termly sessional basis to complete: -

- Year 7 screenings,
- 9 Pupil observations and parents' meetings to discuss and implement communication strategies that require additional assessment, strategies AAC/Ipad apps.
- Assessment for 2 pupils requiring AAC devices and applications for funding via the CAAT team.
- Target setting for receptive and expressive language for individual complex communication needs, ASD cohort
- Observation and report to inform LAC report and DOL's court hearing.
- Strategies to develop communication linked to behaviour for individual complex pupils.
- Training following action plan compilation was completed and delivered to meet standards for Autism accreditation. Pro-active strategies, communication strategies, wellbeing target formulation.

Supporting pupils sensory needs

One pupil, has received additional SHINE therapy assessments (February 2018) to support their sensory strategy development in school and in looked after settings

Academic Year 2018-2019

- Funding to be used to maintain and repair AAC devices currently being used in school.

Speech and language therapy support to include: -

- Prioritising training needs for new and newly qualified staff
- Individual pupil assessments for speech and language and communication linked to behaviour.
- Year 7 screenings, advice sessions for new and newly qualified teaching staff
- Assessments for individual communication aids and funding through Liverpool CAAT team regional funding.
- Base 1 screenings and assessments for early communication development. New staff training in early communication development and target setting.

The school was successfully reaccredited by the National Autistic Society for our Autism provision in March 2018. The report highlighted the highly effective practice within the school; *"policies, procedures and working documentation promote a consistent and clear approach, rooted in an understanding of best practice, in supporting autistic students."* *"staff enable each autistic student to have a relevant understanding of how to manage life transitions such as puberty, menstruation, adulthood, bereavement."* *"Redbridge has a holistic approach which links issues around communication, sensory needs and behaviour in order to produce a coherent ethos for preparing pupils for a fulfilling life after school."*

Pupils accessed a range of additional sporting activities and events to enhance the in-school sports programme.

- Everton in the Community coaches - 20 pupils (1/2 a day a week – throughout the academic year)
- Little Musketeers, Fencing - 30 pupils
- Olympic Legacy Event - 12 pupils (1 day event)
- Sale Sharks inclusive rugby - 30 pupils a week (1 day a week for 5 weeks)
- Bike-ability cycling proficiency - 10 pupils (2 day training course)
- British Cycling coaches (1 day a week – throughout the academic year)
- Swimming sessions - 35 pupils a week (1/2 a day a week – throughout the academic year)
- Inter-school competitions - 12 pupils per competition (Football, Athletics, Boccia, Table Cricket, Curling)