



Pupil premium strategy statement:

| 1. Summary information | | | | | |
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| School | Lincolnshire Teaching and Learning Centre | | | | |
| Academic Year | 2016/17 | Total PP budget | | Date of most recent PP Review | |
| Total number of pupils | | Number of pupils eligible for PP | | Date for next internal review of this strategy | March 17 |
| 2. Current attainment | | | | | |
| Assessment Dec 16 | | <i>Pupils eligible for PP)</i> | | <i>Pupils not eligible for PP</i> | |
| Primary | | | | | |
| % pupils achieving accelerated progress in reading | | 54.5 | | | |
| % pupils achieving accelerated progress in writing | | 39.1 | | | |
| % pupils achieving accelerated progress in maths | | 60.8 | | | |
| Secondary | | | | | |
| % pupils achieving accelerated progress in English | | 23.3 | | | |
| % pupils achieving accelerated progress in Maths | | 26.6 | | | |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | | |
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | | | | |
| A. | Aspirations, self-belief and confidence –following a permanent exclusion from school pupils come to us at LTLC with low self esteem and little belief that they can be successful. There is a need for them to believe that they can achieve and have high expectations of themselves in order to develop the skills to succeed for lifelong learning and reintegration to mainstream education. | | | | |
| B. | Unidentified learning needs leading to difficulties accessing the curriculum – pupils frequently come to us following an exclusion from school and have not been assessed for unmet learning needs. This often means they have had difficulties accessing an age appropriate curriculum resulting in a lack of engagement and behaviour issues. | | | | |
| C. | Social Emotional and Mental Health difficulties – many of our pupils have experienced challenges during early development such as trauma, attachment difficulties or other emotional difficulties that have impacted on their ability to regulate their emotions and responses within the classroom or school environment. Many of the pupils have a statutory assessment underway in order to secure appropriate education provision to meet these needs | | | | |



| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
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| D. | Attendance – many of our pupils eligible for pupil premium are well below the target of 95% good attendance. This makes it more difficult for them to make the accelerated progress they need to make in order to close the gap with their peers. | |
| E. | Family situations and vulnerability – many pupils are supported through Early Help, TAC, CIN and CP. Lots of our families need a high level of support and additional home-school liaison work to ensure they are able to maintain appropriate routines and boundaries in the home to enable their children to have a successful daily transition in to school. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education. | Pupils have improved Pupils Attitudes to School and Self (PASS) scores Improved Boxall Reduction in Serious Incident Reports (SIRs) |
| B. | Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/accelerated progress | All Pupils to have pupil profile Increased levels of engagement (PASS) Pupils making expected levels of progress |
| C. | Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others | Reduction in FTEs Reduction in SIRs |
| D. | Attendance of PP pupils improves | Reduce the number of persistent absentees amongst pupils eligible for PP Overall centre attendance improves |
| E. | Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD | Improved attendance at FLD Signs of Safety scaling from parents/carers (admissions to review meeting) |



| 5. Planned expenditure | | | | | |
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| Academic year | | 2016/17 | | | |
| 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 and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education. | <p>Nurture group provision with high staff to pupil ratio.</p> <p>Use of visual timetables and working walls</p> <p>Bespoke curriculum with opportunities for trips/visits and a range of sport and outdoor activities.</p> <p>Reward strategies and weekly centre assemblies to celebrate and share success</p> | <p>When a child feels safe and cared for and has their basic needs met they are more likely to feel positive about themselves as a learner and make progress.</p> <p>A bespoke curriculum matched to the interests of the children with opportunities to access a range of activities will engage children and allow for opportunities for them to be successful.</p> <p>Recognising and rewarding success will build children's self-esteem and allow them to feel successful as a learner.</p> | <p>Through QA programme to include termly lesson observations and learning walks.</p> <p>Regular review of activities offered linked to feedback from pupils through pupil voice</p> <p>Regular review of rewards across the centres</p> | <p>AP</p> <p>PW</p> <p>PW</p> | <p>March 17</p> |



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| <p>B. Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/ accelerated progress</p> | <p>Baseline assessments and where needed further LUCID assessments to identify learning needs.</p> <p>High staff to pupil ratio to allow for delivery of intervention</p> <p>Lead practitioners to work with staff to share good practice</p> | <p>Where learning needs are identified staff are able to differentiate the curriculum appropriately and ensure appropriate intervention is in place to support the child to make progress</p> | <p>Weekly meetings with pastoral managers to monitor admissions and ensure assessments are complete.</p> <p>Observation of Teaching Assistants and QA of class provision mapping and intervention</p> | <p>LA-D VH</p> <p>RS</p> <p>GK</p> | <p>March 17</p> |
| <p>C. Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others</p> | <p>Theraplay</p> <ul style="list-style-type: none"> - Within the classroom - Pastoral team to use theraplay principles in work with families <p>Care team to focus on de-escalation and deliver post incident reflection and learning</p> | <p>There is formal research documenting Theraplay's effectiveness. Children who are withdrawn, overactive, aggressive, children on the autism spectrum, and those who are afraid of relating or attaching because of adoption, losses, or trauma can be helped by Theraplay. The appealing activities help these children "buy into" the therapeutic process and brings about change without the need for the child to talk about or express problems.</p> | <p>Dena Roering – Director of SEND to support training and implementation across the centre</p> | <p>LA-D</p> <p>PW</p> | <p>March 17</p> |



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| <p>D. Attendance of PP pupils improves</p> | <p>Topics will interest all children and especially PP children. They will include WOW ins and exciting activities including off site visits and extra-curricular activities throughout the term.</p> | <p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW ins and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.</p> | <p>Topic will be shared with parents in newsletters and work shared at FLD Wow ins and pupil work will be shared with the children and parents as something to look forward to. They will be in on the website as well as shared on social media. Regular opportunities for outdoor learning.</p> | <p>VH PW</p> | <p>March 17</p> |
| <p>E. Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD</p> | <p>Keyworkers to have regular contact and make home visits to engage with hard to reach families. Use of Theraplay to strengthen relationships within the home Develop FLD to encourage parents to attend and to be part of reviewing their child's progress.</p> | <p>Where a child's basic care needs are being met and relationships at home are positive children are more likely to be able to regulate emotions and be settled within school which will allow them to make progress. Where families are involved in a child's education and engaging positively with school children are more likely to be successful at school and make good progress.</p> | <p>Regular review of cases at pupil welfare meetings. Home visits to be logged on TLC safe and 1:1 supervision with PMs and PTAs to discuss impact and next steps Regular review of parental engagement and attendance at FLD. Parental voice through feedback at FLD and surveys.</p> | <p>LA-D PW</p> | <p>March 17</p> |



| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>A. Pupils to feel positive about school, believe in themselves and make progress with their behaviour to allow them to be successful and where appropriate return to mainstream education.</p> | <p>Personalised curriculum and off site activities linked to pupil interest.</p> <p>1:1 support for pupils as part of alternative timetables</p> <p>Personalised rewards</p> <p>Performing Arts curriculum??</p> | <p>A bespoke curriculum matched to the interests of the children with opportunities to access a range of activities will engage children and allow for opportunities for them to be successful.</p> <p>Recognising and rewarding success will build children's self-esteem and allow them to feel successful as a learner.</p> | <p>Alternative timetables to be regularly reviewed with parents.</p> <p>All alternative timetables to be overseen by EVP with responsibility for behaviour</p> | <p>VH HOC</p> <p>PW</p> | <p>March 17</p> |
| <p>B. Learners needs identified to allow teachers to differentiate to meet the needs of all learners in the classroom as well as deliver appropriate interventions to ensure pupils make expected/ accelerated progress</p> | <p>Provision mapping to show intervention in place for each individual pupil</p> <p>Range of interventions to support the following areas of need C&L C&I and SEMH (detailed list on PP tracking document)</p> | <p>SLT have used publications such as what works best for children with literacy/mathematical difficulties to look at the effectiveness of intervention schemes and how these can be matched to the needs of our learners.</p> | <p>Intervention and targets for pupils will be reviewed 3 times a year on FLD with parents.</p> <p>HOC will have overview of the intervention in place for pupils in their own centre and will review this with teachers in pupil progress meetings following each assessment cycle.</p> <p>LA-D will meet with HOC once per term to monitor PP spend and provision</p> | <p>HOC</p> <p>LA-D</p> | <p>March 17</p> |



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| <p>C. Pupils learn to understand emotions and develop their ability to regulate their emotions and responses to others</p> | <p>Music therapy, Art therapy, Play therapy and Theraplay to be available for pupils on a 1:1 basis as part of targeted support and intervention.</p> | <p>There is formal research documenting Theraplay's effectiveness. Children who are withdrawn, overactive, aggressive, children on the autism spectrum, and those who are afraid of relating or attaching because of adoption, losses, or trauma can be helped by Theraplay. The appealing activities help these children "buy into" the therapeutic process and brings about change without the need for the child to talk about or express problems.</p> | <p>Intervention reports to be completed by staff at the end of each block of therapy.</p> <p>HOC to monitor impact of intervention for each pupil on a termly basis</p> <p>CSLT to monitor overall impact and review provision on a termly basis</p> | <p>HOC</p> <p>CSLT</p> | <p>March 17</p> |
| <p>D. The attendance of PP children improves</p> | <p>Attendance officer will be involved with families who's attendance falls below 85%. Attendance officer to work closely with families through school attendance panel meetings (SAP) to identify any issues and overcome them to get pupils back in to school and attending regularly</p> <p>We will celebrate attendance at centre assemblies and develop strategies such as rewards and trophies</p> | <p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p> | <p>Attendance will be monitored daily in centres and weekly by attendance manager and pastoral team. Any absence will be addressed immediately.</p> <p>A chart of which children receive awards/certificates will be logged and tracked and shared on newsletters</p> | <p>PW JA</p> | <p>March 17</p> |



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| <p>E. Families feel supported by keyworker (pastoral team) and support their child's education by contributing to review of targets and attending events such as FLD.</p> | <p>Keyworkers to have regular contact and make home visits to engage with hard to reach families. Use of Theraplay to strengthen relationships within the home</p> <p>Develop FLD to encourage parents to attend and to be part of reviewing their child's progress. Transport arrangements to be made for individual families where this is a barrier</p> | <p>Where a child's basic care needs are being met and relationships at home are positive children are more likely to be able to regulate emotions and be settled within school which will allow them to make progress.</p> <p>Where families are involved in a child's education and engaging positively with school children are more likely to be successful at school and make good progress.</p> | <p>Regular review of cases at pupil welfare meetings. Home visits to be logged on TLC safe and 1:1 supervision with PMs and PTAs to discuss impact and next steps</p> <p>Regular review of parental engagement and attendance at FLD. Parental voice through feedback at FLD and surveys.</p> | <p>LA-D</p> <p>PW</p> | <p>March 17</p> |
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| <p>6. Review of expenditure</p> | |
| <p>Previous Academic Year</p> | |
| <p>i. Quality of teaching for all</p> | |



| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
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ii. Targeted support

| 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 |
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7. Additional detail

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