

Pupil Premium Grant Strategy 2018/19: Monitoring and Reviewing Impact

4.) Augment the personal development, behaviour and welfare of disadvantaged pupils				On Track	Almost on Track	Not on Track
Success Criteria				Delivery		
<ul style="list-style-type: none"> - The disparity in the number of incidents of challenging behaviour diminishes during the year, and there is no significant difference in the conduct behaviour of disadvantaged and non-disadvantaged pupils in the Summer term. - Progress with social skills (as measured through the school's tracking system) shows disadvantaged pupils making at least as much progress as their non-disadvantaged peers. - Key progress and attainment measures show equality of outcomes, whereby both groups are doing well. - Disadvantaged pupils and more able disadvantaged pupils progress at least as well as non-disadvantaged and more able non-disadvantaged pupils by the Summer term. - Positive and negative indicators of attitudes to learning show that the quality of learning behaviour improves substantially for both groups 				Lead: A Morris , F Blair – Behaviour. Emotional support/RSE		
				Support: HT, SLT, core subject leads, behaviour emotional and social support workers, teachers, and LSAs		
				Responsibility: All staff		
Baseline (2017.18)	Strategy impact and review: Jan '19		Strategy impact and review: May '19		Strategy impact and review: July '19	
	Current impact of PPG on Enhancing progress of disadvantaged pupils in maths	Almost On Track	Current impact of PPG on Enhancing progress of disadvantaged pupils in maths	On Track	Current impact of PPG on Enhancing progress of disadvantaged pupils in maths	On Track
Behaviour tracking data evidenced: <ul style="list-style-type: none"> • Total bullying incidents: 4 • All other incidents: 0 • Total incidents: 13 • Physical intervention: 0 • High severity incidents: 13 • 72.3 % of the pupils exhibiting highest frequency of challenging behaviour are disadvantaged • 63 out of 84 (75%) praise post cards sent home were sent to disadvantaged pupils • 42 out of 57 (73.6%) pastoral visits to PLC were by disadvantaged pupils Further actions required: <ul style="list-style-type: none"> • Current impact of PPG on augmenting the personal development, behaviour and welfare of disadvantaged pupil 	Behaviour tracking data evidenced: <ul style="list-style-type: none"> • Total bullying incidents: 3 • All incidents: There were 49 students with 1 or more behaviour logs recorded against their name • Of these students (42.8%) 21 are disadvantaged and (57.2%) 28 are non – disadvantaged. • Physical intervention: 2 • After analysis there are 17 students who are displaying regular poor behaviour that has had an impact on teaching and learning. Of these student (70.6%) 12 are disadvantaged and (29.4%) 5 are non-disadvantaged. • High severity incidents: 13 		Behaviour tracking data evidenced: <ul style="list-style-type: none"> • Total bullying incidents: 0 • All incidents: There were 15 students with 1 or more behaviour logs recorded against their name. (11.9%) • Of these students (46.6%) 7/15 are disadvantaged and (53.4%) 6/15 are non – disadvantaged. • Physical intervention: bound book: 3 • After analysis there are 11 students who are displaying regular poor behaviour that has had an impact on teaching and learning. Of these student (54.54%) 6 are disadvantaged and (45.6%) 5 are non-disadvantaged. • High severity incidents: 15 <p style="margin-top: 10px;">Summary</p>		Behaviour tracking data evidenced: <ul style="list-style-type: none"> • Total bullying incidents: 0 • All incidents: There were 67 students with 1 or more behaviour logs recorded against their name. (53%) • After analysis there are 20 students who are displaying regular poor behaviour that has had an impact on teaching and learning. Of these students 14(70%) are disadvantaged and 6 (30%) are non-disadvantaged. Intervention has been put into place for all of these students. • High severity incidents: There have been 11 serious incidents that have warranted a FTE. 14.5 Days were lost due to exclusion this term. 9 children 	

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<ul style="list-style-type: none"> • Further actions required: • Total incidents have declined. • The occurrence of physical intervention has decreased. • There has been a decline in the number of disadvantaged pupils exhibiting challenging behaviour. • There has been a continued incline in the frequency of pastoral visits by pupils to PLC. • Personalised reward and incentives systems introduced were used for pupils exhibiting consistently challenging behaviour. • Individualised Behaviour Support Plans and Risk Assessments are in place for pupils who exhibit challenging behaviour and offer a range of rewards and sanctions. Plans are bespoke and organic and are altered in line with pupils' changing behaviour. • Re-banding application has taken place for 1 pupil who consistently presents with significant challenging behaviours. • RSE lessons are now taught across the school and are used as a vehicle for pupils to voice their feelings. Along with PSE and Rights Respecting Agenda. • Protected 1:1 sessions provide emotional support. Sessions with identified students on a half termly carousel basis. • CAMHS nurse in school fortnightly and pupils that require support are identified and referred in a timely manner. • School nurse visits have increased and staff are aware of support systems. • Further actions required: • Physical intervention training will be delivered for new staff members and 	<p>Further actions required:</p> <ul style="list-style-type: none"> • As shared in the LAB meeting in December 2018 the behaviour policy has been reviewed and changes to the way that we track, monitor and record pupils have been made to reflect the number of incidents, the type of incidents and the intervention that is required to remove barriers to better learning. • Total incidents appear to have risen however, they were not logged in as much detail before. • The occurrence of physical intervention has increased. • There has been a decline in the number of disadvantaged pupils exhibiting challenging behaviour. • There has been a continued incline in the frequency of targeted intervention by the PLC staff and early analysis points to a reduction in incident due to intervention. • Bespoke support that is individually tailored is planned in partnership with the form tutor, parents and PLC staff to support targeted students. • RSE lessons continue to be now taught across the school and are used as a vehicle for pupils to voice their feelings. Along with PSE and Rights Respecting Agenda. • Protected 1:1 sessions continue to provide emotional support. Sessions with identified students on a half termly carousel basis. • CAMHS nurse in school fortnightly and pupils that require support are identified and referred in a timely manner. 	<ul style="list-style-type: none"> • Pink forms are being used consistently in both secondary and primary. They have been very successful to identify both behaviours and need for interventions. • Students have responded positively to rewards policy. • The amount of significant behaviour incidents has reduced. • FTE have reduced. (22 in Term 1, 15 IN Term 2 and 2 currently.) • Logging and monitoring of behaviour by Primary and Secondary Heads and weekly PLC / safeguarding review means that interventions can be implemented in a timely manner. • There has been a reduction in the number of logged incidents for individual students. • All incidents of poor behaviour are followed up with either a discussion, restorative session, consequence or phone call home. • The school feels calmer and students have started to support each other and report poor behaviour when they see it. • There are bespoke support plans/ timetables or interventions in place for identified students. • Understanding and tolerance has increased within the student body. Students are more willing to talk about things when they go wrong as opposed to having outbursts. • Staff have excellent relationships with the students and are skilled at de-escalation and restorative conversations. 	<p>were given a FTE ranging from 0.5 days to 5 days.</p> <ul style="list-style-type: none"> • Physical intervention: bound book: 0 <p>Summary</p> <ul style="list-style-type: none"> • Pink forms are being used consistently in both secondary and primary. They have been very successful to identify behaviours and need for interventions. • Students have responded positively to rewards policy. • The amount of significant behaviour incidents has reduced. • FTE have continued to reduce. There were recorded at 22 in the first term, 15 in the second term 2 and 9 in the third term. • Logging and monitoring of behaviour by Primary and Secondary Heads and weekly PLC / safeguarding review means that interventions can be implemented in a timely manner. • There has been an increase in the number of logged incidents for individual students because staff are using behaviour forms to accurately document behaviour in order to identify trends. • All incidents of poor behaviour are followed up with either a discussion, restorative session, consequence or phone call home. • Behaviour around the school is outstanding. Students are aware that poor behaviour will be met with a consequence but help is available if they are struggling to manage their emotions. • There are bespoke support plans/ timetables or interventions in place for identified students and these are
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<p>refresher training for current staff who are more likely to require training.</p> <ul style="list-style-type: none"> • Continued sessions with behaviour support team. • Feedback sessions to be arranged for staff to debrief and inform about support given. • Bespoke training for staff to continue from local agencies such as CAMHS. • Safeguarding TLC board in staffroom to be used to reflect any pupils with emotional, social, behavioural concerns. • Trends in behaviour to continue to be identified and resources to be used to support intervention. • Continued staff CPD with regards to Safeguarding and behaviour. 	<ul style="list-style-type: none"> • School nurse visits have increased and staff are aware of support systems. • Support for staff has been offered to deal with the emotional demands of supporting students with challenging behaviour. • Bespoke training for staff to continue from local agencies such as CAMHS. • Safeguarding TLC board in staffroom to be used to reflect any pupils with emotional, social, behavioural concerns. • Trends in behaviour to continue to be identified and resources to be used to support intervention. • Continued staff CPD with regards to Safeguarding and behaviour. 		<p>evaluated ½ termly with Form Tutors, Heads of department and Learning Mentor.</p> <ul style="list-style-type: none"> • Understanding and tolerance has increased within the student body. Students are more willing to talk about things when they go wrong as opposed to having outbursts. • Staff have excellent relationships with students and are skilled at de-escalation and restorative conversations. • Well-being days and well-being throughout the week will continue to support pupils' emotional needs.
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