



## Detail of Pupil Premium 2017-2018

This document outlines the school's priority areas for the use of Pupil Premium. In addition to the main priority areas, there will be some funds remaining for individual priorities.

The Pupil Premium allocation for the year is £23,870

Some initiatives, such as the Achievement for All project, will include all pupils and their families but other funding uses will target smaller groups or individuals.

*To **engage parents/carers in the IEP process** by providing **cover for teachers** to meet with parents/carers and other professionals to review and plan IEP targets as part of **Achievement for All***

*PP funding for AfA £4,150 and £2,300 teacher cover for parent meetings*

***PUPIL IMPACT** – Consistency of approach and support on learning targets at home and school to reinforce skills and learning*

All staff to have introduction to Achievement for All project to understand the focus of the project in engaging parents and carers in pupils' learning.

Teachers to have training on engaging parents/carers in the IEP process.

Cover for teachers to have 2x 1 hour meetings with parents and other professionals.

Working with parents and carers to identify priority areas and to discuss how individual priorities can be supported at home and at school. This gives parents/carers input into identifying priority targets and jointly planning how the targets can be worked on.

### Success Criteria

Pupils' progress and attainment in IEP targets

Parental engagement with the process through meeting with class teacher

Parental support on targets at home

*To support pupils' mental health and wellbeing through staff training and project with A Denman with focused group*

*PP funding £2,000*

***PUPIL IMPACT*** – *Greater staff awareness of mental health issues and how to support. Lower levels of anxiety leading to greater engagement and participation. Self regulation strategies*

2 teachers to attend Mental Health conference (one in relation to pupils with autism)

1 teacher to complete children and young people's mental health level 2 qualification

Whole staff training on mental health issues and strategies

Staff training on trauma and attachment

Project with A Denman from Brackenhill focussing on 3 pupils (3 classes) initially and then with other pupils in the 3 classes :

- Identify appropriate baseline assessment for mental health and pupils, staff and parents complete
- Action plan - trial strategies in 3 waves -universal, targeted and specialist
- Complete assessment after interventions

Implement some of universal strategies across classes.

Link with Nicola Macukewicz to support pupils' mental health through sensory processing techniques

#### Success Criteria

Fewer incidents of challenging behaviour

Pupils' progress and attainment

Pupils developing strategies to support their anxiety (IEP data)

Pupils' engagement

To provide specialist **Occupational Therapy** input to meet the needs of those pupils requiring a sensory diet.

PP funding £11,413

Autumn, Spring, Summer Term 1 day a week

**PUPIL IMPACT** – Increased engagement, fewer incidences of challenging behaviour, greater awareness of own sensory needs

### **Occupational Therapy**

Description of provision:

The Occupational Therapy (O.T.) role is to provide assessment, advice and strategies for education staff to implement with children with Sensory Processing Difficulties as well as working directly with pupils. Common difficulties seen with children with sensory processing difficulties are:

- Challenging behaviour
- Engaging with tasks and people
- Managing their emotional state and being ready to learn

O.T. intervention will support the students, education staff and families with the following:

- Self-regulation and maintaining a stable emotional state (in conjunction with the training around SEMH)
- Sensory processing difficulties
- Enhancing engagement with people, educational tasks and everyday activities
- Developing sensory motor skills to utilise in curriculum activities

The provider will:

- Complete O.T. assessment including sensory profile with staff, observations of child in school environment and individual session with child.
- Identify goals for O.T. intervention
- Trial strategies and activities with child
- Liaise with staff to demonstrate activities and strategies
- Provide documentation of recommended activities and strategies
- Meet with families to discuss O.T. assessment findings and recommendations
- Consultation session with staff and child to review O.T. intervention goal and offer further advice.

Success Criteria:

Overall attainment, pupil engagement, behavioural incident reporting, O.T outcome measure of goal attainment scale and user questionnaire

*To Provide maths and reading ‘**Focused Learning**’ opportunities, individually or in groups through **Switch On** and **Catch Up** intervention strategies.*

*PP funding £400*

All Year – disseminate information to TAs to deliver (provided by Pupil Premium in conjunction with Year 7 Catch Up funding)

**PUPIL IMPACT** – *Raised assessment levels in maths and/or reading. Increased pupil skills, knowledge and understanding in reading and maths. Greater engagement and confidence.*

### **Focused Learning**

Teachers will identify pupils who would benefit from switch on and catch up in the areas of maths and reading. A baseline assessment to be completed with identified pupils.

Intervention sessions at least twice week with identified pupils.

TA cover may also release a familiar member of staff to work with pupil(s).

Learning outcomes will be set and sessions monitored and evaluated.

Outcomes will be recorded against data on an overview form.

Success Criteria

Individual learning records for switch on and catch up. Progress accelerated.

**Residential Visits** – *Pupils access ‘real life’ experiences outside school, targeted pupils spending or 2 nights away from home in a new environment, accessing new activities, interacting with the wider community...*

*PP funding £1,000*

**PUPIL IMPACT** - *Raised self-esteem and confidence to learn and achieve.*

*Improved independence and life skills. Improved ability to interact and engage with others in new social / community situations.*

### **Residential Visits 17-18**

**Dukes Barn and Lea Green**

To provide the opportunity to attend a residential visit to Dukes Barn and Lea Green activity centres.

To develop physical, independence and social skills in a new setting that is not at home or school

To take part in new, unfamiliar activities including outdoor adventurous activities

To develop confidence and self-help skills

The group will share a daily diary with parents

The experience is offered to pupils at the end of key stage or leavers.

#### Success Criteria

For students

- To have enjoyed their experience
- To take part in new activities such as the zip wire/caving
- To have slept away from home in unfamiliar surroundings
- To experience new foods and new routines

*Specialist music teacher to provide music based opportunities, individually or in groups to support choice making and communication*

*PP funding £1,000*

All Year – half day a week

***PUPIL IMPACT*** – *Pupils are able to make choices. Progress in turn taking and listening skills. Greater awareness of others. Development of simple musical skills*

#### **Focused Learning**

The music specialist's role is to support the development of communication and music skills in an accessible way for pupils with complex needs through musical activities. This is done in some individual music sessions (music therapy approach) and a class session. Through musical activities, she aims to develop:

- Pupil engagement
- Communicating choices, likes and dislikes
- Awareness of others and turn taking
- Musical skills
- Listening skills

#### Success Criteria

Pupils' Routes for Learning records, individual music records

*To provide specialist physiotherapy input for a hydrotherapy session*

*PP funding £500*

Autumn, Spring, Summer Term 3 hours a week (provided by Pupil Premium in conjunction with Sports Premium)

***PUPIL IMPACT –Pupils enjoy a physical based activity. Pupils develop body awareness. Increased or maintained physical skills.***

Description of provision:

The Physiotherapist role at hydrotherapy is to:

- Assess the physical needs of pupils
- Plan and deliver specialist interventions with pupils
- Support school based staff in physical management of pupils with complex physical needs

Success Criteria:

Physiotherapy records and assessments

The interventions listed cost more than the Pupil Premium allocation for the school. The physiotherapy input is also partly funded by the Sports Premium and Catch Up and Switch On interventions have also been funded by Year 7 Catch Up. In addition to these other pots of funding, school has allocated funding to ensure that all could be provided.