# Chadsgrove School Pupil Premium Strategy Statement 2016-2017

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| 1. **Summary information** | | | | | |
| **School:** | Chadsgrove School | | | **Type of SEN (eg.PMLD/SLD/MLD etc.)** | PD |
| **Academic Year** | 2016-2017 | **Total PP budget** | £42,717.00 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 137 | **Number of pupils eligible for PP** | 33 | **Date for next internal review of this strategy** | October 2017 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP* |
| **% achieving UQ targets in communication** | 33% | 21% |
| **% achieving UQ targets in maths** | 33% | 20% |
| **% progress specific to school setting** |  |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP )** | |
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| **In-school barriers** | |
|  | Communication difficulties – ranging from difficulties with articulation and dyslexia to significant requirements for augmentative communication support. Several pupils also have some degree of autism |
|  | Physical disabilities – ranging from motor co-ordination difficulties and dyspraxia to complex physical and health needs |
| **C.** | Learning difficulties – ranging from moderate to profound and multiple learning difficulties |
| **D.** | Sensory Impairments – visual, auditory and multi-sensory impairments |
| **E.** | Complex Learning difficulties and Disabilities – where many of the above co-exist in pupils and where pupils have difficulties arising from premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. |
| **External barriers** | |
| **F.** | Lack of parental engagement |
| **G.** | Emotional health and wellbeing, resulting from issues linked to their disability or from being looked after or subject to a child protection plan |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | To assess and develop appropriate communication and Literacy strategies | All pupils in receipt of pupil premium will have an improved ability to communicate and express their knowledge, likes, dislikes and opinions in whatever way is most suited to their individual needs |
|  | To ensure that the learning environment and resources are accessible to pupils with physical disabilities and sensory impairments | All pupils in receipt of pupil premium will be able to access the learning opportunities available to them |
|  | To ensure that the curriculum can be appropriately differentiated and personalised according to individual need | All pupils in receipt of pupil premium will make expected or accelerated progress where possible |
|  | To ensure that pupils with CLDD are recognised and that effective support is in place to meet their needs | Any pupils with CLDD will have effective support strategies/IEP’s in place |
|  | To improve parental engagement through CLDD support, workshops and varied communication strategies that are suited to the needs of individual pupils and families | An increased number of parents will engage in the annual review process and accept support through the CLDD process, Team Around the Child or Child In Need meetings |
|  | To ensure the provision of effective mental health and wellbeing resources, training and provision within school | All school staff will have a greater awareness of emotional health and well being and will have increased resources / training in order to effectively support pupils |

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| 1. **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. | | | | | |
| 1. **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 assess and develop appropriate communication and Literacy strategies | Purchase Lexia software to support Literacy with SLD and MLD students  (£1500)  Subscription to Signalong Library to support the development of augmentative communication across school  (£400) | There has been a dip in the achievement of pupils in English and it is felt that a more structured, intuitive approach will support the setting or personalised targets  Staff can learn signs linked directly to specific subject areas and, as such, provide pupils with greater opportunities to learn and demonstrate their knowledge | Monitoring of progress allocated to one member of staff  Progress data submitted to Angela Macvie (Data lead)  Signalong Library managed by a teacher with responsibility for signing across school | Simon Whyte  Claire Stoodley | July 2017  July 2017 |
| To ensure that the learning environment and resources are accessible to pupils with physical disabilities and sensory impairments | Purchase on-line switch accessible computer software  (£155)  Purchase of sensory resources for pupils with PMLD  (£1000)  Provision of iPads to support learning  (£3000) | Pupils are motivated by computers but there is a limited range of on-line resources that can be accessed by pupils with physical and associated learning difficulties.  PMLD pupils are following a sensory curriculum and require a variety of resources to maintain interest and generalise learning  iPads allow pupils to quickly and easily record their experiences either in writing or through video/photos. iPads are easily accessible to many pupils with physical disabilities and, as such, support curriculum access | Monitoring by ICT lead and lesson observations  Monitored by PMLD lead and lesson observations  Monitored by ICT lead and lesson observations. | Angela Macvie  Cath Yie  Angela Macvie | July 2017  July 2017  July 2017 |
| To ensure that the curriculum can be appropriately differentiated and personalised according to individual need | Increased staffing support to classes  (£11,500)  Purchase RM Easimaths and Numeracy workout  (£350)  Provision of laptops  (£2000)  Purchases of computer access devices  (£1000) | Increased support to pupils enables learning to be more personalised and matched to pupil need. Difficulties can be quickly spotted and therefor promptly addressed  Easimaths and Numeracy workout provide tailored experiences that are matched to pupil need. They can also be accessed from home and so have the facility to appropriately extend learning beyond the school  Laptops enable pupils to access the on-line learning opportunities available to them. It also gives them ready access to specialist software such as the switch accessible Clicker 7 which supports access to the curriculum and promotes Literacy skills  Much of pupil learning now takes place at the computer. Pupils with a physical disability need appropriate access devices in order to engage with learning experiences presented in this way and make progress in their learning | Monitoring by head teacher and school business monitor  Monitoring by Maths lead. Progress data submitted to Angela Macvie (Data lead)  Monitoring by ICT lead and progress data submitted to Angela Macvie (Data lead)  Monitoring by ICT lead and progress data submitted to Angela Macvie (Data lead) | Deb Rattley  Val Evans  Angela Macvie  Angela Macvie | July 2017  July 2017  July 2017  July 2017 |
| To ensure that pupils with CLDD are recognised and that effective support is in place to meet their needs | Support from CLDD co-ordinator  (£4000) | The CLDD co-ordinator has a proven track record of increasing pupil engagement through supporting both staff and pupils in the management of individual difficulties. | Monitoring by CLDD lead and progress data submitted to Angela Macvie (Data lead) | Bev Cockbill | July 2017 |
| To improve parental engagement through CLDD support, workshops and varied communication strategies that are suited to the needs of individual pupils and families | Support from CLDD co-ordinator  (As above)  Purchase a texting facility to be used with Scholarpack to make it easier for all teachers to quickly engage with parents  (£700) | The CLDD co-ordinator works with families at home and this has shown to increase levels of parental engagement.  Many hard to engage parents have said that they prefer to receive texts rather than written messages. Reminders sent in this way should improve attendance at important review meetings and appointments etc | Monitoring by CLDD lead and progress data submitted to Angela Macvie (Data lead)  Monitoring of levels of pupil engagement | Bec Cockbill  Angela Macvie | July 2017  July 2017 |
| To ensure the provision of effective mental health and wellbeing resources, training and provision within school | Employ youth counsellor for 1.5 hours per week to support pupil premium pupils  (£2500) | Students are more able to engage with learning if they are emotionally strong and resilient. The opportunity to chat with a counsellor has highlighted problems in the past which have then been dealt with before they have significantly impacted learning | Observation of students behaviour in lessons and across school by their keyworkers | Angela Macvie | July 2017 |
| **Total budgeted cost** | | | | | 28500 |
| 1. **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?** |
| To improve the progress of pupils who have specific learning difficulties | Dyslexia support to identified pupils  (£3000) | Effective dyslexia strategies raises pupil performance in Literacy and also raises self esteem. This will have an improvement in a pupils willingness to engage in lessons that he/she may find more challenging | Monitoring of progress by SpLD lead and progress data submitted to Angela Macvie (Data lead) | Jackie Stanbury | July 2017 |
| To raise pupil self esteem through developing ‘non-academic’ talents and abilities | Provision of bespoke music lessons  (£500) | Access to music lessons will raise the particular pupils self esteem and make the child feel positive and more willing to engage in other areas of learning | Monitoring of impact of lesson on student behaviour and motivation in other lessons by music lead/keyworker | Steph Draper | July 2017 |
| To ensure the provision of effective mental health and wellbeing provision within school | Provision of Drawing and Talking Therapy  (£500) | Students are more able to engage with learning if they are emotionally strong and resilient. The opportunity to chat with a counsellor has highlighted problems in the past which have then been dealt with before they have significantly impacted learning | Monitoring of impact of lesson on student behaviour and motivation in other lessons by keyworkers | Julia Lloyd-langston | July 2017 |
| To ensure that the curriculum can be appropriately differentiated and personalised for developmentally young pupils | Touch Monitors  (£1500) | Much of pupil learning now takes place at the computer. Pupils with a physical disability need appropriate access devices in order to engage with learning experiences presented in this way and make progress in their learning. Some pupils find it hard to interact carefully with smaller devices such as iPads and need more robust ways of successfully interacting with technology. Some pupils also lack the fine motor control to use iPads and find it much easier to interact with technology using a whole hand/gross motor movements | Monitoring of effectiveness of resources by Angela Macvie in discussion with class teachers | Angela Macvie | July 2017 |
| To ensure the provision of effective mental health and wellbeing provision within school | Music Therapy  (£1500) | Students are more able to engage with learning if they are emotionally strong and resilient. The opportunity engage in music therapy increases levels of engagement and enjoyment and increase motivation/alertness when pupils return to class | Observation of sessions and levels of pupil engagement by music teacher | Steph Draper | July 2017 |
| To ensure that pupils are able to fully engage in learning opportunities | Seating and postural management  (£1000) | Pupils who are appropriately seated are more readily able to engage with learning and make progress across the curriculum. | Monitoring of effectiveness of resources by Angela Macvie in discussion with class teachers | Angela Macvie | July 2017 |
| To ensure the provision of effective mental health and wellbeing provision within school | Training to understand Self Harm in children  (£500) | A understanding of the way in which a child with attachment difficulties helps support staff to work far more effectively with them | Monitoring of impact of training on student behaviour and motivation in other lessons by keyworkers | Angela Macvie | July 2017 |
| To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified | Targeted 1:1 support in lessons to support physical and communication difficulties  (£1000) | 1:1 support to pupils enables learning to be personalised and closely matched to pupil need. Difficulties can be quickly spotted and therefor promptly addressed | Monitoring of impact of support on progress by Angela Macvie in discussion with subject teachers | Angela Macvie | July 2017 |
| To ensure that the curriculum can be resourced according to individual need and interest | Resources to support specific targets on a pupils IEP  (£2000) | Specific resources tailored to individual pupil needs and interest are likely to be more motivating to them and, as such, promote effective learning | Monitoring of impact of resources on progress.  Progress data submitted to Angela Macvie (Data lead) | Angela Macvie | July 2017 |
| **Total budgeted cost** | | | | | £11500 |
| 1. **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?** |
| To ensure the provision of effective mental health and wellbeing provision within school | Specific training for key workers on attachment and trauma  (£2000) | A understanding of the way in which a child with attachment difficulties helps support staff to work far more effectively with them | Monitoring of impact of training on student behaviour and motivation in other lessons by keyworkers | Angela Macvie | July 2017 |
| **Total budgeted cost** | | | | | £2000 |

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| 1. **Review of expenditure - N/A – first year that PP strategy has been completed** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
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| 1. **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** |
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| 1. **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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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above. |