

The St. Christopher School Academy Trust

Whole School Information on Pupil Progress For the Academic Year 2017-18

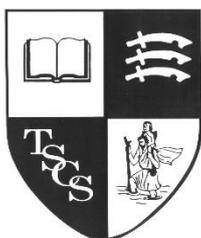


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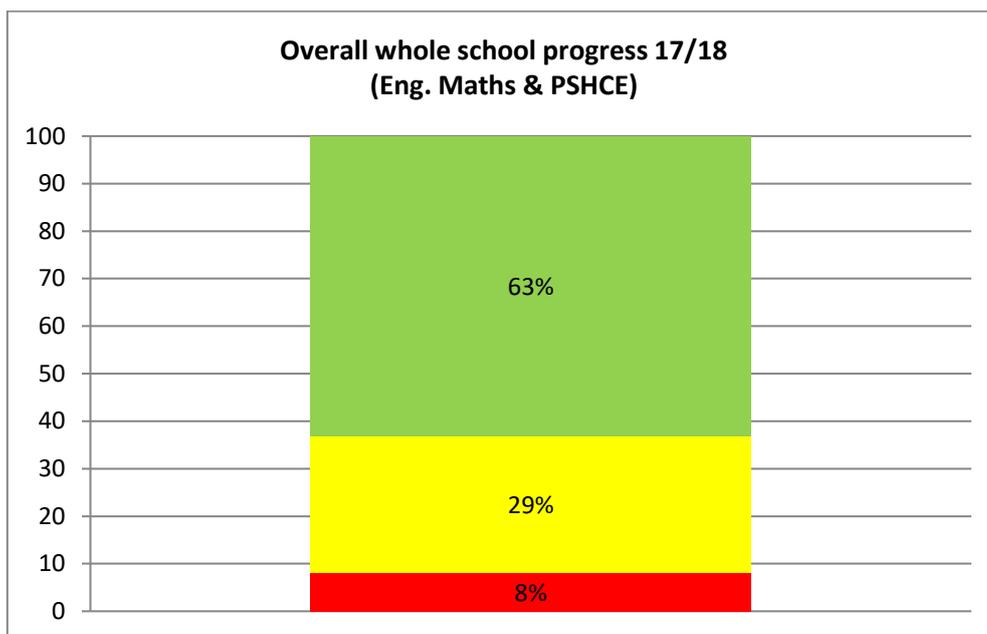
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Whole School Targets 2017-2018

Target 1 – For at least 50% of pupils to make above expected progress in core subjects – English, Maths and PSHCE (based on the school database information)

Result 1 – Achieved. School database shows the following results:

Whole School English		Whole School Maths		Whole School PSHCE	
Above	57%	Above	61%	Above	70%
Expected	36%	Expected	31%	Expected	21%
Below	7%	Below	8%	Below	9%



Target 2 – To embed the new Learning Powers across the school so all pupils have a greater awareness of the learning powers skills and use them in self-assessment

Result 2 – Achieved

Target 3 – To develop monitoring requirements for subject leaders of the foundation subjects through thorough work scrutiny and key stage monitoring

Result 3 – Achieved but on-going

With the Rochford Review taking place and the subsequent removal of P Levels, B-Squared has had to redevelop their assessment system to take into consideration these new changes of how we monitor and assess pupils working below the expected Key Stage Standard. Due to this development, we have encouraged subject leaders to look at whether B-Squared continues to be an effective strategy to assess pupil progress within their subject area. Many of the subject leaders would like to continue to use this system of monitoring pupil progress; however, some subject leaders have developed other ways to monitor their subjects that they feel would take into consideration our curriculum but also our focus on life and social skills. The following table shows those subjects that are continuing to use B-Squared and those that have developed their own monitoring strategy.

B-Squared	Own Methods of Assessment
Maths Primary and Secondary	D&T Primary and Secondary
English Primary and Secondary	Art Primary and Secondary
PSHE/Citizenship/self-help Primary and Secondary	Geography and History Primary
Computing Primary and Secondary	Music Primary and Secondary
PE Primary and Secondary	
Geography and History Secondary	
Science Primary and Secondary	

With regards to work scrutiny, we conducted a review on Outdoor Learning and how this is recorded within books across the school and how it is incorporated within the curriculum. There is a wide range of activities taking place within the school therefore it is important to ensure this is recorded and utilised effectively within classes. We will continue with work scrutiny; reviewing other curriculum areas during the next academic year.

We have also undertaken moderation activities with our teachers and subject leaders. Alongside the work with the FLSE and within the MAT we have developed a new moderation pro-forma that will be used by all the schools within the Southend SEN Trust MAT. We have also attended all the FLSE moderation events within the local area with representatives from SLT and our teaching staff; which has helped with networking, developing professional responsibilities as well as facilitating professional dialogues with colleagues working in similar environments. We have also attended MAT moderation meetings as well as organising our own training session for subject leaders which has focused on the moderation process.

Whole school data analysis of pupil's progress also examined literacy and numeracy groups this year, including the different strands within each of these areas. This information has been passed to subject leaders, as well as all teachers, so that they are able to understand how pupils are progressing within the areas they are directly teaching.

Action for the next academic year: to continue with work scrutiny across the school, involving subject leaders, to help facilitate understanding of how these subjects are taught and delivered across the school. To continue developing our moderation practice in house. To help ensure staff are confident in selecting, marking and providing evidence. To manage the Rochford Review recommendations and subsequent changes within B-Squared (e.g. our tracking documents and our RAG rating system will have to be adapted).

Target 4 – *To provide opportunities for staff to visit and review activities at the other schools within the MAT*

Result 4 – Achieved but on-going

One of our Assistant Headteachers has been involved in facilitating an assessment and moderation group across the MAT, involving members of SLT within all four schools. Topics of discussions have included moderation process and formats used to facilitate this, how we assess within the different schools, business and enterprise curriculums and pathways and developing the social group across the MAT that had been organised by The St Christopher School. Schools were invited to join us at The St Christopher School for a secondary assembly to learn more about this social group and Kingsdown attended with one of their groups. This assessment and moderation group will be continuing during the next academic year.

Four members of SLT visited Kingsdown and spent a day at the school; observing a specific teacher and gaining an understanding of the practices undertaken at Kingsdown.

Target 5 – *To extend business and enterprise opportunities for pupils by designing a business and enterprise centre and provide appropriate and relevant training opportunities for staff in business and enterprise skills.*

Result 5 – **Achieved but on-going**

Target 6 - *For the school to achieve a recognised award/standard in Emotional Health and Wellbeing (EHWB).*

Target 6 -

Pupil Progress – Whole School Database

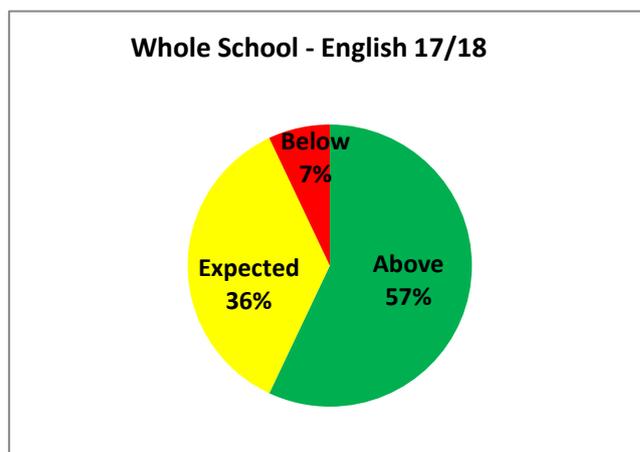
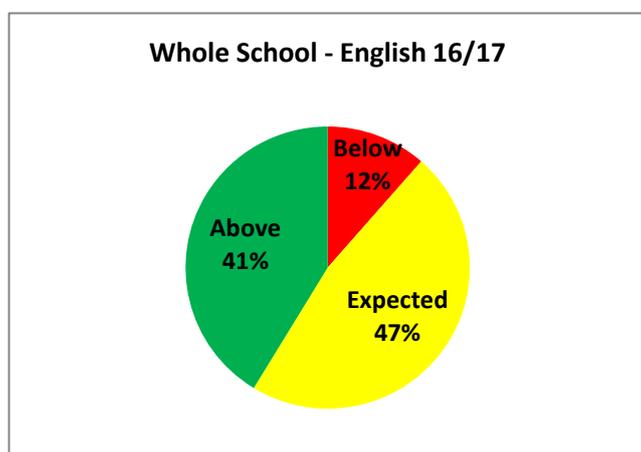
The following information is taken from our Whole School Database. This is a database of every pupil in the school and records not only their academic progress, but also tracks any intervention the pupil is accessing. Examples of the types of information that can be 'drilled down' include (but are not limited to):

Academic Progress: Boys V Girls
Pupils Premium V Rest of School
Primary V Secondary
Key Stage Academic Progress
Progress of those pupils where English is an additional language
Academic impact of interventions
Achievement of those pupils on BMP's (Behaviour Management Plans) V Rest of School
ISP (Individual Support Plan) achievements
Reading Age Progress

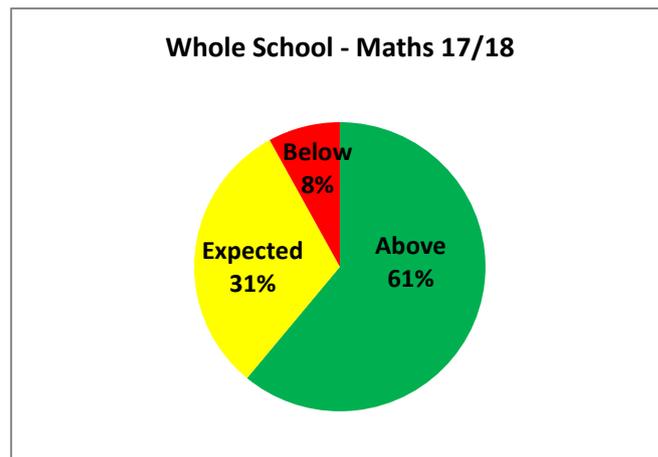
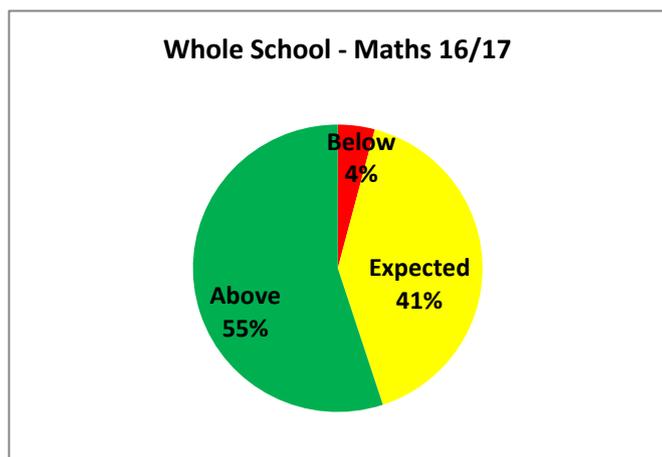
General Analysis: Attendance information
Club access information
ParentPay take-up
House Team analysis
Incident analysis

The following is an example of Whole School Progress in English, Maths and PSHCE. The results are shown in comparison from last year.

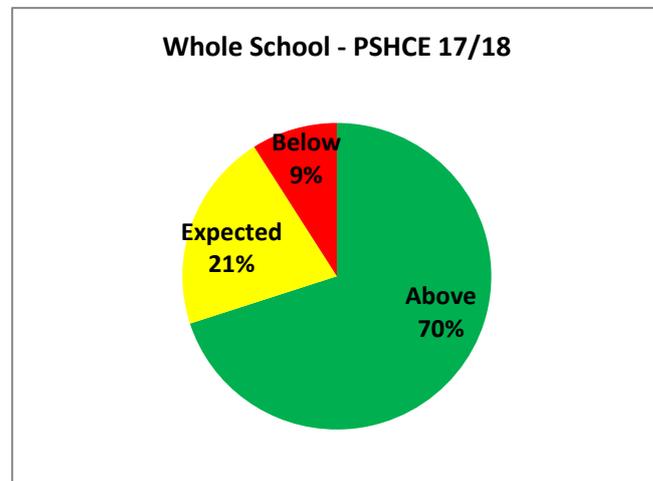
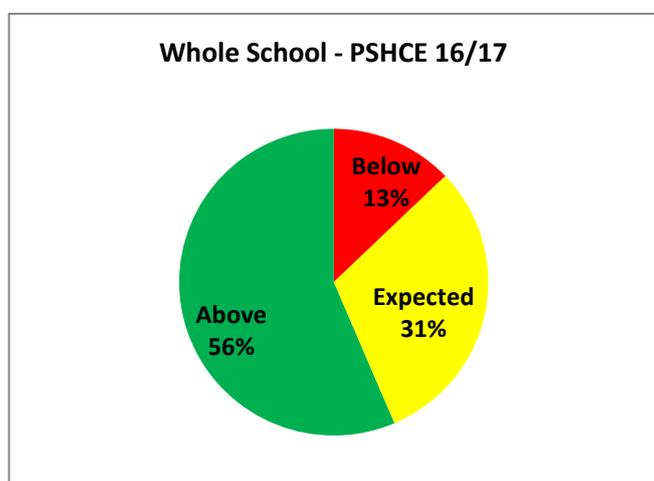
Whole School English



Whole School Maths



Whole School PSHCE



Pupil Premium Information

The St. Christopher School is a special school for children aged 3-19 years with a range of learning difficulties including autism, ADHD, communication and interaction difficulties, cognition and learning difficulties and some with social emotional and mental health difficulties. All pupils have a Statement of SEN/EHC plan. Levels of attainment upon entry to the school are significantly below age related expectations. The catchment area is wide with pupils placed via many different Local Authorities.

Pupil premium was introduced by the Government in April 2011. The funding is provided in addition to the main Special School funding from the LA and is intended to help disadvantaged pupils to 'close the gap' and to raise attainment and improve progress. A high percentage of our pupils receive Pupil Premium funding. Children who are eligible include:

- Pupils who have been registered for Free School Meals (FSM) at any point in the last six years
- Children who have been looked after continuously for more than six months
- Children of armed service personnel

Objectives

- The pupil premium will be used to provide additional educational support to improve outcomes and to raise the standard of achievement for 'disadvantaged' children.
- The funding will be used to narrow and close the gap between the outcomes of pupil premium pupils and their peers.
- The school will use the funding to address any underlying inequalities between children eligible for pupil premium and others.
- As a school, we will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives

Effective Use of Pupil Premium

Our learners who are eligible for pupil premium are not underachieving in comparison to their peers – this is due to our relentless commitment to personalised learning around the holistic needs of the individual. "They ensure that the pupil premium is used wisely to benefit all pupils." (Ofsted 2017).

In order to better monitor our pupils' outcomes the school has adopted a number of assessment and tracking systems tailored to the individual needs of our pupils. This has enabled the school to track and monitor the impact of pupil premium funding in a more consistent manner. The tracking is linked to specific targets for each pupil via their ISPs and EHCP's.

A great deal of evidence showing the progress of all pupils, including our pupil premium students, is collated on film on our website. The video, which was created by our own pupils, is useful in fully understanding the impact that the pupil premium has for the positive wellbeing of the whole school. This gives a flavour of how we use visual evidence and media to show pupil outcomes and impact of the overall learning environment. We also collate specific case studies on a number of students which charts their progress in academic areas as well as their progress in resilience, adaptability and overcoming of specific barriers to everyday life. This can include difficulties with feeding, dressing or obsessional behaviours such as becoming upset when hearing a telephone ring, which prevent learning.

Financial Year 2018 to 2019

In the 2018 to 2019 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

£1,320 for pupils in reception year to year 6

£935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local authority care because of one of the following:

- Adoption
- A special guardianship order
- A child arrangements order
- A residence order

Allocation – £126,060

The school's pupil premium allocation for this current school year 2018-2019 is expected to be £126,060. This information was taken by the DfE from the January '18 Census:

70 primary aged pupils (70 x £1,320 = £92,400) and
36 secondary aged pupils (40 x £935 = £33,660)

The Local Authorities who have children placed at the school this academic year include Southend on Sea Borough Council, Essex County Council, London Borough of Redbridge, Thurrock Council, Hertfordshire County Council and London Borough of Barking and Dagenham.

The Governing Body has utilised the pupil premium allocation to help support the development of speech, language and communication and behaviour and emotional support.

The allocation will be spent on providing support for specific areas. These are:

- Direct access to school funded Speech and Language Therapists (3 therapists – not provided by the Health Service). The pupils have had access to a newly built therapy suite. This gives more space for all of our therapists to work in 1:1 and small group sessions with our pupils – with a particular emphasis on our pupil premium pupils.
- Buying in direct training to support the development of Occupational Therapy/Sensory Integration within the school which will further enhance the use of the new therapy suite and purpose built sensory room.
- Direct access to a trained counsellor (not funded by the Health Service).
- Overall additional pastoral and behaviour support which can be 1:1 support for the child and family. There is a team of staff who are responsible for pastoral support for both pupils and their families.
- We continue to offer specific literacy intervention by our specifically trained teacher in Dyslexia for those pupils who need more additional help, over and above the specific support within classes.
- Support for residential trips – including the use of two caravans owned by the school to support life and social skills for our pupils and overseas residential trips for our Key Stage 4 & 5 pupils.
- Support with mainstream integration to enable personalised programmes for our most able students to access mainstream opportunities and externally accredited courses not available at this school.
- Outdoor Learning for our pupils – learning outside the classroom is embedded in our curriculum and has had positive impact on the outcomes for our pupils
- Supporting our pupils in accessing our newly built Business and Enterprise Centre. The centre will teach pupils about field to fork – pupils will grow their own produce and subsequently offer a cafe/dining experience to family and friends, teaching our pupils valuable life, social and work experience skills.

Usage – 2018-19 – Barriers to Learning and Development

Due to the number of pupils affected by Autistic Spectrum Disorder, the predominant barrier to learning at The St. Christopher School is the development of communication and language skills. The other main area of need is that of behavioural support for those pupils with challenging behaviours. Both these areas are key skills that need additional specialist support to enable pupils to make the most of their abilities and develop into successful learners in school and when they leave school and move into the outside world.

Speech and Language Therapists

This involves the employment of qualified Speech and Language Therapists who are on the school site throughout the school year working with individual and groups of pupils as well as working in the classrooms alongside staff, giving advice and support in the development of language and communication. This team of four specialist staff are employed by the school and there is no financial support for this service, the NHS do not provide any speech therapy.

School Counsellor / Learning Mentors

- A number of pupils at the school have extreme difficulties understanding the regular expectation of society and schools when it comes to interacting with their peers, working alongside others and behaving in appropriate ways in social situations. They need additional support to enable them to access the school curriculum, social activities and manage their own behaviour in acceptable ways to families and the outside world.
- The Pupil Pastoral Team consists of a qualified counsellor and other specialist staff who are dedicated to providing additional support to develop personal, life and social skills for those who are in most extreme need, and are vulnerable to not making the progress they could without additional support.
- The pastoral team support a number of our pupils to access everyday activities such as blood tests, dentist and hair appointments. For a number of our pupils this is very difficult, so they are supported by a member of staff accompanying them to provide support.

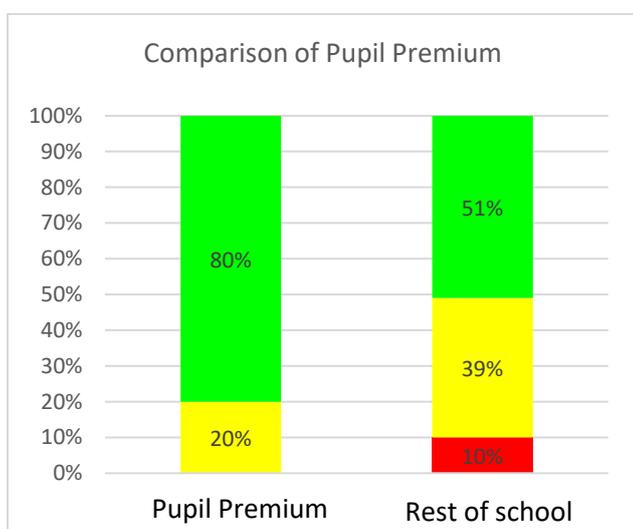
Interventions

- All of our pupil premium pupils have access to a wide range of interventions which we monitor for their impact. Some interventions are fun based and there is no measurable outcome, other than enjoyment. Other interventions are more subtle in their desired impact and outcome. For example, we offer music lessons during school hours which offer pupils the opportunity to grow their self-esteem and ability to express themselves. We run age appropriate girls groups within primary and secondary (girls are a minority within the school) to provide a time and space for them to interact together and talk about any issues that they want to share.
- There are specific interventions to help access the curriculum in fine and gross motor control, 'stay safe' training, play therapy, intensive interaction, lego therapy, travel training, social skills groups and girls groups.
- We are able to clearly identify our pupil premium funding and state what the expenditure goes towards. For example, 100% of the school counsellor's salary is identified as supporting pupil premium pupils and those who are looked after by Local Authorities. 50% of the Speech and Language Therapists' salaries and 75% of the pastoral support team's salaries are identified as working with and co-ordinating work with our pupil premium pupils.
- All of the above comes to approximately £130,000 which is therefore shows that we can clearly identify how the pupil premium money and catch up money is spent and that it is topped up as necessary by the rest of the school budget as this only accounts for salaries and not equipment, resources or administration support.

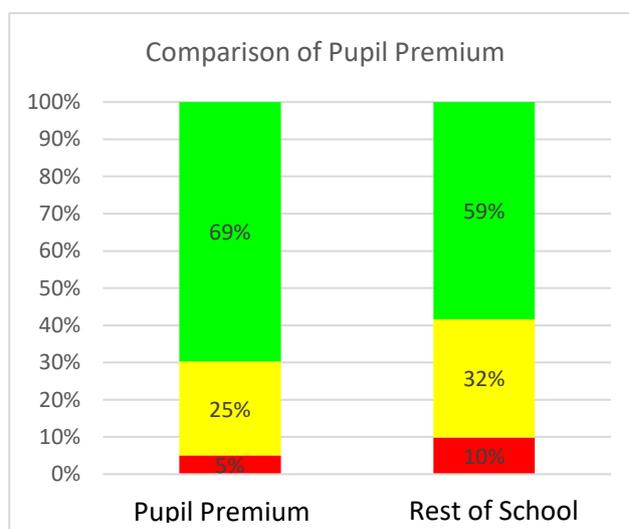
Impact and Progress

- The school uses various methods to assess the impact of all initiatives and keeps a detailed record of all the interventions put in place on top of the regular curriculum and support given to our children.
- We use a system of assessing progress which shows whether a pupil has made expected, above or below expected progress in overall academic achievement in English, Maths and PSHCE.
- It can still be seen that the overall picture of those in receipt of Free School Meals and those who are not is roughly similar with no big 'gap' between the two groups, and also for those in Looked After Care the picture is similar with all pupils in this group reaching expected progress. Statistical comparisons as the only means of assessing the impact of the interventions are difficult when numbers are so small (the total number of Looked After pupils is 4 out of 226).
- A comparison of data for the academic years 2016/17 and 2017/18 can be seen below:

2016/17

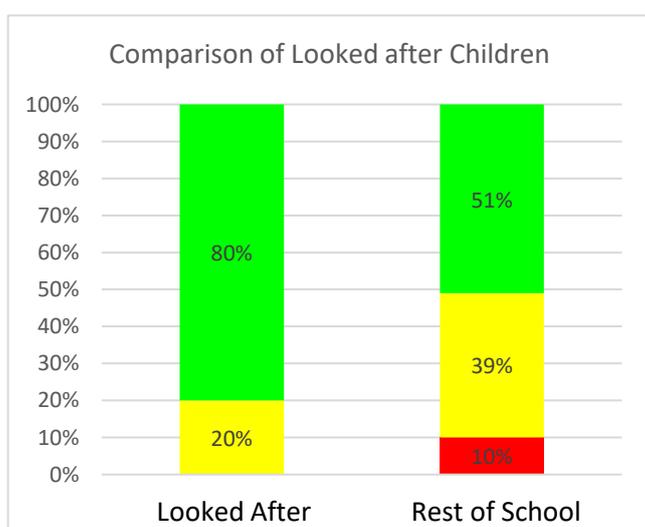


2017/18



A comparison of data for Looked After Children for 2016/17 and 2017/2018 can be seen below using data from the whole school database.

2016/17



2017/18

