

Barriers to Learning

Complex Family Needs

Data for the academic year showed that 9% of children in the school are Looked after compared to 0.76% of children across Tameside. 6% of children in the school are subject to child protection plans compared to 0.39% locally and 8.4% of children are subject to CAFs or Early Help Strategies compared to 1.33% of Tameside children.

Attendance and Punctuality

Absence rates are significantly below national averages for the school as a whole and those eligible for pupil premium – the group with the lowest attendance are LAC children and females. Persistent Absenteeism has improved over the last academic year but is still high. A number of families have made significant improvements to their attendance as a result of initiatives but some are still persistently late.

Social, Emotional and Mental Health

19 children currently in school receive support for their Social, Emotional and Mental Health needs including support for the family

School Readiness / Speech and Language

Home Learning Environment / Readiness to Learn

For significant numbers of children, home support for learning is lacking. Parents lack the confidence, organisation and skills to provide the kind of support needed for learning at home. This prevents children from consolidating learning or extending learning done in school. Restricted access to books, educational IT and internet in the home and wider experiences out of school time also have a bearing on children’s wider vocabulary, general knowledge and confidence in a wide range of social situations.

Complex Learning Needs

Those children with SEND are doubly disadvantaged in that more often than not their circumstances mean that they have additional SEMH or family circumstances that make addressing their needs more complicated. Parents often do not have the skills to support them sufficiently well. LA percentage of children with an EHCP = 1.6%. School = 11.4%

INTENTION: ADDRESS COMPLEX FAMILY NEEDS

INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Family intervention worker –Continuation R Cavanagh	£25,047	Co-ordinates student engagement support for persistent school refusers. In addition, this member of staff co-ordinates the delivery of courses for students (Stone Soup etc). He assists on persistent absenteeism and supports students back into education. He is able to support the Attendance and Engagement Officer and DSL to establish and maintain relationships with hard to reach families.	<ul style="list-style-type: none"> • Measureable Improvement in Absence for Pupil Premium children whose attendance falls below 60% - evidence by case study • Decrease numbers of children who are Persistently Late or Absent – Able to evidence by case study • Measurable improvement in number of KS4 students re-engaged in education. • Improved parental engagement at all tiers of Safeguarding.

INTENTION: IMPROVE ATTENDANCE AND PUNCTUALITY			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Attendance and Engagement Officer(Continuation) Mrs B Kearns	£34,000	Attendance officer deals with all admin directly related to attendance, ensuring that procedures are effective in recording and reporting absence and reasons for absence and that appropriate referrals and proceedings are implemented. The attendance officer will complete home visits to work with families around persistent absence, coordinating intervention from multi agency colleagues where appropriate. Will pursue legal proceedings for parents not engaging with the school to improve their child's attendance. Effectively follow up Fixed penalty notices for parents taking children out of school during term time. Report to SLT impact of strategies used.	<ul style="list-style-type: none"> • Reduce the average time that children are late • Increase the number of children achieving 100% attendance • Reduce the number of holidays taken in term time • Reduce TT Holiday repeats • All students to be given a personal attendance target
Attendance reward	£600	The Attendance and Engagement Officer completes student voice to discover what rewards for students would value for their commitment to improving personal attendance targets. Each student is set personal half-term attendance target. The students with the most improved attendance gain an award	<ul style="list-style-type: none"> • Data will be demonstrate improved attendance.

INTENTION: ACCELERATE PROGRESS IN KEY SKILLS			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
INTENTION: IMPROVE SOCIAL, EMOTIONAL AND MENTAL HEALTH			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Counsellor	£4750	The DSL and pastoral lead work with tutors to identify suitable students for Counsellor intervention. A designated room and day are available to the Counsellor. A referral process is in place to ensure students are seen in a timely manner.	<ul style="list-style-type: none"> • The severity of individual incidents decreases. • Students cope and manage full days. • Individual Safeguarding concerns decrease.

INTENTION: SUPPORT COMPLEX LEARNING NEEDS			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
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INTENTION: IMPROVE SCHOOL READINESS			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT

Home Tutor	£10,000	Home tutor liaises with DSL and Attendance and Engagement officer to provide learning to identified school refusers or those students who are unable to access learning on site due to safeguarding reasons.	<ul style="list-style-type: none"> Target students consistently engage in learning.
Additional Primary Teaching Assistant	£3750	2 nd Primary Teaching Assistant to ensure that children make good progress from starting points that are well below average. The additional teaching assistant will focus on readiness for learning skills.	<ul style="list-style-type: none"> The speed by which students are returned to a mainstream setting increases. Behaviour incidents decrease as the individual needs of students are better met.
Outdoor Education Instructor(continuation) R Barraclough	£33,329	This instructor will work with students from hard to reach families to improve engagement in learning(students will less than 60% attendance). An outdoor education learning package will be used to reengage students by developing their self-esteem and learning resilience. He will liaise with the attendance and engagement officer to re-introduce learners to WBC.	<ul style="list-style-type: none"> Individual case studies will demonstrate improved attendance and engagement of targeted students
Breakfast Club	£1370	Breakfast and break-time toast is provided to students by Identified Teaching Assistant	<ul style="list-style-type: none"> Students basic needs are met. Punctuality improves. Students independence living skills develop.
Friday Breakfast club	£800	Sausage and bacon sandwiches for any student whose personal attendance target improves in line with expectation.	<ul style="list-style-type: none"> Case studies demonstrate improvement in attendance.
INTENTION: IMPROVE HOME LEARNING ENVIRONMENT			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
			<ul style="list-style-type: none">
Curriculum Enrichment			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Commando Joes	£2000	Commando Joes to complete implementation of learning package, including staff training and delivery programme. SLT to plan and schedule related training Staff to place CJ within long-term schemes of work.	Improves behaviour for learning, demonstrated in improved student engagement and fewer behaviour incidents. Attendance improves due to increased breadth of curriculum.
Total Pupil Premium Planned Spend	£115646		

Total Anticipated Income from Pupil Premium	£96210		
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