

## Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	Pear Tree School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD/ Complex needs
Academic Year	2016-2017	Total PP budget	Provisional allocation: £17,025	Date of most recent PP Review	Autumn 2016
Total number of pupils	85	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Spring 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving at least 1 level progress in communication	93%	96%
% achieving at least 2 levels progress in communication	79%	77%
% achieving at least 1 level progress in maths	100%	97%
% achieving at least 2 levels progress in maths	75%	68%
% of Annual Review targets achieved	91%	91%

3. Barriers to future attainment (for pupils eligible for PP )	
<b><i>Please also refer to our document “Closing the gap for our pupils and young people”.</i></b>	
In-school barriers	
<b>A.</b>	The needs of our pupils are constantly changing; school needs to continue to regularly evaluate and reflect upon appropriateness and effectiveness of provision for each individual pupil to ensure all educational, health and care needs are met. All pupils need a personalised approach to ensure each child is supported to make the very best progress possible. A carefully designed curriculum and timetable needs to be implemented to ensure the right mix of intensive interventions at a 1:1/2:1 level, small group work and whole class work.
<b>B.</b>	Each child’s learning profile is unique and therefore whole school interventions are not always the most effective use of premium funding.
<b>C.</b>	Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health.
<b>D.</b>	All children have very low starting points on entry to school across the curriculum. The attainment gap between them and their mainstream peers can not be closed. Our pupils are capable of achieving outstanding progress relative to their starting points providing the curriculum is tailored to meet each individual need.

External barriers	
D.	<p>Pupil's health</p> <p>Parental engagement</p> <p>Identifying appropriate pathways for pupils when they leave school.</p> <p>Access to an appropriate level of health provision e.g. physio/OT to meet the increasingly complex needs of pupils</p>

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will achieve at least 85% of annual review targets each year.	Targets reviewed at every annual review meeting and reported to parents.
B.	Pupils will achieve predicted end of key stage targets.	End of Key Stage data reveals no gaps between groups of learners.
C.	The curriculum will be tailored to meet the very specific and individual needs of each pupil, enabling all pupils to achieve predicted targets and to progress into adulthood with confidence and the necessary skills to be successful beyond school.	<p>Behaviour for learning is outstanding and serious incidents are reduced.</p> <p>Attendance for all groups of pupils is high.</p> <p>End of Key Stage data reveals no gaps between groups of learners.</p> <p>Positive pathways are identified for all school leavers and students and families are fully supported in the transition to adulthood.</p>
D.		

5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>To further improve the quality of the teaching and learning of phonics and early reading skills through:</b></p> <ul style="list-style-type: none"> <li>improving teacher knowledge and skills for planning and teaching,</li> <li>adopting a whole school, consistent approach</li> <li>Introduction of differentiated phonics booster sessions led by HLTA.</li> <li>Lexia</li> </ul>	<ul style="list-style-type: none"> <li>Staff training inset day on phonics and early reading skills.</li> <li>Lesson study model to focus on the teaching and learning of phonics to further improve teacher's skills and to evaluate provision.</li> <li>HLTA appointed to lead on phonics booster groups.</li> <li>Teacher appraisal targets linked to this priority.</li> <li>Also see School Improvement Priority.</li> <li>Designated TA time 1 hour per week to oversee the management of the Lexia reading programme</li> </ul>	<p>Professional development reviews and appraisals. Lesson observations. Pupil progress data</p> <p>We have a much higher percentage of children who are now able to read and who are benefiting from focused phonics sessions. Evaluation of current phonics provision revealed that there was not a consistent approach across school. Teachers advised that differentiated booster groups would be beneficial to pupils rather than teaching 1:1 as was currently happening.</p> <p>Area identified for School Improvement Plan.</p>	<p>Lesson observation cycle 3 times a year. Learning walks. Staff meetings with focus on this intervention-what is working well/not well? Discussions with teachers. Lesson study feedback.</p>	RW	<p>Termly on an informal basis with teachers and children.</p> <p>Feedback to governors termly during committee meetings-standards and effectiveness.</p> <p>Summer term when evaluating provision and planning for interventions for the next academic year.</p>

<p><b>All pupils are able to regulate their behaviour, enabling them to better access learning activities.</b></p>	<ul style="list-style-type: none"> <li>Sensory passports in place for identified pupils.</li> <li>Assessments undertaken by Julia Dyer and Vicky Farish and appropriate diets planned and implemented as appropriate for individual children.</li> <li>Also see School Improvement Priority.</li> </ul>	<p>Lesson observations and discussions with teachers and parents revealed that some children are struggling at times to fully access learning activities and regulate their own behaviour due to sensory processing needs and sensory overload. Interventions have been extremely successful for selected children and has been most successful when carefully co-ordinated and support provided by Vicky Farish and Julia Dyer. The introduction of sensory passports and prescribed sensory diets for Compass Centre pupils has had an extremely positive impact on pupil behaviour for learning and it is felt that this co-ordinated whole school approach will be beneficial for identified pupils both at school and at home.</p>	<p>Review of serious incident record. Review of behaviour and physical interventions using CPOMS. Learning walks Pupil progress Personalised timetables Staff meetings Professional development reviews/appraisals</p>	<p>VF</p>	<p>Termly on an informal basis with teachers and children.</p> <p>Feedback to governors termly during committee meetings-standards and effectiveness.</p> <p>Summer term when evaluating provision and planning for interventions for the next academic year.</p> <p>Evaluation of school improvement plan.</p>
<b>Total budgeted cost</b>					£7120.23
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Individual pupils attend mainstream inclusion sessions to meet an identified learning need.</p>	<p>TA to support access to inclusion session at local school.</p>	<p>Inclusion can have a positive impact on pupil progress when co-ordinated well and clearly planned for to meet a learning need. Sessions are personalised for each pupil and relevant targets set. Inclusion can only happen effectively with a TA to support and lead on the intervention and support provided whilst at the session depends upon the needs of the pupil.</p>	<p>Monitoring of inclusion placements by Kate Walker (inclusion lead) Feedback from supporting TA and receiving school. Pupil progress data</p>	<p>KW</p>	<p>Termly monitoring of Inclusion records and progress towards targets. Annual Reviews End of academic year when planning future inclusion. Report to Governors termly</p>
<p>Attendance is high for all groups of pupils, including those with complex medical and health care needs.</p>	<p>Additional TA support for identified pupils to access personalised timetables for health reasons.</p>	<p>Health and physical disabilities are a barrier to learning for many of our children and young people. In order to maintain/improve health, pupils need to access extensive personalised postural management programmes alongside their education. This requires highly trained TAs to support implementation.</p>	<p>Learning walks Feedback from class teams Attendance data Feedback from integrated Services Co-ordinator</p>	<p>RW</p>	<p>Annual Reviews Termly therapy report to Governors Informal discussions with class teams End of year assessments</p>

Pupils are supported to manage their behaviour through access to appropriate personalised timetables.	<ul style="list-style-type: none"> <li>Sensory passports in place for identified pupils.</li> <li>Assessments undertaken by Julia Dyer and Vicky Farish and appropriate diets planned and implemented as appropriate for individual children.</li> </ul> Also see School Improvement Priority	Lesson observations and discussions with teachers and parents revealed that some children are struggling at times to fully access learning activities and regulate their own behaviour due to sensory processing needs and sensory overload. Interventions have been extremely successful for selected children and has been most successful when carefully co-ordinated and support provided by Vicky Farish and Julia Dyer. The introduction of sensory passports and prescribed sensory diets for Compass Centre pupils has had an extremely positive impact on pupil behaviour for learning and it is felt that this co-ordinated whole school approach will be beneficial for identified pupils both at school and at home.	Review of serious incident record. Review of behaviour and physical interventions using CPOMS. Learning walks Pupil progress Personalised timetables Staff meetings Professional development reviews/appraisals	VF/KW	Termly on an informal basis with teachers and children.  Feedback to governors termly during committee meetings-standards and effectiveness.  Summer term when evaluating provision and planning for interventions for the next academic year.  Evaluation of school improvement plan.
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<b>Total budgeted cost</b>	£9,904.77
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**iii. Other approaches (including links to personal, social and emotional wellbeing)**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Please see: <ul style="list-style-type: none"> <li>targeted support outcomes above</li> <li>premium spending at an individual level document</li> <li>closing the gap for our children and young people document</li> </ul>					

<b>Total budgeted cost</b>	
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6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Sensory assessments and diets in place to support identified students to regulate their behaviour and to reduce crisis/serious incidents.	Julia Dyer, Advanced Sensory Processing Practitioner employed once every half term to support in assessments and establishing diets.	<ul style="list-style-type: none"> <li>High impact intervention. Vicky Farish, lead teacher on personalised timetables upskilled and able to support teachers in planning for and delivering personalised timetables.</li> <li>Personalised timetables in place for identified children with positive impact: better engagement with learning activities, improved relationships between staff and pupils, improved behaviour at home, decrease in serious incidents.</li> </ul>	This intervention has had a positive impact not only on academic achievements but on pupil wellbeing and improved family home life. This intervention will be repeated the next academic year so that more children can benefit from the intervention. Julia Dyer's experience will also support the upskilling of staff, particularly when working alongside clinical psychologist.	£6000
2 x additional class based staff trained in sensory processing and sensory diets to provide small group interventions across the key stages to support implementation of sensory diets.	Julia Dyer Sensory Processing training days. Trained staff to develop and implement sensory programmes for identified pupils.	<ul style="list-style-type: none"> <li>Sensory group timetable in place across the age range, providing intensive sensory integration sessions for identified pupils.</li> <li>Improved relationships between pupil/staff and better engagement with lessons and learning. Pupils calmer.</li> <li>Reduction in RPI</li> </ul>	The sensory groups will continue to run but any future training can be supported in school by Vicky Farish.	£350
More able students learning extended through the use of effective questioning.	Staff training by Rebecca Warnock  Lesson Study to focus on use of questioning	<ul style="list-style-type: none"> <li>Teachers planning for questions to extend more able pupils.</li> <li>In recent lesson observations, 71% of lessons were judged to be outstanding in providing differentiation and challenge.</li> <li>Lesson observations revealed better use of questioning to extend pupil's thinking.</li> </ul>	High impact on teaching and learning. Will continue to monitor effective questioning in learning walks and lesson observations..	£241.50

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Individual pupils attend mainstream inclusion sessions to meet an identified learning need.	TA to support access to inclusion session at local school.	Individual pupil inclusion booklets confirm that pupils are making progress towards their targets. Progress is on a very individual level.	Inclusion has had a positive impact on pupil's PSED. Carr Hill inclusion will be further improved through access to English classes.	£2744
Attendance is high for all groups of pupils, including those with complex medical and health care needs.	Additional TA support for identified pupils to access personalised timetables for health reasons.	Attendance is good across all groups/cohorts of pupils. Personalised timetables in place for individual children and end of key stage data reveals no gaps between groups of pupils.	This intervention is vital to enable pupils with physical disabilities and health needs to access education and to make as much progress as is possible.	£2744

Pupils are supported to manage their behaviour through access to appropriate personalised timetables.	TA support to enable pupils to access personalised timetables.	This has had a very positive impact for identified pupils. Serious incidents reduced and use of RPI reduced. Better engagement in lessons and improved relationships between adult/pupil. Lesson observations reveal behaviour for learning is outstanding in all key stages.	This intervention needs to be further implemented across the Key Stages for children displaying low level behaviour as a result of sensory processing disorder/sensory overload. Support can be provided by Vicky Farish and Julia Dyer.	£2744
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**iii. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
See targeted support above.				

**7. Additional detail**

- Pupil Premium spending at an individual level is documented but not uploaded to the website due to personal information and data protection.
- The document, "Closing the gap for our children and young people" is included on our website and identifies our whole school approach to narrowing the gap for all children and young people.