

pTemplate 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	2017-2018	Total PP budget	Provisional allocation: £25,390	Date of most recent PP Review	Autumn 2017
Total number of pupils	90	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Spring 2018

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	100%	100%
% achieving at least 2 levels progress in communication	81%	78%
% achieving at least 1 level progress in maths	100%	99%
% achieving at least 2 levels progress in maths	79%	76%
% of Annual Review targets achieved	90%	94%

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Please also refer to our document “Closing the gap for our pupils and young people”.</i>	
In-school barriers	
A.	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.	Each child’s learning profile is unique and therefore whole school interventions are not always the most effective use of premium funding.
C.	Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health.
D.	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		2017-2018			
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?
To achieve better outcomes for pupils with sensory needs by improving provision for sensory processing and sensory integration	<ul style="list-style-type: none"> Designated sensory processing room created VF to oversee and co-ordinate sensory processing provision across school Timetable of activities to be planned and co-ordinated for identified children to access. Swing therapy room created in school and timetabled for selected children Staff training in sensory processing 	The introduction of sensory passports and highly personalised timetables in compass centre and to some children in main school has had a significant impact on improving pupil progress, well-being, engagement and learning. Within main school, facilities and spaces are currently limited to provide additional sensory regulating activities. Sensory integration provision needs to be extended so that more children can access activities that will help them regulate behaviour and engage with learning.	<ul style="list-style-type: none"> Management time allocated to key staff to ensure provision is carefully co-ordinated/planned for and staff appropriately trained to deliver and assess sessions. Julia Dyer to support review and development of provision. Dawn Frith, OT, bought in to train staff in use of swing therapy, support development of provision and to set and assess targets. 	VF	<p>Termly on informal basis with teachers/children/professionals</p> <p>Feedback termly to governors during standards and effectiveness committee.</p> <p>Staff meetings to review impact of training.</p> <p>Summer term when evaluating provision and planning for interventions for next academic year.</p>

<p>To improve the provision for emotional health and well being for all pupils</p>	<p>See SIP for sensory processing Sharing of expertise and experiences of CC Capacity created within staffing to pursue research based enquiry into strategies for improving mental health of children (growth mindset/nurture) Staff training in attachment, resilience, developmental issues etc.</p>	<p>Mental health affects 1 in 10 children. 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age. Emotional wellbeing of children is just as important as physical health. Good mental health allows children and young people to develop resilience to cope with whatever life throws at them and grow into well-rounded adults. Currently school works closely with clinical psychologist and CWD team to support children who are struggling but additional work could be done to support all children to develop resilience before there becomes a problem.</p>	<ul style="list-style-type: none"> • Sharing of best practice in Compass Centre-staff meetings and practical support. • Staff training in attachment, anxiety, resilience and developmental issues etc. • Access specialist support i.e. Dr Emma Hignett, primary mental health workers, learning disability team for training, resources, specific work with children and families. • CAF in place to support identified children and families and early intervention/targeted support in place. • Research and development time to find out how growth mindset can work at Pear Tree for our SLD learners. • Staff training in developing a growth mindset school. • Whole school focus on developing a growth mindset language • Whole school focus on facilitating independent learning and improving attitudes to learning. • Lesson study focus • Research project into impact of growth mindset on a selected group of pupils 		<p>Termly on informal basis with teachers/children/professionals</p> <p>Feedback termly to governors during standards and effectiveness committee.</p> <p>Staff meetings to review impact of training.</p> <p>Summer term when evaluating provision and planning for interventions for next academic year.</p>
Total budgeted cost					£12,800

ii. Targeted support					
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?
Individual pupils attend mainstream inclusion sessions to meet an identified learning need.	TA to support access to inclusion session at local school.	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.	Monitoring of inclusion placements by Kate Walker (inclusion lead) Feedback from supporting TA and receiving school. Pupil progress data	KW	Termly monitoring of Inclusion records and progress towards targets. Annual Reviews End of academic year when planning future inclusion. Report to Governors termly
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.	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.	Learning walks Feedback from class teams Attendance data Feedback from integrated Services Co-ordinator	RW	Annual Reviews Termly therapy report to Governors Informal discussions with class teams End of year assessments
Pupils are supported to manage their behaviour through access to appropriate personalised timetables.	<ul style="list-style-type: none"> Sensory passports in place for identified pupils. Assessments undertaken by Julia Dyer and Vicky Farish and appropriate diets planned and implemented as appropriate for individual children. 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.
Total budgeted cost					£12,590
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"> targeted support outcomes above 					

<ul style="list-style-type: none">• premium spending at an individual level document• closing the gap for our children and young people document					
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2016-2017		
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
<p>To further improve the quality of the teaching and learning of phonics and early reading skills through:</p> <ul style="list-style-type: none"> •improving teacher knowledge and skills for planning and teaching, • adopting a whole school, consistent approach •Introduction of differentiated phonics booster sessions led by HLTA. •Lexia 	<ul style="list-style-type: none"> • Staff training inset day on phonics and early reading skills. • Lesson study model to focus on the teaching and learning of phonics to further improve teacher's skills and to evaluate provision. • HLTA appointed to lead on phonics booster groups. • Teacher appraisal targets linked to this priority. • Also see School Improvement Priority. • Designated TA time 1 hour per week to oversee the management of the Lexia reading programme 	<ul style="list-style-type: none"> • Lesson observations revealed outstanding teaching and learning of reading and early literacy skills was outstanding. • Teacher planning demonstrated sound knowledge of the teaching of phonics and differentiation and planning for progression was clear. • Teachers speak confidently and subject knowledge is evident. • Booster phonics sessions observed were outstanding and children demonstrated high levels of engagement. Skills learned in booster sessions were transferred into daily class learning. • Pupils demonstrated confidence in independent learning. • Pupil progress on Lexia improved. • Assessment tracking system introduced to measure progress across key stages. • 100% of pupils at end of key stage 2017 made at least 1 level progress in reading. 	<ul style="list-style-type: none"> • Booster sessions have had a high impact on pupil progress and pupils are able to transfer skills across learning. • Teacher training has been effective and had a positive impact on teaching and learning. Phonics training is being delivered in Autumn term to all TA2 support staff to further improve the delivery of phonics and early reading skills across school. • Phonics assessment is being introduced to track progress across the key stages. 	£3520

All pupils are able to regulate their behaviour, enabling them to better access learning activities.	<ul style="list-style-type: none"> •Sensory passports in place for identified pupils. •Assessments undertaken by Julia Dyer and Vicky Farish and appropriate diets planned and implemented as appropriate for individual children. Also see School Improvement Priority. 	<ul style="list-style-type: none"> • Sensory passports in place for identified pupils following a co-ordinated approach to identifying learning needs through assessments with Compass centre teacher/Julia Dyer/Clinical psychologist • Reduction in serious incidents/use of RPI • Pupils better able to regulate behaviour, engage with learning and make progress. 	Sensory assessments have had a positive impact on pupil wellbeing, behaviour and learning. Further whole school training is required to further upskill staff in best practice. Co-ordinated timetabling of rooms/provision/activities to provide greater access to sensory diet activities throughout the school day. Swing therapy to be developed to further enhance and improve provision	£3600
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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.	£3301
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.	£3301
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.	£3301

iii. Other approaches (including links to personal, social and emotional wellbeing)

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
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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.