

## Pupil Premium Review: The Courtyard Self-evaluation July 2017

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Improving reading levels for disadvantaged pupils	Disengagement, inability to relate to texts, poor comprehension of subject vocabulary	Improved comprehension skills and attainment	Difference in reading level between disadvantaged pupils and others reduced by 4 points	Catch-up reading programme Structured 1:1 intervention Increased display of subject vocabulary in classrooms and books	As a result of additional support, expected reading levels have risen for all pupils, but at a faster rate for disadvantaged pupils. The gap between disadvantaged pupils and others has reduced by 2 points.
Improved attainment in GCSE mathematics (Y11 pupils)	Disengagement Inability to apply numerical understanding to higher order mathematical problems	Improved engagement and attainment; improved application of numerical functions	Difference in reading level between disadvantaged pupils and others reduced by 4 points	Maths tutoring	As a result of additional support, expected attainment levels have risen for all pupils, but at a faster rate for disadvantaged pupils. The gap between disadvantaged pupils and others has reduced by 6 points.
Improved engagement in studying through the attendance and achievement in vocational courses	Disengagement Feeling of failure to focus on academic studies	Improved engagement and attainment	Attendance at school Reduction in the number of behaviour incidents from 2014-2015 to 2015-2016 Achievement in vocational studies	BTEC Hair & Beauty course BTEC Construction course	As a result of studying vocational courses, all pupils have achieved a recognised qualification in a vocational BTEC course, in line with non-disadvantaged pupils and mainstream pupils.

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<p>Improved engagement in all areas of school and home life. Improved mental health and ability to manage difficult social situations.</p>	<p>Inability to communicate due to social impairments linked to ASD condition Disengagement Feeling of failure to manage emotions in a range of situations.</p>	<p>Improved engagement and attainment Improved mental health and ability to communicate feelings and manage emotions</p>	<p>Attendance at school Reduction in the number of behaviour incidents from 2015-2016 to 2016-2017</p>	<p>Additional CAMHS (Children and adolescents mental health service) intervention</p>	<p>Has contributed to students developing strategies to reduce their anxiety. Students supported are no longer experiencing angry and rude outbursts towards staff and peers.</p>
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## Revised strategies following the school visit

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategy	Evaluation of impact
Vocational achievement to support the progression to further education or employment	Disengagement Attendance	Achievement of BTEC Level 2 Construction Progression into college placements or work experience opportunities in relevant vocational fields in KS5	Achievement of BTEC Level 2 Construction	Vocational education placements for 2 students at Samuel Rhodes School	As a result of attendance and achievement in the BTEC Construction course, the pupils have achieved the qualification and have career aspirations in related fields.
Support of behaviour, emotional and mental health issues	ASD related impairments (social communication, interaction and flexibility of thought)	100% achievement of relevant Appendix A targets Pupils and families gaining access and support from relevant external services Improvement in self-management of anxiety levels	Reduced number of behaviour incidents and levels of anxiety Ability to self-manage anxious situations measured by achievement of relevant Appendix A targets	Additional CAMHS intervention	As a result of the development of CAMHS intervention, the pupils will develop their self-confidence and rigidity of thought and achieve their Appendix A Social Communication targets.
Improved reading levels	Disengagement ASD related impairments (flexibility of thought, literal	Reduction in gap between the reading age of disadvantaged pupils and non-disadvantaged	Narrow the gap between actual reading age and chronological age for disadvantaged pupils (and others)	Small group catch-up reading sessions delivered by HLTA for all disadvantaged pupils and those whose reading age is	As a result of the development of the catch-up reading sessions and comprehension activities, the

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	thinking)	<p>pupils.</p> <p>Reduction in the gap between reading age and chronological age.</p> <p>An increase in comprehension and inference skills.</p> <p>Achievement in relevant English courses (GCSE, FS)</p>	<p>Increased rate of progress in English through development of reading across the curriculum.</p>	<p>below their chronological age.</p> <p>Provision of fiction books for use in self-discovery, SRE and PSD lessons.</p>	<p>pupils will develop their reading ability and narrow the gap between their reading age and chronological age.</p>
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