



Pupil premium strategy statement

September 2020

School overview

Metric	Data
School name	Paternoster School
Pupils in school	60
Proportion of disadvantaged pupils	45%
Pupil premium allocation this academic year	£30610
Academic year or years covered by statement	2020 to 2023
Publish date	September 2020
Review date	September 2021
Statement authorised by	A Fidderman
Pupil premium lead	J Laird
Governor lead	A Brown

Disadvantaged pupil barriers to success

Oral language and/or communication skills
Special Educational Needs including challenging behaviours
Self-esteem / Social, Emotional Mental Health



Strategy aims for disadvantaged pupils – academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in reading and phonics	Closure in the gap of progress between PP and non PP pupils.	July 2021
Pupils make at least expected progress against EHCP outcomes	Pupils making the same progress against EHCP targets as non PP pupils.	July 2021
Pupils make at least expected progress in Using and Applying Mathematics.	Closure in the gap of progress between PP and non PP pupils.	July 2021

Strategy aims for disadvantaged pupils – wider outcomes

Aim	Evidence of impact	Target date
To improve behaviour and attitudes to learning.	Fewer behaviour incidents recorded for these pupils. Robust and supportive behavioural interventions in place for these pupils.	July 2021
To increase the number of positive social interactions with adults and peers.	Fewer behaviour incidents recorded for these pupils. A range of groups offering opportunities for positive social interactions for these pupils.	July 2021
To improve self-esteem and independence for our young learners.	Observed improvement in attitudes towards school achievement. Achievements regularly celebrated and shared with the school community.	July 2021



Teaching priorities for current academic year

Measure	Activity	Rationale
Priority 1	Delivery of individualised curriculum on yellow, green or blue pathway.	EEF Studies show that, <i>“On average, individualised instruction has a positive effect on learners.”</i>
Priority 2	Small class sizes.	<i>“As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.”</i> Education Endowment Foundation

Barriers to learning these priorities address	Oral Language and / or Communication Skills Special Educational Needs including challenging behaviours
Projected spending	£10,000

Targeted academic support for current academic year

Measure	Activity	Rationale
Priority 1	One-to-one support and interventions. Targeted EHCP support	<i>“Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</i> Education Endowment Foundation
Priority 2	ELSA training for x2 teaching assistants to deliver Emotional Literacy Support for pupils who are experiencing temporary or longer term additional emotional needs.	<i>“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.”</i> Education Endowment Foundation

Barriers to learning these priorities address	Oral Language and / or Communication Skills Special Educational Needs including challenging behaviours Self-esteem / Social, Emotional Mental Health
Projected spending	£10,000



Wider strategies for current academic year

Measure	Activity	Rationale
Priority 1	Behaviour support TA in place for one-to-one support with transitions and integrating into the classroom.	The Early Intervention Foundation provides evidence to suggest that that targeted provision to support Social and Emotional Literacy have a positive impact on short term and long-term outcomes – depending on the strategies used.
Priority 2	<p>Targeted groups / support including:</p> <ul style="list-style-type: none"> Breakfast and lunchtime club. <p>Hydrotherapy sessions to support SEMH and positive adult / pupil interactions.</p>	<p>The Education Endowment Foundation’s Magic Breakfast study showed that:</p> <p><i>“...where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.”</i></p>

Barriers to learning these priorities address	Special Educational Needs including challenging behaviours Self-esteem / Social, Emotional Mental Health
Projected spending	£9,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of inset days and cover to priorities CPD for staff.
Targeted support	Ensuring there are sufficient staffing levels to allow for one-to-one support.	Funding used to keep staffing levels appropriate to needs of the pupils in each class.
Wider strategies	Enough time to plan and deliver programme of activities.	Staffing and support in place to allow for release of specialised staffing to deliver programmes.



Review: last year's aims and outcomes

We have based our judgements on 30% of a level using the SOLAR Paternoster Steps assessment as being 'good' progress and 50% 'outstanding' progress (for PMLD pupils 25% progress is classified as 'good').

This judgement has been made in relation to other special schools (including an OFSTED Outstanding school) using the same steps on SOLAR to track their pupil progress.

Aim	Outcome
Improve progress and raise standards of achievement for Pupil Premium pupils.	13% of PP pupils made 50% or more of a level of progress in English.
To address inequalities between children eligible for Pupil Premium and others.	18% of Non PP pupils made 50% or more of a level of progress in English. 15% of PP pupils made 50% or more of a level of progress in Maths. 16% of Non PP pupils made 50% or more of a level of progress in Maths. 21% of PP pupils made 25% or more of a level of progress in Lower PMLD. <i>There are 5 PP pupils on Lower P levels which gives more scope for the data to be effected by a small number of pupils.</i> 42% of Non PP pupils made 25% or more of a level of progress in Lower PMLD.
Increase engagement in learning by improving behaviour and the social and emotional wellbeing of pupils.	633 (51%) behaviour incidents from PP pupils 604 (49%) behaviour incidents for non PP pupils
Build self-esteem, confidence, and independence.	
Build resilience through self-regulation of behaviour and moods.	
Increase social interaction between groups.	Breakfast and lunchtime clubs successfully set up.

