

ALAMEDA MIDDLE SCHOOL



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Pupil Premium Report

January 2020

DOCUMENT OVERVIEW

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PERIOD COVERED BY REPORT	2018 – 2019 /2019 - 2020
REPORT DATE	November 19
REPORT SUBMITTED TO	C & S
RELATED REPORTS (IF ANY)	

PURPOSE OF THIS DOCUMENT

Understand the impact of 2018- 2019 Pupil premium funding.
Understand the rationale behind 2019 – 2020 Pupil premium funding

WHY GOVERNORS NEED TO READ IT

Effective use of Pupil Premium Grant
Monitor impact of spending
Identifying areas for development

WHAT ACTIONS/DECISIONS ARE REQUIRED

Review of PP pupils progress following recent data collection
Individual barriers to learning identified across all year groups
Plan and Implement interventions as appropriate on an individual level
Review expenditure

ACRONYMS/EXPLANATORY NOTES

PP – Pupil Premium
TAC – Team Around The Child
EHA – Early Help Assessment
ACB – Academy of Central Bedfordshire
SEN – Special Educational Needs



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PUPIL PREMIUM SPENDING CURRENT ACADEMIC YEAR

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Sept 2019	Date of next pupil premium review:	
Total number of pupils:	738	Total pupil premium budget:	£94,182.
Number of pupils eligible for pupil premium:	81	Amount of pupil premium received per child:	See below

STRATEGY STATEMENT

Alameda Middle School is one of nine local schools which make up the Ampthill and Flitwick cluster. The overarching principle of this cluster is to allow schools and the Local Authority to work in partnership.



We want Every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to do well in education, make friends and build strong relationships with their family. As young adults, we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their place in society as healthy, happy, contributing and confident citizens.” (Children and Young People’s Plan) A great journey for every child.

As a member of this cluster and in our continuous drive for an improvement in standards we are aiming to foster a shared responsibility for the progress and attainment of our disadvantaged pupils



What is Pupil Premium?

Pupil Premium Grant (PPG) is additional funding, from the government, provided to schools for supporting pupils. The grant provides funding for two policies:

raising the attainment of disadvantaged pupils of all abilities to reach their potential, and

supporting children and young people with parents in the regular armed forces.

The PPG per pupil for 2019 to 2020 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300

For pupils who attract the £2,300 rate, the [virtual school head](#) of the local authority that looks after the pupil will manage the funding.

Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

Ever 6 Free School Meals (FSM)

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2010 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019

Children adopted from care or who have left care

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2018 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 6 service child

- For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014



census as well as those recorded as a service child for the first time on the January 2019 school census.

How the Pupil Premium may be used? It is for schools to decide how the pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible. The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

Schools have the freedom to spend the premium, which is in addition to the underlying schools budget, in a way they think will best support the raising of attainment for the most disadvantaged pupils.

All our staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium will support us in achieving our vision.

How we will ensure effective use of pupil premium?

- The pupil premium will be clearly identifiable within the budget.
- The Head teacher and Senior Leadership Team in consultation with staff will decide how the pupil premium is spent for the benefits of the entitled pupils.
- Funding will be allocated following a needs analysis which will identify priority groups and individuals.



How we will report the effective use of pupil premium funding?

We report to our governors and share information on our website about:

- How we will spend this money
- The attainment of the pupils who attract the funding
- The progress made by these pupils
- The gap in attainment between disadvantaged pupils and their peers (non- disadvantaged)
- The gap between Alameda disadvantaged pupils and the National picture of disadvantaged pupils

Assessment information

	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	25%	53%	65%
% making expected progress in reading	63% 0%GD	80% 22% GD	73% 27%GD
% making expected progress in writing	44% 0%GD	63% 1% GD	78% 20% GD
% making expected progress in maths	44% 6%GD	79% 18% GD	79% 27% GD

Barriers to learning

Barriers to future attainment - Academic barriers

A	Impact on attainment of greater depth standard at KS2 in maths due to gaps in prior learning at early KS2 e.g. times tables, basic fraction knowledge, multiplication geometry, position, direction and time.
B	Impact on attainment of greater depth standard at KS2 writing due to gaps in prior learning at early KS2 e.g. Spelling and phonics, punctuation accuracy, writing for a range of purposes, limited genre writing. Consistency in spelling and crafting of written work for the given task. Lack of advanced punctuation. Unambitious texts and lack of cultural capital



Additional Barriers – External Barriers

C	Attendance rates for pupils eligible for PP are 91.17% (compared to 96.41% for all pupils and below our school target of 97%)
D	Pupil voice identifies a number of PP pupils are experiencing social and emotional difficulties which can impact their learning and affect their wellbeing and access to learning.

Intended outcomes – Specific outcomes

A	Improved attainment in greater depth standard at KS2 Maths	GD target met
B	Improved attainment in greater depth standard at KS2 writing	GD target met
A & B	Higher rates of progress across KS2 in maths and English for more able pupils eligible for PP funding	Pupils identified as more able make at least good progress indicated by GL assessment data
C	Increased attendance for pupils eligible for PP	Attendance of PP pupils will be in line with all pupils 97%
D	Embed strategies to develop social and emotional resilience	Strength and difficulties questionnaires will show progress in emotional and social resilience.



Planned expenditure for current academic year

ACADEMIC YEAR 2019 - 2020					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Intervention for maths and English £17,000	To accelerate progress, improve standards and outcomes for all pupil groups so that they all make good progress from their starting points	Pupil premium pupils will do exceptionally well because of high quality teaching that is well matched to their specific needs	Gap analysis from assessment is rigorous and individualised. Pupil progress meetings hold leaders to account. Lesson observation	HT SL for maths and English	Termly assessment analysed and actions set accordingly.
IRIS connect £5000.	Continue to improve the quality of teaching and learning in maths and English by engaging staff in 1. Personal CPD 2. Collaborative learning 3. Coaching and mentoring.	- Self-reflection is a core component of effective continuing professional development and key to becoming a skilled teacher. - Video feedback brings a new level of depth and awareness to teacher reflection; a first hand sense of self rather than the hearsay of others, making it a highly effective tool for teacher CPD.	Appraisal targets Termly deadlines for all staff to complete reflections. Feedback sheets submitted to DH Learning walks evident impact of good practice.	HT DH	Reviewed under school development objective 6



PUPIL PREMIUM REPORT

Kagan Co-operative Structures CBC funded	Increase the amount of time pupils spend 'on task. Teacher facilitate the learning of the class where pupils are all actively and simultaneously engaged in learning. Structures minimise the opportunity for pupils to become distracted, disruptive and then disaffected by giving them the skills to work with others and to learn independently of the teacher.	NFER report on supporting the attainment of disadvantaged pupil's states greater success for disadvantages pupils was associated with schools using fewer strategies and a combination of metacognition, collaborative and peer learning strategies. CBC collaboration. HT and maths SL visited flagship school in London to see impact of Kagen structures.	CBC collaboration. Action plan in place and monitored through review dates. Training day focus in: September October November Learning walks by SLT & SL Book looks Appraisal targets	HT SL	On-going through regular learning walks. Termly pupil voice.
English Intervention teacher. As above (£17,000) Whole school staff training.	To improve the quality of cross curricular writing, particularly in year 6	2018-19 CBC writing moderation feedback. (Training need identified to address gaps in teacher knowledge of writing expectations. English writing becomes a whole school focus.	All areas of the curriculum have writing tasks written into schemes of work by all SL for English with support of other English specialists. Set written tasks across the curriculum moderated and supported by English department buddy. Learning walks to observe impact of English intervention teacher. IRIS connect model writing task and share reflection.	HT SL for English All SL with support from English department	On-going through regular learning walks. External SIP support.



PUPIL PREMIUM REPORT

To review marking and feedback policy No cost	Policy in place to embed effective and efficient marking and feedback with maximum impact on learning. Staff well-being improved.	Well-being survey identified teacher workload as detrimental to well-being. EEF Teaching and learning toolkit Feedback high impact for very low cost, based on moderate evidence	Whole school, training Learning walks Subject leader meetings Book looks	HT DH	Current policy reviewed and consulted with all stakeholders by July 2020
			Total budgeted cost:		
Targeted support					
Action	Intended outcome	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	When will you review this?
Lexia KS2 a multi-sensory phonics strategy £3385	Address gaps in reading skills centered around decoding and understanding of written language. Addressing gaps in phonics to support improved spelling outcomes and confidence	EEF Teaching and learning toolkit Phonics moderate impact for very low costs. Evidence that improved reading allows better access to all areas of the curriculum GL entry data shows reading is poor PP entry GL data.	Learning walks to observe interventions. Reading age scores Lexia level analysis	English SL	Termly data Pupil progress meetings



PUPIL PREMIUM REPORT

Lexonik KS3 £3,340		<u>EEF Teaching and learning toolkit</u> Reading comprehension strategies High impact for low cost based on extensive evidence Lexonik uses a combination of resources and instructions. Lexonik improves literacy levels, vocabulary and comprehension and accelerated learning for all. Feedback from pupils stating that Lexia was aimed at younger pupils.	Learning walks to observe intervention Analysis of data before and after Lexonik assessment	English SL	Termly data Pupil progress meetings
Maths Whizz programme £4107	Improve and accelerate maths skills		Learning walks to observe intervention Analysis of data	SL for maths	Termly data Pupil progress meetings
				Total budgeted cost:	



Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Breakfast Club Breakfast club for all PP pupils free of charge supervised by pastoral support providing a good start to the day. £2,350	Develop pupil's positive attitude to school. Ensure pupils are ready for key learning, maths and English are timetabled lesson 1 and 2	Missing breakfast has a huge impact on children's ability to concentrate, learn and behave, which affects their results and long term outcomes. Pupil voice highlighted the need for this facility. Attendance records show that persistent absence is detrimental to learning. Attainment can be improved with good attendance. Changing the attitudes of families and promoting the importance of good attendance is essential to improved outcomes. Breakfast club has supported pupils with a calm supportive start to the day.	Case studies & data Register of all pupils accessing breakfast club. Attendance officer provides regular attendance figures for all staff. Embed role of form tutors (handbook) in this process Year leaders to support in this role and feedback in weekly year leader meeting with DH Pastoral support working with key families EHA, key worker.	DH	Weekly agenda item in year teams Fortnightly attendance meetings with DH's and attendance officer



PUPIL PREMIUM REPORT

Learning Mentor £30,000	Behaviour for learning is positive around the school. PP pupils access learning Pupils with SEMH are supported daily by our learning mentors so that these barriers are removed or alleviated. Families are closely supported through Early help assessments	Beginning with a focus on attendance and behavior alongside quality first teaching schools can embed their support for disadvantaged pupils.	Attendance Progress data Data to show pupils involvement in whole school community. Celebration awards Parental feedback Pupil voice following planned intervention groups.	DH	Weekly update meetings on key pupils.
Individual counselling/external agency support £7600	Provide individual social and emotional support to enhance well-being. Identify and support individual needs.	NFER research places an emphasis on achievement for all, addressing the needs of individual pupils. PEP, TAC, EHA meetings highlight the need for individualised pupil support. There is limited Early Help access within CBC and many of the needs require specialist knowledge beyond that available of our pastoral team.	Virtual school PEP rating. (green highlights good practice) Strengths and weakness questionnaires for individual pupils. Reports from external agencies.	DH	Weekly meeting with DH and pastoral team discussing individual support and impact. Termly LAC PEP reviews. Termly safeguarding meeting with governors.



PUPIL PREMIUM REPORT

Academy of Central Bedfordshire 1 placement alternative provision and transport costs £9000	Pupils are able to follow a curriculum that suits their needs and interest's whilst preparing them for post 16 education, employment and training. By supporting the individual in this alternative provision it also allow pupils at Alameda Middle School to access learning.	This placement is an effective strategy in preventing permanent exclusion. NFER research places an emphasis on achievement for all addressing the needs of individual pupils, using evidence in decision-making and responsive leadership.	Regular reports provided by ACB reviewing impact of placement.	DH/SEN CO	Feedback from ACB on placement.
Assistance with curriculum trips/activities/workshops £5000	To enable all pupils to participate in school activities. Enrichment of experience, development of skills and talents.	Statistics show pupils who experience all aspects of school life and feel they have a role to play in their community develop a more positive approach to learning. Children who are happy, healthy and safe will achieve better outcomes.	Pupil voice Individual case studies Attendance data Behaviour/positive behaviour records Progress data Strengths and weakness questionnaires	Trip coordinator DH	Audit to see which pupils did not participate in school trips. Termly HT report to governing body.



PUPIL PREMIUM REPORT

Fees to support music lessons £6,800	To enable pupils to have the opportunity to develop skills and talents. This can lead to increased confidence, self-esteem and general sense of wellbeing as they develop their skills. For our pupil premium students, this is an experience that they may not otherwise have had the chance to be part of due to the cost of instrumental lessons.	It has long since been believed by many that the benefits of playing a musical instrument help the brain more than any other activity. Recent studies seem to back this up and there is increasing evidence to suggest that learning to play an instrument has a profound effect on how the brain works and develops. The benefits can be increased when lessons are taken by those children with additional needs and are especially evident when children have increased emotional needs. Music stimulates the brain in a powerful way and this is partially due to the emotional connection that we have with it.	Feedback from music teachers Exam success rate Participation in school concerts Pupil voice	DH SL for music	On a individual needs basis as and when appropriate.
Cooking ingredient funded for lessons. £500	Enabled students to participate fully in lessons.	Feedback from subject teacher identified a need to support individual pupils.	Individual pupil progress	DH SL for DT	On a individual needs basis as and when appropriate.
				Total budgeted cost:	



Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR 2018 - 2019				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Actual spend
Intervention teacher for English Preferential staffing implemented in all KS2 English classes. Additional adult team teaching within these groups.	Accelerated progress in English Focused on reading skills (inference and supporting ideas with quotations), as well as key grammar skills which can be applied to both reading and writing. KS2 SATs 2019 Reading ARE 80% GD22% Writing ARE 63% GD 1%	Year 6: - Of the 20 borderline students who received intervention in S1, 50% met both of their end of year targets, with 60% meeting at least one target in reading or writing 40% of targeted SEND pupils met both of their end of year targets, with 60% meeting at least one target in reading or writing 33% of the targeted SEND pupils met both targets; pupils targeted did not meet either target set to them	- Impact in Y6 wasn't as good as we had hoped for with the identified borderline pupils – We plan to use the intervention teacher's expertise to target GDS target pupils in Y6 to improve these outcomes. SL to work with borderline pupils. - SL share gap analysis from teachers with intervention teacher to ensure maximum impact in each session - Ensure tutors and YLs support with getting students to intervention sessions for maximum impact - HT and SL learning walks of intervention sessions to ensure content delivered is appropriate	£36483
		Year 7: - Of the 39 targeted pupils in Year 7, 87% met both of their targets, with 92% meeting at least one target in reading or writing 87.5% of SEND pupils met both of their targets, with one SEND pupil not achieving either target – moved to SL group for Y8 and will receive further 1:1 intervention		



		92% of PP pupils targeted met both of their targets after intervention, with 1 pupil (also identified above) not meeting either target Year 8: % of targeted pupils met both of their targets in Year 8, with 91% meeting at least one target 87% of SEND pupils achieved both of their targets – 2 SEND pupils did not achieve either target 87% of PP pupils achieve both of their targets, with 93% achieving at least one target by the end of the year. 1 PP pupil (also identified above) did not meet either target		
Intervention for maths All year 6 core staff timetabled for intervention sessions	Accelerated progress in KS 2 maths	Autumn 2. Strong progress when comparing raw scores for all but one pupil. Of all those targeted for ARE, 26/40 (65%) pupils made ARE. Summer term 25 pupils. All but four pupils made ARE (84%), showing a strong positive impact of mentoring in Summer term. 8 of the pupils achieved GDS (6 of which were girls and a focus)	Middle attaining PP children have not made the expected progress against their KS1 results, despite small group support and intervention. Arrangements for these pupils- especially staffing and setting- needs careful consideration for next year. Slump in the number of PP pupils achieving ARE this year, however those achieving ARE at entry was at only 30%, so this has improved.	



PUPIL PREMIUM REPORT

		Targeting pupils/ intervention shows strong positive impact when comparing scores from Autumn to Summer. KS2 SATs data Maths ARE 74% Maths GD 18%		
Uniform	Develop pupils positive attitude to school and learning	Strong relationships with families are developed. Families feel supported. Pupils made to feel part of the school community. Observations show positive behavior for learning.		£97
Breakfast Club	Develop pupil's positive attitude to school. Ensure pupils are ready for key learning, maths and English, in lesson 1 and 2	Improved attendance data Behaviour data improves Progress data positive	Termly advertising to all families. Key pupils identified through pastoral team and year leaders following attendance checks. Use as an intervention in discussion with families.	£2339
Assistance with curriculum trips/activities	To enable all pupils to participate in school activities. enrichment of experience, development of skills and talents.		Ensure all letters for all trips have the statement around financial support. Clear procedure needed if PP pupils have not signed up for a trip.	£1710
Fees to support music lessons	To enable pupils to have the opportunity to develop skills and talents.	Pupil enjoyment Opportunity to succeed Talent identified and guided to more opportunities.		£5385
Targeted Support				
Lexia reading scheme (3 year licence) and Lexonik	Intended outcome	Impact		£2990
Maths Whiz				£4107



PUPIL PREMIUM REPORT

Individual counselling/ external agency support	Social, emotional and mental health issues affecting well – being and progress	3 pupils accessed Seeds of change. Seeds of Change is a therapeutic learning environment where individuals can come and feel physically safe. Work is done in a non-judgmental, non-confrontational way using horses as co-coaches. Sessions have been very positive in building self-esteem and confidence. Strategies are developed to help aspects of everyday life. 5 pupils accessed 1:1 counselling		£7952
Food Tech		Seven year 8 PP pupils involved in cooking option group. Pupils choose their options. Supplying ingredients for pupils enabled them to participate fully in the chosen recipe. Life skills developed and skills for future learning. Opportunity to invite families into school and celebrate pupil success.		£513
Other approaches				
Learning mentor support	Intended outcome	Impact		£24,701



PUPIL PREMIUM REPORT

CPD including IRIS	Provide an opportunity for self-reflection for all staff leading to an improvement in teaching and learning. Provide an opportunity to identify and share good practise across the school Provide a more financial viable monitoring and evaluation programme.	A new model of CPD introduced for all staff. Collated reflection feedback identified key areas for whole school training and individual support. A culture of trust and support developed amongst all staff.		£4,000
ACB alternative provision and transport	This placement prevented a permanent exclusion. Pupils are able to follow a curriculum that suits their needs and interest's whist preparing them for post 16 education, employment and training.	One pupil attended Academy of Central Bedfordshire (ACB) ACB is an alternative provision free school. Pupils are able to follow a curriculum that suits their needs and interest's whist preparing them for post 16 education, employment and training. This placement prevented a permanent exclusion.		£11860



Appendix – Case Studies

Case studies – Impact of Pupil Premium grant

Year 8 Lexoniks group

Pre Standard Score	Post Standard Score	Reading Gain (months)	Standard Score Gain	Comments
85	93	21	8	Attempted nearly all the words on the second test, big improvement in score compared to the start of the course
79	87	15	8	confidence developed well over the course of the programme
73	81	15	8	Showed great score improvement and focus during Lexoniks
87	91	12	4	Good score improvement and large boost to confidence
92	99	24	7	Fantastic attitude to learning, very impressed
86	88	6	2	always the first to attempt to define words, I believe this course helped highlight her strengths
88	90	6	2	very focused, attempted all of the words on the test, confidence booster
92	103	39	11	Incredible improvement, he has proved that he can focus and learn in smaller group work tasks

Pupil 1 – Fees to support music lessons

Drum lessons identified as part of a regular review process for this pupil. Pupil began lessons but concerns were raised by tutor that pupil was struggling to read music. In discussion with pupil we learnt that pupil was not interested in sitting exams or being able to read music but just loved being able to play the drums. Pupil attended group practises weekly giving pupil a sense of belonging to the Alameda community and pupil had recognised he had a natural talent. Lessons continued. Pupil performed in school concert. Pupil continues to have drum lessons and recently performed a solo part at the Christmas concert.

Pupil 2 – Learning Mentor

School anxiety prevented pupil from attending school. Learning mentor developed a plan of action with the family and gradually over time encourage pupil to come into school. Attendance improved gradually each month starting in September at 80% and finishing in June at 90%. This pupil now accesses our breakfast club as part of the ongoing plan where she touches base each morning with the learning mentor and attendance is currently in our 90% - 95% range.

Pupil 3 – Intervention for maths and English

Pupil identified through Lower School transition as a pupil who only reached ARE due to the amount of intervention received. In year 6 maths intervention was delivered on a weekly basis with one other pupil.



Intervention was around building confidence in maths ability, targeting gaps and to develop a positive relationship with member of staff, with the aim of that member of staff supporting in the SATs test. During sessions pupil shared anxiety about the tests and it was decided this pupil would sit the test in a small room with one other pupil. Pupil achieved ARE in maths.

Pupil 4 – Individual counselling/external agency support

Pupil accessed Seeds of Change. Reports were shared with school following each session. Final session reported pupil was “engaged throughout the whole of her class work and demonstrated a level of independence. Pupil with support listened to coach when she explained how communication is important with the horses in the same way it is when with people. Coach reminded pupil to reflect on what would be a more comfortable choice in reacting to the emotion. Pupil seemed in a positive place and left happy.

Feedback from pupil’s teachers in the form of a round robin all noted an improvement in confidence and commented on how happy pupil seemed. Friendships/relationships in the past have been very difficult for this pupil but now pupil has a meaningful friendship in school and has been able to talk about her feelings with our learning mentor. Pupil no longer spends lunchtimes in form room with tutor but is out and about around school site.

Pupil 5 – Academy of Central Bedfordshire alternative provision and transport costs

Pupil Placement at ACB. Review meeting on 28.7.19

Pupil fully engages with PE. Pupil is generally engaged and actively contributes in class discussions. He does sometimes get involved in "banter" with other students and then finds it difficult to regain his focus. Prince's Trust / ICT / Humanities - always completes tasks and does not need constant support and is happy to work independently but will ask for help if pupil needs it. Tasks need to be chunked to keep focus but so far work produced is of a good standard, well presented and directly related to pupils learning objectives. Behaviour is always respectful. Can be distracted sometimes by other students but is rarely the cause of distraction. Pleasure to have in the classroom.

Pupil 6 – Preferentially staffed maths set

10 pupils were part of this group. It was identified that all pupils needed a highly personalised individual programme of study delivered by an experienced member of staff. 70% of these pupils made better than expected progress based GL assessments by the end of the year.

