

## Pupil Premium Review: The Courtyard Self-evaluation July 2019

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Social, emotional and mental health issues	<p>Poor independence skills</p> <p>Low self-confidence</p> <p>High anxiety</p> <p>Avoiding risks</p> <p>Unable to make choices</p> <p>Refusing to accept praise</p> <p>Failure to engage</p> <p>Poor attendance</p>	<p>For all pupils to have improved self-worth. For their self-confidence to improve and their confidence to take risks and learn independently to increase.</p>	<p>100% achievement of relevant Appendix A targets</p> <p>Pupils and families gaining access and support from relevant external services</p> <p>Improvement in self-management of anxiety</p> <p>Attendance at school</p> <p>Reduction in the number of behaviour incidents from 2017-18 to 2018-19</p>	<p>CAMHS (Children and adolescents mental health service) intervention</p>	<p>This has contributed to students developing strategies to reduce their anxiety.</p> <p>Students supported are experiencing fewer angry and rude outbursts towards staff and peers.</p> <p>Attendance of all pupils remained steady from 2017-2018 to 2018-2019 (92%). FSM pupil attendance also remained steady at 90.5% from year to year. However, attendance and engagement in lessons increased from 90% to 96%.</p>
Social communication skill impairments	<p>Anxiety when communicating with others</p> <p>Inability to process information shared by others</p> <p>Inability to work in partnership with another</p> <p>Difficulties in asking for help</p>	<p>Improved speech, language and communication in a social context.</p> <p>Empower pupils and parents/carers with the tools and knowledge of to maximise</p>	<p>100% achievement of relevant Appendix A targets</p> <p>Pupils and families gaining access and support from relevant external services</p> <p>Improved self-confidence</p> <p>Development of meaningful</p>	<p>SpLT (Speech, Language and Communication) intervention</p>	<p>This has contributed to students developing strategies to reduce their anxiety.</p> <p>Tracking of pupil progress against Social Communication component of SCERI indicates an increase from 80% pupil implementation in October 2018 to a 91% pupil implementation in July 2019.</p> <p>Pupil Questionnaire – 92% of pupils feel that they have</p>

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	<p>or communicating need</p> <p>Poor independence outside of school</p>	<p>development of child's speaking and listening skills.</p>	<p>friendships both in and out of school</p> <p>Develop of interests in extra-curricular areas.</p>		<p>meaning friendships in school. 76% report that they have meaningful friendships outside of school – June 2019.</p>
<p>Improving reading levels for disadvantaged pupils</p>	<p>Disengagement, inability to relate to texts, poor comprehension of subject vocabulary</p>	<p>Improved comprehension skills and attainment</p>	<p>Difference in reading level between disadvantaged pupils and others reduced by 4 points</p>	<p>Catch-up reading programme</p> <p>Structured 1:1 intervention</p> <p>Tutoring from City Tutors</p> <p>Increased display of subject vocabulary in classrooms and books</p>	<p>PP pupils made on average 1 year and 2 months progress in their reading ages and 1 year and 1 month progress in their spelling ages.</p> <p>This compares with their non-PP peers who made 1 year and 4 months progress in their reading ages and 8 months progress in their spelling ages.</p> <p>This marginal difference in reading ages but more significant difference in spelling age means we wish to continue with the IDL programme to see how these figures progress in the second year.</p>

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<p>Improved speech, language and communication skills</p>	<p>Disengagement Feeling of failure to focus on academic studies ASD related impairments Absent diagnosis of SLC needs</p>	<p>Improved speech, language and communication in a classroom context. Staff to have the knowledge of skills necessary to enable pupils to acquire good speech, language and communication</p>	<p>100% achievement of relevant Appendix A targets Pupils and families gaining access and support from relevant external services Improved self-confidence Improved academic progress Increase in pupils contributing to class discussions. Increase in pupil independence due to their understanding of the lesson and expected outcome.</p>	<p>SpLT (Speech, Language and Communication) intervention</p>	<p>This has contributed to students developing strategies to reduce their anxiety. Tracking of pupil progress against Social Communication component of SCERI indicates an increase from 80% pupil implementation in October 2018 to a 91% pupil implementation in July 2019. Tracking of pupil progress against Independence component of SCERI indicates an increase from 74% acquisition of independent learning skills in October 2018 to 86% pupil acquisition in July 2019.</p>
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### Revised strategies following the school visit – March 2019

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategy	Evaluation of impact
Social communication skill impairments	<p>Anxiety when communicating with others</p> <p>Inability to process information shared by others</p> <p>Inability to work in partnership with another</p> <p>Difficulties in asking for help or communicating need</p> <p>Poor independence outside of school</p>	<p>Improved speech, language and communication in a social context.</p> <p>Empower pupils and parents/carers with the tools and knowledge of to maximise development of child's speaking and listening skills.</p>	<p>100% achievement of relevant Appendix A targets</p> <p>Pupils and families gaining access and support from relevant external services</p> <p>Improved self-confidence</p> <p>Development of meaningful friendships both in and out of school</p> <p>Develop of interests in extra-curricular areas.</p>	<p>Focused sessions delivered by Educational Psychologist in conjunction with Speech and Language Therapist</p>	<p>Professionally led social sessions. Pupils engage in game activities, acquiring and implementing social skills in a safe environment. Further training delivered to school staff.</p> <p>Staff report an increase in effective interaction between pupils in lessons.</p> <p>Staff report an increase in confidence levels and subsequent academic progress.</p>