

Chadsgrove School Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School:	Chadsgrove School			Type of SEN (eg.PMLD/SLD/MLD etc.)	PD
Academic Year	2019-2020	Total PP budget	£46,735	Date of most recent PP Review	July 2018
Total number of pupils	134	Number of pupils eligible for PP	34	Date for next internal review of this strategy	July 2020

2. Current Attainment (as of July 2019)					
Percentage of Pupils	Pupil Premium Pupils		Other Pupils		
Reading	5	95	11	89	
Writing	11	89	15	85	
Expressive	15	85	6	94	
Receptive	23	77	6	94	
Speaking and Listening	33	67	15	85	
English Accreditation	0	100	0	100	
Routes for Learning	18	82	5	95	
Number	21	79	15	85	
Measures	16	84	22	78	
Maths Accreditation	33	67	0	100	
Average	18	82	10	90	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	Communication difficulties – ranging from difficulties with articulation and dyslexia to significant requirements for augmentative communication support. Several pupils also have some degree of autism
B	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 an acquired brain injury as a result of a traumatic event, 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.
F	Emotional health and wellbeing difficulties, resulting from issues linked to their disability or from being looked after/subject to a child protection plan
External barriers	
G	Lack of parental engagement, as a result of mental health difficulties, substance misuse or the sheer complexities of family life
H	Family circumstances that arise as a result of social issues such as deprivation/poverty, language barriers or domestic violence

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Outcome	Quality Teaching for All	
1	To assess and develop appropriate Reading and Writing strategies	All pupils in receipt of pupil premium will have an improved ability to understand symbolic representations/words and be able to express their knowledge/understanding through hand writing or the use of technology
2	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
3	To ensure that the curriculum can be appropriately differentiated and personalised according to individual need	All pupils in receipt of pupil premium will make at least expected progress where possible
Outcome	Targeted Support	
4	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
5	To improve parental engagement	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
6	To improve the progress of pupils who have specific learning difficulties	All pupils with specific learning difficulties in receipt of pupil premium will show an improvement in Reading and Writing skills
7	To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified	Targeted support will be available to individual pupils in order to help them overcome particular barriers to learning or accelerate learning in a particular subject area
Outcome	Other Approaches	
9	To ensure the provision of effective mental health and wellbeing resources, training and provision within school	Pupils in need of emotional support are promptly recognised, understood and have their needs appropriately met

5. Planned expenditure					
Academic year	2019-2020				
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?
Outcome 1 To assess and develop appropriate expressive language, communication and Literacy strategies	1 Purchase of Signalong resources to support the development of augmentative communication skills (£250)	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 use/progress allocated to one member of staff	Angela Macvie	July 2020
	1b Subscription to Oxford Reading Buddy (£750)	Students need a variety of reading materials in order to engage and motivate them. This resource can also be accessed from home in order to further engage pupils	Monitoring by English lead	Gareth Brown	July 2020
				Total	£1,000
Outcome 2 To ensure that the learning environment and resources are accessible to pupils with physical disabilities and sensory impairments	2a Purchase of sensory resources for pupils with PMLD (£500)	PMLD pupils are following a sensory curriculum and require a variety of resources to maintain interest and generalise learning.	Monitored by PMLD lead and through lesson observations	Mel Bullivant	July 2020
				Total	£500

Outcome 3 To ensure that the curriculum can be appropriately differentiated and personalised according to individual need	3a Renew RM Easimaths, Numeracy workout and Education City (£2000)	These resources 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	Monitoring by Maths lead. Progress data submitted to Angela Macvie (Data lead)	Val Evans	July 2020
	3b Provision of laptops (£2500)	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	Monitoring by ICT lead and progress data submitted to Angela Macvie (Data lead)	Angela Macvie	July 2020
				Total	£4,500
Total budgeted cost					£6,000
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?
Outcome 4 To ensure that pupils with CLDD and their families are recognised and that effective support is in place to meet their needs	4a 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 2020
				Total	£4,000

Outcome 5 To improve parental engagement	5a Renew the texting facility to be used with Scholarpack to ensure that it easy for all teachers to quickly engage with parents (£850)	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 of levels of parental engagement	Angela Macvie	July 2020
				Total	£850
Outcome 6 To improve the progress of pupils who have specific learning difficulties	6a Dyslexia teaching 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 2020
				Total	£3,000
Outcome 7 To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified	7a TA to support individual pupils who require focused interventions (£20,500)	1:1 support to pupils enables learning to be personalised and closely matched to pupil need. Difficulties can be quickly spotted and therefore promptly addressed	Monitoring of impact of support on progress by Angela Macvie in discussion with subject teachers	Angela Macvie	July 2020
	7b Resources to support specific targets on a pupils IEP (£2500)	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 2020
				Total	£23,000
Total budgeted cost					£30,850

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?
Outcome 8 To ensure the provision of effective mental health and wellbeing resources, training and provision within school	8a Employ youth counsellor for 3 hours per week to support pupil premium pupils (£4000)	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 2020
	8b Music Therapy (£2000)	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 Wellings	July 2020
	8c Access to music project – provision of necessary resources (£500)	Access to music will raise the particular pupil's 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	Steph Wellings	July 2020
	8d 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 2020

	<p>8e Provision of Drama therapy for younger students (£2000)</p>	Students are more able to engage with learning if they are emotionally strong and resilient. The opportunity to engage in drama/play therapy will enable the pupils to understand their feelings and develop more appropriate ways of dealing with situations that they find challenging	Monitoring of impact of lesson on student behaviour and motivation in other lessons by keyworkers	Angela Macvie	July 2020
	<p>8f Access to Thrive at Kings Heath Park (£900)</p>	Access to the Thrive project will raise the particular pupil's 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	Angela Macvie	July 2020
	<p>8g Access to Horse riding sessions (£1000)</p>	Horse riding will raise pupil self-esteem and confidence as well as develop physical skills which will impact upon their ability to access other curriculum areas e.g. due to improved posture	Monitoring of impact of lesson on student behaviour, motivation and physical skills in other lessons	Angela Macvie	July 2020
				Total	£10,900
Total budgeted cost					£10,900

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
Outcome 1 To assess and develop appropriate expressive language, communication and Literacy strategies	1a Renew Lexia software to support Literacy with SLD and MLD students (£1500)	Pupils in receipt of pupil premium have performed equally as well as their peers.	This is an appropriate use of pupil premium resources, particularly for pupils with moderate learning difficulties. There was a significant increase in cost as we had reached the end of a 3year agreement. However, it is still very well used and good value for money	£3850.00
	1b Subscription to Signalong Library to support the development of augmentative communication across school (£250)	The subscription was not renewed	It may be more appropriate, in future, to obtain hard copied of resources, such as the ones linked to specific subject areas/medium term plans produced by Pitcheroak School	£0
	1c Provision of speech to text software or other means of pupils recording their ideas (£500)	An appropriate software package that meets the needs of our pupils has not yet been identified	It would be appropriate to explore alternative means of recording work, for example, the use of video evidence. This could be funded via alternative budgets	£0

	<p>1d Provision of AAC resources (£3000)</p>	<p>Pupil communication skills have increased. Teachers have reported: An increased ability to engage in two way conversation Improvement in pupil's ability to use symbols in order to communicate Increased communicative confidence Increased confidence and fluency in using communication aids</p>	<p>This is an appropriate use of pupil premium resources and should be continued</p>	£2782.00
	<p>1e Provision of additional reading books (£500)</p>	<p>Pupils in receipt of pupil premium have performed equally as well as their peers.</p>	<p>This is an appropriate use of pupil premium resources and needs to be continued as reading is a key focus for pupils</p>	£185.00
	<p>1f Subscription to Phonics Play (£120)</p>	<p>The subscription was not renewed due to alternative resources (eg Twinkl) being used</p>	<p>It would be appropriate to continue to explore alternative ways of engaging pupils in reading activities at home</p>	£0
	<p>1g Subscription to Oxford Reading Tree Online (£130)</p>	<p>The subscription was not renewed as the product was unavailable</p>	<p>The product has been replaced by a more up to date, sophisticated product that costs £750. This would enable pupils to work on reading at home as well as comprehension activities and other Literacy skills. It would be important to consider this as an appropriate spending of pupil premium resources next year</p>	£0
			Total Allocated	£6,000
			Total Actual Spend	£6,817

Outcome 2 To ensure that the learning environment and resources are accessible to pupils with physical disabilities and sensory impairments	2a Purchase on-line switch accessible computer software (£750)	Spending in this area focused specifically on pupils with PMLD. Teachers reported : increased levels of pupil engagement and interest	This is an appropriate use of pupil premium resources and should be continued	£819
	2b Purchase of sensory resources for pupils with PMLD (£1000)	Sensory resources were purchased for pupils in the PMLD classes Teachers have reported: Increased vocalisations Improved ability to cope with transitions Improved ability to calm when distressed Increased levels of engagement Improved responses to interactions Improved willingness to join in with activities A greater determination to communicate	This is an appropriate use of pupil premium resources for pupils with PMLD and should be continued	£750
	2c Provision of iPads to support learning (£2500)	iPads have been used very successfully to increase curriculum access and levels of engagement for pupils	This is an appropriate use of pupil premium for all pupils and should be continued	£2250
			Total Allocated	£4,250
			Total Actual Spend	£3,819

Outcome 3 To ensure that the curriculum can be appropriately differentiated and personalised according to individual need	3a Renew RM Easimaths, Numeracy workout and Education City (£350 +£1500)	Access to these resources have enabled pupils to be appropriately challenged in their learning and to access learning at home. Progress of pupils in Maths is on a par with other pupils in school.	This is an appropriate use of pupil premium resources and should be continued	£1400
	3b Provision of laptops (£4000)	Laptops have significantly supported learning, particularly in upper school during Maths and English lessons. . Progress of pupils in Maths and English is on a par with other pupils in school.	This is an appropriate use of pupil premium resources and should be continued	£4000
	3c Purchase of computer access devices including eye pointing software (£2000)	This has contributed effectively to enabling pupils to work independently at the computer across all subject areas. The purchase of reading software that is linked to the Eye Gaze computer has enabled pupils with significant physical disabilities to independently engage in reading activities.	This is an appropriate use of pupil premium resources and should be continued	£400
	3d Seating and postural management (£1000)	This has enabled pupils to effectively engage in their physical management programs and improve physical skills such as balance and co-ordination	This is an appropriate use of pupil premium resources and should be continued.	£744
			Total Allocated	£8,850
			Total Actual Spend	£6,544

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
Outcome 4 To ensure that pupils with CLDD are recognised and that effective support is in place to meet their needs	4a Support from CLDD co-ordinator (£4000)	Pupils with CLDD have effective support strategies in place. The CLDD co-ordinator has attended TAC meetings, behaviour support meetings and visited families at home in order to offer support	This is an appropriate use of pupil premium resources and should be continued	£4,000.00
				Total Allocated £4,000
				Total Actual Spend £4,000
Outcome 5 To improve parental engagement	5a Support from CLDD co-ordinator (As above)	An increased number of parents have engaged in the annual review process and accepted support through the CLDD process, Team Around the Child or Child In Need meetings. Teachers have also reported: Increased levels of engagement Increased focus and independence Reduced anxieties Increased understanding of routines and expectations	This is an appropriate use of pupil premium resources and should be continued	£0
	5b Renew the texting facility to be used with Scholarpack to ensure that it easy for all teachers to quickly engage with parents (£800)	Teachers have noticed an improvement in their ability to engage harder to reach families and improve attendance and meetings and medical appointments. Several parents have also commented on how they prefer messages via text	This is an appropriate use of pupil premium resources and should be continued	£820
				Total Allocated £800
				Total Actual Spend £820

Outcome 6 To improve the progress of pupils who have specific learning difficulties	6a Dyslexia teaching support to identified pupils (£3000)	Teachers have reported: Increased confidence Increased ability to verbalise spontaneously Improved anticipatory skills Improved ability to follow routines Increased reading confidence Increased writing confidence	This is an appropriate use of pupil premium resources	£4000
	6b Provision of dyslexia resources such as letters and overlays (£1000)	There was not a significant demand for resources but additional time was allocated to supporting pupils in reading through specialist sensory based approaches. The pupil premium child involved demonstrated accelerated progress in her learning.	This is an appropriate use of pupil premium resources and should be continued.	£0
			Total Allocated	£4,000
			Total Actual Spend	£4,000
Outcome 7 To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified	7a TA to support individual pupils who require focused interventions (£18,252)	Teachers have reported: Increased mobility Improved ability to co-ordinate movements and move with increased precision Improved behaviour Improved ability to transition between lessons/environments Increased levels of engagement Increased ability to engage in social interactions Improved security within relationships Increased academic achievement Increased rate of progress Improved ability to initiate interactions Improved handwriting skills	This is an essential use of pupil premium resources and should be continued/increased if possible.	£20,500

		<p>Increased ability to sustain eye contact</p> <p>Improved peer relationships</p> <p>Improved ability to self-start activities and be more independent in learning</p> <p>Teachers have also reported:</p> <p>Increased ability to engage</p> <p>Improved in ability to communicate</p> <p>Increased communicative confidence</p> <p>Increased ability to use communication books</p> <p>Improved clarity of signing and speech</p> <p>Improved anticipatory skills</p> <p>Improved eye contact</p> <p>Increased ability to initiate interactions</p> <p>Improved social communication skills</p> <p>Increased use of communication aids and books</p> <p>Increased ability to turn-take</p> <p>Increased ability to follow an adults lead</p> <p>Increase in spontaneous communication</p> <p>Increased communicative confidence</p>		
	<p>7b</p> <p>Resources to support specific targets on a pupils IEP (£3000)</p>	<p>1:1 support has enabled learning to be personalised and closely matched to pupil need, particularly for those looked after children subject to a PEP</p>	<p>This is an appropriate use of pupil premium resources and should be continued</p>	<p>£2200</p>
			<p>Total Allocated</p>	<p>£21,252</p>
			<p>Total Actual Spend</p>	<p>£22,700</p>

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
Outcome 8 To ensure the provision of effective mental health and wellbeing resources, training and provision within school	8a Employ youth counsellor for 1.5 hours per week to support pupil premium pupils (£5000)	The youth counsellor has effectively supported several pupils. Pupils and teachers have reported: A different, neutral face helping to rationalise thoughts Increased opportunities to talk through feelings and manage anxieties Improved engagement with learning Increased school attendance Pupils looking forward rather than back Increased friendships Increased ability to trust others Knowing that people genuinely care Improved resilience Improved communication with staff Strategies and techniques to overcome problems Becoming better at saying no	This is an appropriate use of pupil premium resources and should be continued.	£4,900.00
	8c Music Therapy (£3000)	Teachers have reported: improved confidence + concentration a greater willingness to listen to peers improved social interaction	This is an appropriate use of pupil premium resources, particularly for PMLD pupils and should be continued	£2,800
	8d Access to music project – provision of	Teachers have reported: Motivation to engage with activities allowing pupils to consistently work on EHC targets	This has been an appropriate use of pupil premium resources. However, the project is now complete. It would be appropriate to continue to	

	necessary resources (£500)	<p>Increased pupil's musical ability</p> <p>Improved manipulative skills</p> <p>Improved hand-eye coordination</p> <p>Increased ability to use adaptive technology</p> <p>Increased levels of engagement</p> <p>Improved self-esteem and confidence</p> <p>Increased social interaction</p> <p>Improved ability to listen to and interact with others</p>	find some time to continue the work for specific sessions each week	
	8e Provision of Drawing and Talking Therapy (£500)	<p>Teachers have reported that the therapy</p> <p>Enables pupils to calm, slow down and take one step at a time</p> <p>Increases opportunities to discuss confusion and worries</p> <p>Increases confidence</p>	This is an appropriate use of pupil premium resources and should be continued/increased if possible	£500
	8f Access to Thrive at Kings Heath Park (£900)	<p>Outcomes of this intervention have included</p> <p>Increased self esteem</p> <p>Improved engagement in other areas of learning</p> <p>Increased skill and achievement of accreditation</p> <p>Increased curriculum breadth</p> <p>Increased levels of independent working</p>	This is an appropriate use of pupil premium resources	£810
	8g Access to Horse riding sessions (£1500)	<p>Access to this intervention has included:</p> <p>Improved self-esteem and confidence</p> <p>Increased balance and co-ordination</p>	This is an appropriate use of pupil premium resources	£1,500

		Achievement of accreditations	<div>Total Allocated</div> <div>Total Actual Spend</div>	<div>£11,400</div> <div>£10,510</div>
			<div>Overall Allocation</div> <div>Overall Spend (with some carry forward from previous year)</div>	<div>£57,435</div> <div>£59,210</div>