



SEND Strategy Statement: The Hessle Academy

1. Summary information					
School	Penshurst Primary School and Hessle High School & Sixth Form College				
Academic Year	2016/17	Total SEND budget		Date of most recent SEND spending review	July 2017
Total number of pupils	1484	Number of pupils on SEN register	209	Date for next internal review of this strategy	January 2018
Number of pupils on SEN support	188	Number of pupils with Statement/EHC Plan	21		

2. SEND budget funding 2016-17			
	2014-15	2015-16	2016-17
Additional Support Funding	£405,737	£391,033	£373,976
Top-Up Funding	£103,916	£76,762	£83,295
Total SEND Budget	£509,653	£467,795	£457,235

3. Current attainment (external) – 2017 results (KS1/2)			
	Pupils with identified SEND (SEN support)	Pupils with identified SEND (EHC Plan)	Pupils with no identified SEND
KS2 expected standard in Reading, Writing and Maths	National – 53% Penshurst School – 50%	N/A	National – 61% Penshurst School – 82%
KS1 Phonics	National – 64% Penshurst School – 98%	N/A	National – 92% Penshurst School – 100%

3. Current attainment – internal (Hessle High School)				
	<i>Gap (between non-SEND and SEN support)</i>	<i>Pupils with identified SEND (SEN support)</i>	<i>Pupils with identified SEND (EHC Plan)</i>	<i>Pupils with no identified SEND</i>
Progress 8 Score – Year 11	0	-0.9	-1.4	-0.9
Progress 8 Score – Year 10	+0.1	-1.5	-1.9	-1.6
Progress 8 Score – Year 9	+0.5	-2.6	-3.3	-3.1
Progress 8 Score – Year 8	+0.7	-2.6	N/A	-3.3
Progress 8 Score – Year 7	+0.7	-3.4		-4.1

3. Current attainment – internal (Penshurst School) Expected progress in R/W/M			
	<i>Gap (between non-SEND and SEN support)</i>	<i>Pupils with identified SEND (SEN support)</i>	<i>Pupils with no identified SEND</i>
FS1	+1&	100%	99%
Year 1	+12%	100%	88%
Year 2	+18%	90%	72%
Year 3	-15%	63%	78%
Year 4	-3%	53%	56%
Year 5	-10%	72%	82%
Year 6	-6%	92%	98%

4. Barriers to future achievement (for pupils with SEND)

In-school barriers

A.	Most students with SEND have a lower than average academic starting point, which requires intervention before their year group's curriculum can be assessed. At primary level, this work is particularly focused around their phonics understanding, whilst at secondary level it is the students' reading for understanding ages which require targeted interventions.
B.	Engagement in additional learning strategies such as; after-school clubs is weaker amongst students with SEND, particularly those of lower ability. They are less likely to engage in revision sessions.
C.	Students with SEND are more likely to suffer with issues around self-esteem and often lack confidence. Often, their problem-solving skills require developing in order for them to become fully independent learners.
D.	Students with additional needs which affect their physical abilities may require additional support to enable them to access all areas of school life.

External barriers

E.	Many students with SEND require support outside of lessons to complete work. This support may not always be available away from the school environment.
F.	Students with SEND, particularly those that affect their physical abilities, are more likely to find themselves excluded from activities and opportunities outside of school.

5. Desired Outcomes

	Desired Outcomes and how they will be measured	Success criteria
A.	Diminish the gap in progress – Progress 8	A positive Progress 8 score for students with SEND in GCSE results 2018
B.	Improve attainment of students with SEND (Basics and EBacc)	Attainment of students with SEND to exceed National average for Other students
C.	Ensure gaps on entry are closed by end of each Key Stage	Progress gap for each KS to be reduced
D.	For all students to have full access to all areas of school life	A fully inclusive school and curriculum
E.	For students with SEND to play a more active role in their learning by attending additional sessions at lunch/after school	Increased attendance for these sessions

i. Quality of Teaching for All					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rationale for this choice?	How will you ensure this is implemented well?	Staff Lead	Review Date
Suitable curriculum for all students	Vocational learning courses provided to appropriate students in Y10 and Y11	Success in previous years – 100% Level 2 Passes in Hair & Beauty, Construction and Motor Vehicle courses	Improve tracking of off-site provision - JUL (College co-ordinator) now involved in school SEF process to ensure greater accountability for off-site outcomes.	JUL	April 2017
Accelerated progress in core subjects	Small-group tutoring facilitated by subject LA posts in English, Maths, Science, Humanities and The Arts	Sustained improvements to student progress in English and Maths since subject LAs introduced and involved in intervention	LAs directly line managed by Subject Leader to work on matters identified in subject development plan. Facilitate SGP in use of LAs amongst Subject Leaders.	Subject Leaders	September 2017
Accelerated progress and higher attainment	Membership of PIXL / CPD for staff	Success of PIXL RSLs in other partner schools. We have adjusted our own provision with the benefit of PIXL membership, especially in core subjects.	Ongoing attendance at PIXL events, GRO to lead dissemination of resources amongst appropriate staff.	GRO / MAB / DAM	September 2017
Appropriate curriculum for all students	Nurture provision – small group (6-9 students) of lowest ability students in each year group	Improvements in outcomes of least able students have accelerated in recent years, corresponding to review of provision.	Involvement of SENDco in SEF process. Subject Leaders accountable for outcomes of all their students including nurture groups.	GRO / ANJ	September 2017
Maximising outcomes at KS4	Support programme allowing students to focus on core subjects with selected withdrawals from one option subject. Study Plus room in F18 staffed to ensure students can work independently on remaining subjects	Students study four options in addition to core subjects. Analysis of recent outcomes indicates that students invariably focus on 'best 2' options.	Phased introduction ensuring that due consideration is given to each students' circumstances and future pathways. Involvement of parents at all stages.	GRO	September 2017

ii. Targeted Provision					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rationale for this choice?	How will you ensure this is implemented well?	Staff Lead	Review Date
Improved resilience and aspiration	Introduction of Mindspan project (£6000) to target group of 24 Year 10 students	Experience of previous cohorts shows that Disadvantaged students are less likely to complete key stage pathways due to issues of stress. Lack of family role models. Principles are based on research – success in other organisations.	Identification of suitable staff group to mentor the students through the programme. Sustained programme over 11 months to embed principles.	YOU / GRO	July 2017 / August 2018
Increased parental engagement	Ensure up-to-date contact information. Telephone calls to parents prior to Parents Evenings. Ongoing review of Parents Evening schedule to ensure appropriateness of times and information given out.	Evidence in 2015-16 showed a higher Progress 8 score by students whose parents regularly engaged with the school	Assistant Head to lead and feedback to SLT	GRO	July 2017
Improved attendance, understanding of external barriers	Introduction of vertical house system with dual tutors. Involvement of House Leaders and tutors in tracking progress of Disadvantaged students. E.g. House Leaders beginning to work with Year 10 Disadvantaged students to identify barriers to learning prior to Spring SEF meetings.	Since the removal of tutor periods in 2012, Disadvantaged students have lacked a point of contact within school – ‘a caring adult’.	Since the tutor period is new to the school, this year is a trial during which we will learn the most suitable delivery models, while also sharing good practice from other schools.	WIL / GRO	July 2017
Aspiration / Expectations	Share Attainment 8 estimates with Most Able Disadvantaged Students. Year 11 (March 2017) and Year 10 (June 2017)	To ensure that Most Able students are aware of their potential and to establish a minimum target for each student.	GRO to meet students in small groups / individually to monitor response from students, and adapt if necessary.	GRO	September 2017
Improved study skills	Free study skills books for all Disadvantaged students in Year 11 (£360)	Disadvantaged students more likely to lack purposeful study environment or to have inherited good study habits.	Monitor feedback from students	GRO	September 2017
Development of knowledge/ content in Science	Trial of Tassomai resource with 40 Disadvantaged students in Year 11 (£800). Make available to more students via ParentPay.	Feedback evidence from ‘test schools’ within the PIXL partnership. The importance of students being able to recall greater amounts of information throughout the curriculum.	Monitor response from our own students	GRO / SMC	September 2017
Increase aspiration amongst younger students	Introduction of SMASH programme				

iii. Other Approaches					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure this is implemented well?	Staff lead	Review date
Improved literacy, encouraging reading	Buzz books for all, including literacy programme delivered during tutor periods	Importance of improved literacy across the curriculum		STA / MAH	September 2017
Improved student wellbeing	Support for students' emotional wellbeing – employment of Ann Hanning (£17,000 total salary) and yoga soul (£280)	Increased pressures on students in recent years have increased the proportion referred to MIND/CAMHS and those requesting emotional support within school.	Ongoing review of outcomes for targeted students, and monitoring of provision as part of wider student services facility.	GRO / WIL	September 2017
Careers / IAG	Production of Employability Passports and IAG (£2000 for booklets and training)	Disadvantaged students demonstrate less knowledge of further educational opportunities or aspirational employment opportunities.	Inclusion of Careers / IAG provision as part of JUL's SEF process.	JUL / DAV	September 2017
Careers / IAG	Increase access of all students to expert advice (Jonathan James in for two extra days (£7000 pa))	Disadvantaged students demonstrate less knowledge of further educational opportunities or aspirational employment opportunities.	Inclusion of Careers / IAG provision as part of JUL's SEF process.	JUL / DAV	September 2017

Provision planned for 2017-18

- **'Yipiyap' tutors** – Graduate subject specialist tutors (English, Maths, MFL) to provide 1-2-1 support for students, plus specific support for student working with the LEAP area (cost £22,000)
- **'Speakers for schools'** – A guest speaker programme to deliver messages of aspiration, culture, literacy and ambition during House seminars
- **'Enhanced Year 8 Pathways process'** – 3-4 seminars delivered during Year 8 setting the scene for options

Review of Expenditure 2015-16

Allocated Funding: £255,045

Designated Expenditure: £330,000

i. Quality of Teaching for All

Desired Outcome	Chosen Action / Approach	Estimated Impact	Lessons Learned (and whether we will continue with this approach)	Cost
Suitable curriculum for all students	Vocational learning courses provided to appropriate students in Y10 and Y11	100% Level 2 Passes in College courses (Hair & Beauty, Construction and Motor Vehicle)	Continued - Outcomes can be exceptional providing progress is carefully tracked. JUL to be involved in SEF process.	£32,000
Accelerated progress in core subjects	Small-group tutoring facilitated by subject LA posts in English, Maths, Science and Humanities	100% A*-G in English and Maths for the first time in 2017, progress in Science and Humanities well above national average	Continued – widened to include The Arts.	£40,000
Improve attendance, punctuality and behaviour of all students	Appointment of two Student Support Managers	Maintained engagement of Year 11 in particular. Only one student failed to complete KS4 in 2017.	Superseded due to whole-school staffing re-structure	£32,000
Improve quality of teaching	Ongoing Kagan CPD training for staff	This has contributed to the general improvement in teaching and learning seen since Ofsted inspection in April 2013.	Kagan structures have improved general teaching standards and have specifically reduced the number of RI/Inadequate lessons	
Provide extended learning opportunities	Co-ordinated Period 7 lesson programme. Payment to staff for Saturday mornings and student holiday lessons	Difficult to measure precise impact. Student involvement was high (95% attendance at some stage in the programme (90% Disadvantaged / 96% Other). 82% positive student feedback.	We have continued with the Period 6 provision based on staff goodwill, with a reduced programme of Saturday and holiday sessions due to a lack of funds	£21,500
Maximise exam performance	Use of external agencies to facilitate exam access arrangements with a focus on students who present in multiple groups (PP and SEND) incorporating a significantly higher ratio of invigilator: candidate in PPE and external exams	Highly effective – significant improvement in outcomes for SEND students since this was introduced in 2015	Ongoing with additional accommodation within the Sixth Form centre where necessary	£6,200

ii. Targeted Provision				
Desired Outcome	Chosen Action / Approach	Estimated Impact	Lessons Learned (and whether we will continue with this approach)	Cost
Provide bespoke learning programmes for vulnerable students	Provision of multi-faceted LEAP support facility	Highly effective – significant improvement in outcomes for SEND students since this was introduced in 2015. In addition, greater proportion of students complete KS4 pathways – in 2016, only one student failed to attend exam(s)	Continue – highly effective in ensuring effective transition back into school for vulnerable students. Effective alternative examination room for SEND students.	£80,000
Improve parental engagement, student attendance	Action focused on families and communities, including free breakfasts, hardship fund, counselling and family support	Marginally improved attendance of disadvantaged students in 2015-16 (91.2% compared to 90.9% in 2014-15)	Continue but constantly adapt in light of emerging need. For example, a growing number of students demonstrate heightened anxiety during Y11, manifest in non-attendance, exam stress or poor behaviour.	£33,000
Improve parental engagement, student attendance	Additional hours invested in Administration Team to improve communication with PP parents to improve engagement at school events including parents evenings	Improved attendance of parents of disadvantaged students to Parents Evenings in 2015-16 (44% compared to 39% in 2014-15, and 27% in 2013-14)	To continue but with direct contact made by Assistant Head with Year 11 parents at start of 2016-17	£3,000
Aspirations and pathways	IAG week in July 2016 including aspiration dinner	Well received – excellent feedback from students and visitors	To be repeated in 2017, with greater access for more students	£2,200
Greater awareness and tracking of Disadvantaged students	Appointment of Assistant Head post with responsibility for closing internal gaps	Minimal	Post withdrawn December 2015 due to lack of impact	£17,500
Raise awareness of the progress being made by Disadvantaged students	Introduction of Class Data Sheets and War Walls	Some impact but difficult to measure. As a staff body, we are far more aware of who are Disadvantaged students and are developing a better understanding of the barriers that affect learning, although there are still significant improvements to be made.	Ongoing – greater use of War Walls encouraged in 2016-17, e.g. PE and Business / ICT	£3,000
Improved Literacy	Use of specialist reading recovery programmes focusing on underperformance on entry of KS3 learners to close the literacy gap			£18,000

iii. Other Approaches				
Desired Outcome	Chosen Action / Approach	Estimated Impact	Lessons Learned (and whether we will continue with this approach)	Cost
Support for disadvantaged students and families	Extended range of parent information evenings including one dedicated to developing study skills sessions (June)	Positive feedback for those that attended, but attendance was very low.	To be delivered in a different way - study skills need to be integrated into the Y11 curriculum and delivered during the school day	
Ability to track every student across every subject – Life After Levels	Introduction of Student Progress Trackers, highlighting underperformance of students, particularly Disadvantaged students	Limited as SPTs were developed during the year. Ability to identify underperformance in KS3 will be a great benefit	Ongoing – two staff training sessions – September and January to focus attention on the ability to track all students	£1,000