

## Pupil Premium Strategy Statement

Summary information					
School	Coppice Special School				
Academic Year	2019/20				
Total number of pupils	130				

### Three Year Plan (Long term objectives to be achieved over the next three years)

#### Quality First Teaching *(Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)*

The quality of teaching and learning is at least good in all classes and all pupils will have access to high quality teaching on a daily basis.

There is a culture of continuous improvement amongst **all staff** and there is access to high quality professional development. (Academic & pastoral)

Teaching assistants will have the skills and knowledge to effectively support pupil's learning both in and outside of the classroom.

There will be curriculum equity for all pupils and the curriculum will meet the needs of all pupils.

#### Targeted Academic Support *(Structured interventions - small group tuition, one-to-one support)*

There will be links forged with specialist professionals in order to support the complex needs of all pupils

#### Wider Strategies *(issues which also require action such as low attendance, behaviour, parental engagement)*

Maintain high levels of attendance and support those pupils and families where attendance is problematic.

Develop relationships with parents and families in order to support pupil outcomes and empower the family unit.

Year 1				
Quality First Teaching (Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)				
Links to the SDP			Person/Team Responsible	Cost
K6: Quality of Maths, English and Computing provision (Knowledge)	A	Develop, and resource an appropriate and meaningful Computing Curriculum for our students.	Curriculum and pedagogy team + AP	£15,000
		Evidence/Research – <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study</a> Curriculum and Pedagogy Team Action Plan 2019-20/ Computing Action Plan 19-20		
K4: Continued Professional Development (CPD) (Knowledge)	B	Develop an annual professional development plan for 2019/20 and ensure the impact of CPD Is monitored and aligned to SDP. – specific to pupil premium plan	SLT	£2000
		Evidence/Research – <a href="https://tdtrust.org/wp-content/uploads/2015/10/DGT-Full-report.pdf">https://tdtrust.org/wp-content/uploads/2015/10/DGT-Full-report.pdf</a> CPD Overview 19-20		
K10: Social, Emotional, Mental Health (SEMH) and Wellbeing (Healthy lives)	C	Create a whole school approach to developing positive mental health and wellbeing for all of our pupils (ELSA?)	HCS Team – lead TC	£3000
		Evidence/Research – <a href="http://www.doncasterccg.nhs.uk/your-care/mental-health/children-and-young-peoples-mental-health-trailblazer-pilot/">http://www.doncasterccg.nhs.uk/your-care/mental-health/children-and-young-peoples-mental-health-trailblazer-pilot/</a> <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a> Happy Centred Schools Team Action Plan 19-20/ SEMH Action Plan 19-20		
Targeted Academic Support (Structured interventions - small group tuition, one-to-one support)				
Links to the SDP			Person/Team Responsible	Cost

K8: SEND (Knowledge)	<b>D</b>	Continue to develop staff knowledge and understanding of sensory and specific needs and how this impacts on teaching and learning.	All Staff – SLT	£7000
		<i>Evidence/Research</i> – Occupational Therapist (LC) knowledge and skills Appraisal Target 3 – In-depth study based on research trialled in most classes. CPD/ Training linked to these areas. Accessing expert knowledge and input to improve outcomes.		
	<b>E</b>	Provide bespoke resources to support the outcomes for pupils in receipt of PP funding.	Teachers, Pupil progress and pupil premium leads.	£3000
		<i>Evidence/Research</i> – Occupational Therapist (LC) knowledge and skills Pupil Progress Priorities informed by EHCPs and additional areas of need – resources to support these targets (backed up by evidence as to why they will be useful)		
<b>Wider Strategies</b> (issues which also require action such as low attendance, behaviour, parental engagement)				
<b>Links to the SDP</b>			<b>Person/Team Responsible</b>	<b>Cost</b>
K3: Parental Engagement (Voices & Knowledge)	<b>F</b>	Work with parents to ensure that progress for their children in all areas of development is facilitated and celebrated, and review the impact.	Parents and Families Team	£2000
		<i>Evidence/Research</i> – EEF Guidance Report – Working with parents to support children's learning Research Schools 3 Day Programme on EEF Guidance Report Parents and Families Team Action Plan 2019-20/ Parental Engagement Plan 19-20		
K13: Social, Moral, spiritual and cultural (rightful place in society)	<b>G</b>	Improve the current offer in art, music and culture in line with the enrichment and entitlement offer.	Curriculum Team – CW HCS - AP	£8000
		<i>Evidence/Research</i> – <a href="https://www.artsmark.org.uk/">https://www.artsmark.org.uk/</a> <a href="https://www.matlaurie.com/musical-interaction/">https://www.matlaurie.com/musical-interaction/</a> Curriculum and Pedagogy Action Plan 19-20/ Arts, Music, Culture Action Plan 19-20		

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Teacher feedback is ineffective and does not always give next steps to learning. EEF toolkit effective feedback has a positive impact of +8 months</p> <p><b>Staff</b> workload- teachers are spending too much time marking.</p> <p><b>Pupils</b> do not have sufficient opportunities to collaborate with their peers. EEF toolkit – collaborative learning has a positive impact of +5 months.</p> <p><b>Pupils</b> do not always have the opportunity to respond to feedback given on how to improve their work.</p>	<p><b>Active Ingredient 1-</b> Opportunities for pupils and staff to critique pupil's work will be planned on a weekly basis.</p> <p><b>Active Ingredient 2-</b> At the start of each unit of work pupils will be given models of excellence from which to collaboratively create rubrics.</p> <p><b>Active Ingredient 3-</b> Pupils will be given the opportunity to redraft their work in response to feedback/critique received from peers and from staff.</p> <p><b>Active Ingredient 4-</b> Pupils and staff will give feedback/critique each other's work using the strategies agreed in line with Ethics of Excellence.</p> <p><b>Active Ingredient 5-</b> Pupils will create final drafts of beautiful work to be used in the beautiful work folders and authentic audience activities. They will be able to clearly articulate why the work is a beautiful piece of work.</p>	<p><b>CPD</b> will be given to all staff around peer critique and the ethics of excellence. Training will be in line with DFE Standard and the TDT guidance. An external expert will be used to delivery initial CPD</p> <p>Opportunities for staff to <b>collaborate</b>, watch and share practice and develop critique will be planned into the timetable.</p> <p>Formal <b>communication</b> will take place through staff meetings, phase meetings and nudge emails. Staff will be encouraged to communicate informally to maintain momentum.</p> <p><b>Follow up support</b> in terms of coaching will be provided by the research leads on a regular basis.</p>	<p><b>Short term:</b> <b>Fidelity:</b> All staff are able to clearly articulate the principles of peer critique and the active ingredients. Staff are incorporating peer critique into their pedagogy. <b>Acceptability:</b> The majority of staff experience a growing confidence in planning and delivering peer critique and staff feedback is positive. <b>Medium term</b> <b>Fidelity:</b> There is a body of evidence in terms of planning and pupils work and monitoring activities that peer critique is being used on a daily basis to improve feedback. There is a bank of models of excellence and beautiful work as a result of the higher expectations and improved feedback. Pupils and staff are clearly able to articulate the pedagogy of peer critique to others. <b>Reach:</b> All Staff and pupils are confident in terms of giving effective feedback that enables peers to improve their work.</p>	<p><b>Short term.</b> Pupils will have higher expectations in terms of the quality of the work they produce. Staff and Pupils will gain a greater understanding of how to give effective feedback to move learning on. Teacher workload will reduce as feedback at the point of delivery becomes the norm. <b>Medium term-</b> The quality of pupil's work will improve as a result of effective feedback from peers and from staff. Pupil's expectations of themselves and their motivation to create beautiful work will increase as they become more confident. Pupil's ability to collaborate and communicate effectively will improve as they become more confident with peer critique. <b>Long term-</b> Outcomes for pupils will increase as collaborative ways of working become the norm.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term