

Annual Statement of pupil premium strategy – SEN schools

| Summary information | | | | | |
|-------------------------------|---------------------|---|---------|---|----------------|
| School | Ravensbourne School | | | Type of SEN (eg.PMLD/SLD/MLD etc.) | PMLD |
| Academic Year | 2019 / 2020 | Number of Primary Pupils eligible for PP (at time of census) | 15 | Date of most recent PP Review | September 2019 |
| | | Number of Secondary Pupils eligible for PP (at time of census) | 18 | | |
| Total number of pupils | 80 | Number of LAC eligible for PP (at time of census) | 0 | Date for next internal review of this strategy | January 2020 |
| | | Total PP budget | £36,630 | | |

| 1. Current attainment | | |
|-----------------------|---|-----------------------------------|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP</i> |
| CONCERN | 15% | |
| GOOD | 74% | |
| OUTSTANDING | 11% | |
| GOOD AND OUTSTANDING | 85% | |
| | | |
| | | |

| 2. Barriers to future attainment (for pupils eligible for PP) | |
|--|--|
| A. | Attendance |
| B. | Parental support and participation |
| C. | Emotional health and well being |
| D. | Social Communication and Interaction Skills |
| E. | Opportunities for learning and exploration outside the classroom |

| 3. Outcomes |
|-------------|
|-------------|

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|---|--|
| A. | Improved attendance | To raise attendance % and to decrease persistent attendance % |
| B. | Increased parental support to improve learning goals | Increased % of student making good or better progress towards learning goals as a result of increased parental support |
| C. | Improved emotional health and well-being | Increased % of students making good or better progress towards their SEMH EHCP targets |
| D. | Improved opportunities to develop social communication and interaction skills | Pupils interacting with peers in a range of environments |
| E. | Opportunities for learning and exploration outside the classroom | Pupils interacting in a range of learning experiences outside the classroom |

| 4. Planned expenditure | | | | | |
|--|-------------------------------|--|---|---|---|
| Academic year | | 2019-2020 | | | |
| Targeted support | | | | | |
| 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? |
| To ensure that all pupils and their families (including a large percentage with financial difficulties) are fully supported through crises, challenges, issues and concerns through timely, targeted and specialist advice, counselling and guidance and to reduce the effect of these difficulties on pupils' learning. | | Evidence shows an effective family support worker can improve children's emotional health and wellbeing, and parents and carers are empowered to feel confident in their parenting. All this contributes to children and young people succeeding at school, achieving their full potential and leading happy, fulfilled lives free from poverty and isolation. Support workers engage with children to build confidence and self-esteem, establish routines and tackle behavioural issues. As well as 1:1 | Performance management Pupil case studies Tracking pupil progress | Headteacher / Deputy Headteacher Family Support Worker | Termly |

| | | | | | |
|---|---|---|--|--|--|
| <p>To support positive outcomes for families and improving the wellbeing and therefore the capacity of families, pupils behaviour, wellbeing will be improved and their opportunities for learning and progress maximised</p> | <p>Part fund 1x Family support worker</p> | <p>support they work with families to help them understand the school system, understand their child's educational needs and develop ways to tackle why a child is not, or does not want to, attend school.</p> <p>A family support worker will improve outcomes for students by assessing parenting skills and help people to build physical and emotional caring abilities through a range of practical activities. They will help children with learning and development and enhance parents' understanding of different education and play strategies</p> | | | |
| <p>To monitor attendance and work with families in order to achieve the highest school attendance percentages and therefore maximise each child's access to education, progress and achievement.</p> | | | | | |
| <p>To ensure that early support is provided where necessary and that joint working and multi-agency input is maximised and supports the most positive outcomes in all cases.</p> | | | | | |
| <p>To support families through the EHCP review progress to ensure that outcomes meet the needs of the child and to enable parents to support the school in achieving these outcomes</p> | | | | | |

| | | | | | |
|---|---|---|--|--|--------------------|
| <p>To work with students to improve self-esteem, social interaction, independence and self-help skills.</p> | | | | | |
| <p>To provide pupils with opportunities to develop their social interaction and communication skills</p> <p>To provide pupils with outdoor learning and exploration opportunities</p> | <p>Part fund outdoor play equipment</p> | <p>Many of our pupils find it hard to access the world around them. We aim to provide an outdoor space that will inspire curiosity and challenge for children of all ages and abilities. Appropriate playground equipment can stimulate children's senses, develop social skills and regulate their energy levels. We aim to create an outdoor environment that will improve children's behavioural traits, emotional feelings, sensory processing, communication skills, social interaction and sustained concentration.</p> | | | <p>Easter 2020</p> |
| Total budgeted cost | | | | | <p>£36,630</p> |