



Detail of Pupil Premium 2018-2019

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

The Pupil Premium allocation for the year is £24,255

Achievement for All(2nd year of project)

To effectively measure and analyse pupil progress through:

- *ensuring that TAs have an impact on learning and this is measured and captured*
- *delivering literacy and numeracy interventions and assessing impact on learning*

PP funding for AfA £4,150, cover for TA appraisal £2,000

PUPIL IMPACT – *Focused reading, writing and maths interventions leading to better outcomes for subject specific learners, focused time and groups on communication- leading to better communication outcomes.*

All staff to understand the focus of the project. Main areas:

- Lead teachers for subject specific learners to meet with Sue Garland-Grimes (achievement coach) to reflect on the trial of switch on reading and catch up numeracy and the impact it has had so far.
- Dedicated time for numeracy and literacy as a whole school strategy, grouping pupils according to their subject specific levels. This will include the Catch Up and Switch On strategies for subject specific learners as well as focusing time on communication priorities for pre-formal and semi-formal learners.
- Action plan for developing the role of TAs and their impact on learning and also having a clear understanding of job role. This will be done through coaching approaches, observations, peer mentoring and the professional review system for TAs.

Success Criteria

Pupils' progress and attainment in literacy, maths, communication and IEP targets

More focused teaching of maths, reading and writing

Increase in pupil engagement

Support staff accurately identifying and capturing attainment and progress leading to more focused teaching

*To support pupils' mental health and wellbeing through the training and employment of an Emotional Literacy Support Assistant (ELSA), whole staff INSET, resources
PP funding £2,500 – (£1,200 for ELSA training and cover -for training and to implement, INSET training £1,000, resources £300)*

PUPIL IMPACT – *Greater staff awareness of mental health issues, how these might present and how to support leading to more focused intervention, lower levels of anxiety leading to greater engagement and participation, self-regulation strategies in place.*

Staff training on trauma and attachment, identifying mental health issues for very early learners, sensory regulation and impact on mental health.

ELSA training and support in school to work with identified pupils and groups and to give pupils a named contact for support. This will include cover to be able to attend training and to work within school.

Link with Nicola Macukewicz (sensory OT) 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 sensory processing input, whole staff INSET on how sensory processing affects emotional regulation.

PP funding £11,413

Autumn, Spring, Summer Term 1 day a week

PUPIL IMPACT – Increased engagement in class activities, fewer incidences of challenging behaviour, greater awareness of own sensory needs, increased understanding of emotional state

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 pupils, 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, Nicola Macukewicz, will:

- Complete O.T. assessment
- 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
- Provide reports for EHCP (where appropriate)
- Write an impact report

Success Criteria:

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

Residential Visits –Pupils access ‘real life’ experiences outside school, targeted pupils spending 1 or 2 nights away from home in a new environment, accessing new activities, interacting with the wider community.

PP funding £1,500

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

Wingate and Lea Green

To provide the opportunity to attend a residential visit to Wingate 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 and adventurous activities, visits to local places of interest e.g. zoo.

To develop confidence and self-help skills

The group will share a diary with parents

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

Success Criteria

For pupils:

- to have enjoyed their experience
- to take part in new activities
- to have slept away from home in unfamiliar surroundings
- to experience new foods and new routines

Interventions such as Achievement for All will include all our pupils but others will be more focused to groups and individuals. Where the interventions are not suited to the needs of the pupil, the class teacher will make appropriate requests to the co-ordinator, Sandra Gell, on a pupil premium funding request form.

Impact statements for all pupils entitled to pupil premium are written twice a year as part of pupil progress meetings.