# Chadsgrove School Pupil Premium Strategy Statement 2017-2018

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| 1. **Summary information** | | | | | |
| **School:** | Chadsgrove School | | | **Type of SEN (eg.PMLD/SLD/MLD etc.)** | PD |
| **Academic Year** | 2017-2018 | **Total PP budget** | £54,885.00 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 138 | **Number of pupils eligible for PP** | 37 | **Date for next internal review of this strategy** | July 2018 |

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| 1. **Current Attainment** | | | | |
| **Percentage of Pupils** | **Pupil Premium Pupils** | | **Other Pupils** | |
| **Reading** | 18 | 82 | 16 | 84 |
| **Writing** | 14 | 86 | 21 | 79 |
| **Expressive** | 27 | 73 | 12 | 78 |
| **Receptive** | 21 | 79 | 33 | 67 |
| **Speaking and Listening** | 33 | 67 | 27 | 73 |
| **Number** | 33 | 67 | 22 | 78 |
| **Measures** | 14 | 86 | 22 | 78 |
| **Average** | 22 | 78 | 23 | 77 |

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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* | | | | |
| **Outcome** | **Quality Teaching for All** | | |  | | | | |
| **1** | To assess and develop appropriate Expressive Language, 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 | | | | |
| **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 expected or accelerated 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 their Literacy 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 | | | 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 | | | | |
| 1. **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. | | | | | | | |
| 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?** |
| **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)  **1b**  Subscription to Signalong Library to support the development of augmentative communication across school  (£250)  **1c**  Provision of speech to text software or other means of pupils recording their ideas  (£500)  **1d**  Provision of AAC resources  (£1500)  **1e**  Provision of additional reading books  (£500)  **1f**  Provision of comprehension support materials  (£100)  **1g**  Subscription to  Phonics Play  (£120)  **1h**  Subscription to Oxford Reading Tree Online  (£130) | This more structured, intuitive approach is effectively supporting teachers with the setting or personalised targets and also enables appropriately personalised homework to be sent home for pupils  Staff can learn signs linked directly to specific subject areas and, as such, provide pupils with greater opportunities to learn and demonstrate their knowledge  Pupils who find it difficult to write/type can effectively express their knowledge and ideas  Pupils who find it difficult to speak can effectively communicate their knowledge and ideas  Students need a variety of reading materials in order to engage and motivate them  Materials to support comprehension will enable teachers to more effectively plan for their learning  Students need a variety of reading materials in order to engage and motivate them. This resource can also be accessed form home in order to further engage pupils  Students need a variety of reading materials in order to engage and motivate them. This resource can also be accessed form home in order to further engage pupils | | 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  Monitoring by English lead  Monitoring by AAC lead  Monitoring by English lead  Monitoring by English lead  Monitoring by English lead  Monitoring by English lead | Simon Whyte  Claire Stoodley  Gareth Brown  Teresa Owen  Gareth Brown  Gareth Brown  Gareth Brown  Gareth Brown | July 2018  July 2018  July 2018  July 2018  July 2018  July 2018  July 2018  July 2018 |
| **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  (£500)  **2b**  Purchase of sensory resources for pupils with PMLD  (£1000)  **2c**  Provision of iPads to support learning  (£3000)  **2d**  Purchase of specialist scissors to support pupil work in art and design  (£250) | Pupils are motivated by computers and a variety of on-line resources that can be accessed by pupils with physical and associated learning difficulties both at home and at school helps to increase levels of engagement.  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  Some pupils are unable to independently complete activities due to lack of appropriate resources | | Monitoring by ICT lead and lesson observations  Monitored by PMLD lead and through lesson observations  Monitored by ICT lead and lesson observations.  Monitored by Art lead | Angela Macvie  Cath Yie/Deb Rattley  Simon Whyte  Julia Lloyd-  langston | J  uly 2018  July 2018  July 2018  July 2018 |
| **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)  **3b**  Provision of laptops  (£2000)  **3c**  Purchase of computer access devices including eye pointing software  (£1000)  **3d**  Humanware Connect Electronic magnifier to support provision for pupils with a visual impairment  (£2500)  **3e**  Touch Monitors  (£1500)  **3f**  Maths resources for reception age pupils  (£250)  **3g**  Seating and postural management  (£1000) | 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  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  This equipment has been trialled with a pupil premium student with an acquired brain injury. It enabled him to independently access books and written materials, significantly increasing his levels of engagement  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  Reception age pupils have shown a dip in progress in maths and several pupils of this age are in receipt of pupil premium. Provision of high interest, appropriate resources for this group of pupils will increase levels of engagement and accelerate progress  Pupils who are appropriately seated are more readily able to engage with learning and make progress across the curriculum. | | 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)  Monitoring by VI specialist  Monitoring of effectiveness of resources by Angela Macvie in discussion with class teachers  Monitoring of effectiveness of resources by Angela Macvie in discussion with class teachers  Monitoring of effectiveness of resources by Angela Macvie in discussion with class teachers | Val Evans  Angela Macvie  Angela Macvie  Eva Hogan  Angela Macvie  Angela Macvie  Angela Macvie | July 2018  July 2018  July 2018  July 2018  July 2018  July 2018  July  2018 |
| **Total budgeted cost** | | | | | | | 19450 |
| 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?** |
| **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) | 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 2018 |
| **Outcome 5**  To improve parental engagement | | **5a**  Support from CLDD co-ordinator  (As above)  **5b**  Renew the texting facility to be used with Scholarpack to ensure that it easy 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 2018  July 2018 |
| **Outcome 6**  To improve the progress of pupils who have specific learning difficulties | | **6a**  Dyslexia teaching support to identified pupils  (£3000)  **6b**  Provision of low level, high interest reading books for pupils with specific learning difficulties  (£600)  **6c**  Provision of dyslexia resources such as letters and overlays  (£250) | 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  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  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)  Monitoring of progress by SpLD lead and progress data submitted to Angela Macvie (Data lead)  Monitoring of progress by SpLD lead and progress data submitted to Angela Macvie (Data lead) | Jackie Stanbury  Jackie Stanbury  Jackie Stanbury | July 2018  July 2018  July 2018 |
| **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 wo require focused interventions  (£18,252)  **7b**  Resources to support specific targets on a pupils IEP  (£2000) | 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  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 support on progress by Angela Macvie in discussion with subject teachers  Monitoring of impact of resources on progress.  Progress data submitted to Angela Macvie (Data lead) | Angela Macvie  Angela Macvie | July 2018  July 2018 |
| **Total budgeted cost** | | | | | | | £28,802 |
| 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?** |
| **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  (£2500)  **8b**  Whole staff training to understand Attachment Difficulties in children  (£500)  **8c**  Music Therapy  (£1500 )  **8d**  Access to music project – provision of necessary resources  (£1500)  **8e**  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  A understanding of the way in which a child with attachment difficulties may behave will help school staff to work far more effectively with them  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  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  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  Monitoring of impact of training on student behaviour and motivation in other lessons by keyworkers  Observation of sessions and levels of pupil engagement by music teacher  Monitoring of impact of lesson on student behaviour and motivation in other lessons by music lead  Monitoring of impact of lesson on student behaviour and motivation in other lessons by keyworkers | Angela Macvie  Angela Macvie  Steph Draper  Steph Draper  Julia Lloyd-langston | July 2018  July 2018  July 2018  July 2018  July 2018 |
| **Total budgeted cost** | | | | | | | £6500 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016-2017** | | |
| 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** |
| 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) | All pupils, including those not eligible for pupil premium, for whom Lexia was appropriate were able to access more targeted support in order to develop their Literacy skills  Staff were able to quickly and easily able to find out any signs that they needed in order to support pupils and engage them in learning experiences | This is an appropriate use of pupil premium resources, particularly for pupils with moderate learning difficulties  This is an appropriate use of pupil premium resources, although a single user rather than a 5 user licence would be adequate in future | £1355  £400 |
| 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) | This resource increased levels of pupil engagement because they were able to easily access the learning materials independently  Sensory resources were purchased for pupils in the PMLD classes and these resources were able to increase levels of engagement with these pupils  IPads have been used very successfully to increase curriculum access and levels of engagement for pupils | This is an appropriate use of pupil premium resources  This is an appropriate use of pupil premium resources for pupils with PMLD and should be continued  This is an appropriate use of pupil premium for all pupils and should be continues | £155  £995  £2993 |
| 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)  Purchase of computer access devices  (£1000) | Focused use of staffing resources enabled pupils to be given highly targeted support that met their individual needs  Access to these resources have enabled pupils to be appropriately challenged in their learning  Laptops have significantly supported learning, particularly in upper school during Maths and English lessons  This has contributed effectively to pupil ability to work independently at the computer across all subjects areas | This is an appropriate use of pupil premium resources and should be continued  This is an appropriate use of pupil premium resources and should be continued  This is an appropriate use of pupil premium resources and should be continued  This is an appropriate use of pupil premium resources and should be continued | £16,000  £350  £3040  £1000 |
| 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) | Pupils with CLDD have effective support strategies/IEP’s in place | This is an appropriate use of pupil premium resources and should be continued | £4000 |
| 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) | 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 noticed an improvement in their ability to engage harder to reach families | This is an appropriate use of pupil premium resources and should be continued  This is an appropriate use of pupil premium resources and should be continued | As above  £700 |
| 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) | The youth counsellor has effectively supported several pupils, resulting in increased engagement levels | This is an appropriate use of pupil premium resources and should be continued | £2500 |
| 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** |
| To improve the progress of pupils who have specific  learning difficulties | Dyslexia support to identified pupils  (£3000) | Several SpLd pupils made greater than expected progress in their Literacy skills, particularly reading and writing | This is an appropriate use of pupil premium resources and should be continued | £3000 |
| To raise pupil self esteem through developing ‘non-academic’ talents and abilities | Provision of bespoke music lessons  (£500) | The particular pupil concerned made good progress with his music lessons and received lots of praise etc for his efforts | This was an appropriate use of pupil premium resources but the pupil concerned has decided not to continue with lessons | £200 |
| To ensure the provision of effective mental health and wellbeing provision within school | Provision of Drawing and Talking Therapy  (£500) | Pupils have commented on the usefulness of this therapy and teachers have reported improvements in pupil confidence/levels of engagement | This is an appropriate use of pupil premium resources and should be continued | £500 |
| To ensure that the curriculum can be appropriately differentiated and personalised for developmentally young pupils | Touch Monitors  (£1500) | The touch monitors have improved pupil access to and engagement with computers | This is an appropriate use of pupil premium resources and should be continued. However, for many pupils, fixed mounts to secure them/make them more robust are also required | £1001 |
| To ensure the provision of effective mental health and wellbeing provision within school | Music Therapy  (£1500) | Teachers report increased levels of engagement both during and following therapy sessions | This is an appropriate use of pupil premium resources, particularly for PMLD pupils and should be continued | £1500 |
| To ensure that pupils are able to fully engage in learning opportunities | Seating and postural management  (£1000) | Enabling pupils to be positioned appropriately enables them to focus on learning and subsequently engage more effectively during sessions | This is an appropriate use of pupil premium resources and should be continued | £900 |
| To ensure the provision of effective mental health and wellbeing provision within school | Staff training  (£500) | Training has helped staff to understand the importance of pupil mental health and well being and they are using this information, alongside the strategies that they have learned (eg well being boxes) to help to manage pupil emotions and difficulties in school | This is an appropriate use of pupil premium resources and should be continued | £800 |
| 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) | Focused use of staffing resources enabled pupils to be given highly targeted support that met their individual needs | This is an appropriate use of pupil premium resources and should be continued | £1000 |
| To ensure that the curriculum can be resourced according to individual need and interest | Resources to support specific targets on a pupils IEP  (£2000) | Focused use of staffing resources enabled pupils to be given highly targeted support that met their individual needs | This is an appropriate use of pupil premium resources and should be continued | £2052 |
| 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** |
| To ensure the provision of effective mental health and wellbeing provision within school | Specific training for key workers on attachment and trauma  (£2000) | Training has helped staff to understand the importance of pupil mental health and well being and they are using this information, alongside the strategies that they have learned (eg well being boxes) to help to manage pupil emotions and difficulties in school | This is an appropriate use of pupil premium resources and should be continued but for a wider number of staff | £1000 |

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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. |