

## Chadsgrove School Pupil Premium Strategy Statement 2018-2019

1. Summary information					
<b>School:</b>	Chadsgrove School			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	PD
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£57,435.00	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	138	<b>Number of pupils eligible for PP</b>	37	<b>Date for next internal review of this strategy</b>	July 2019

2. Current Attainment				
Percentage of Pupils		Pupil Premium Pupils		Other Pupils
Reading		14	86	6
Writing		29	71	9
Expressive		33	67	32
Receptive		20	80	23
Speaking and Listening		0	100	30
Number		14	86	26
Measures		38	62	38
Average		21	79	23

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
<b>A.</b>	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>B.</b>	Physical disabilities – ranging from motor co-ordination difficulties and dyspraxia to complex physical and health needs
<b>C.</b>	Learning difficulties – ranging from moderate to profound and multiple learning difficulties
<b>D.</b>	Sensory Impairments – visual, auditory and multi-sensory impairments
<b>E.</b>	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.
<b>External barriers</b>	
<b>F.</b>	Lack of parental engagement
<b>G.</b>	Emotional health and wellbeing, resulting from issues linked to their disability or from being looked after or subject to a child protection plan

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>Outcome</b>	<b>Quality Teaching for All</b>	
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>Outcome</b>	<b>Targeted Support</b>	
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>Outcome</b>	<b>Other Approaches</b>	
<b>9</b>	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	2018-2019				
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?
<b>Outcome 1</b> To assess and develop appropriate expressive language, communication and Literacy strategies	<b>1a</b> Renew Lexia software to support Literacy with SLD and MLD students (£1500)	The structured, intuitive approach of this software will effectively support teachers with the setting of personalised targets and will also enable appropriately challenging homework to be sent home for pupils	Monitoring of progress allocated to one member of staff Progress data submitted to Angela Macvie (Data lead)	Simon Whyte	July 2019
	<b>1b</b> Subscription to Signalong Library to support the development of augmentative communication across school (£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	Signalong Library managed by a teacher with responsibility for signing across school	Rebecca Sabel	July 2019
	<b>1c</b> Provision of speech to text software or other means of pupils recording their ideas (£1000)	Pupils who find it difficult to write/type can effectively express their knowledge and ideas	Monitoring by English lead	Gareth Brown	July 2019

	<b>1d</b> Provision of AAC resources, including Communicate In Print (£3000)	Pupils who find it difficult to read or express their ideas using written words can effectively communicate their knowledge and ideas	Monitoring by AAC lead	Rebecca Sabel	July 2019
	<b>1e</b> Provision of additional reading books (£500)	Students need a variety of reading materials in order to engage and motivate them	Monitoring by English lead	Gareth Brown	July 2019
	<b>1f</b> Subscription to Phonics Play (£120)	Students need a variety of appropriate reading materials in order develop their phonic knowledge. This resource can also be accessed form home in order to further engage pupils	Monitoring by English lead	Gareth Brown	July 2019
	<b>1g</b> Subscription to Oxford Reading Tree Online (£130)	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 by English lead	Gareth Brown	July 2019  (£6,500)
<b><u>Outcome 2</u></b> To ensure that the learning environment and resources are accessible to pupils with physical disabilities and sensory impairments	<b>2a</b> Purchase on-line switch accessible computer software (£750)	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.	Monitoring by curriculum ICT lead and lesson observations	Simon Whyte	July 2019

	<b>2b</b> Purchase of sensory resources for pupils with PMLD (£1500)	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 2019
	<b>2c</b> Provision of iPads to support learning (£2500)	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	Monitored by ICT lead and lesson observations.	Simon Whyte	July 2019  (£4750)
<b>Outcome 3</b> To ensure that the curriculum can be appropriately differentiated and personalised according to individual need	<b>3a</b> Renew RM Easimaths, Numeracy workout and Education City (£350 +£1500)	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 2019
	<b>3b</b> Provision of laptops (£4000)	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 2019
	<b>3c</b> Purchase of computer access devices including eye pointing	Much of pupil learning now takes place at the computer. Pupils with a physical disability need appropriate access	Monitoring by ICT lead and progress data	Simon Whyte	July 2019

	software and touch screens (£2000)	devices in order to engage with learning experiences presented in this way and make progress in their learning	submitted to Angela Macvie (Data lead)		
	<b>3d</b> Seating and postural management (£1500)	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 2019
					(£9,350)
<b>Total budgeted cost</b>					£20,600
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b><u>Outcome 4</u></b> To ensure that pupils with CLDD are recognised and that effective support is in place to meet their needs	<b>4a</b> 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 2019
<b><u>Outcome 5</u></b> To improve parental engagement	<b>5a</b> Support from CLDD co-ordinator (As above)	The CLDD co-ordinator works with families at home and this has shown to increase levels of parental engagement.	Monitoring by CLDD lead and progress data submitted to Angela Macvie (Data lead)	Bec Cockbill	July 2019
	<b>5b</b>				

	Renew the texting facility to be used with Scholarpack to ensure that it easy for all teachers to quickly engage with parents (£800)	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 pupil engagement	Angela Macvie	July 2019  (£4800)
<b>Outcome 6</b> To improve the progress of pupils who have specific learning difficulties	<b>6a</b> 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 2019
	<b>6b</b> Provision of dyslexia resources such as letters and overlays (£1000)	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 2019  (£4000)
<b>Outcome 7</b> To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified	<b>7a</b> TA to support individual pupils who require focused interventions (£18,252)	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 2019
	<b>7b</b> Resources to support specific targets on a pupils IEP	Specific resources tailored to individual pupil needs and interest are likely to be	Monitoring of impact of resources on progress.	Angela Macvie	July 2019



	(£3000)	more motivating to them and, as such, promote effective learning	Progress data submitted to Angela Macvie (Data lead)		(£21,252)
<b>Total budgeted cost</b>					£30,052
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b><u>Outcome 8</u></b> To ensure the provision of effective mental health and wellbeing resources, training and provision within school	<b>8a</b> Employ youth counsellor for 3 hours per week to support pupil premium pupils (£5000)	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 2019
	<b>8b</b> Music Therapy (£3000)	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 2019
	<b>8c</b> Access to music project – provision of necessary resources (£1000)	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 Draper	July 2019

	<p><b>8d</b> Provision of Drawing and Talking Therapy (£500)</p>	<p>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</p>	<p>Monitoring of impact of lesson on student behaviour and motivation in other lessons by keyworkers</p>	<p>Julia Lloyd-langston</p>	<p>July 2019</p>
	<p><b>8e</b> Provision of Dramay therapy for younger students (£1500)</p>	<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</p>	<p>Monitoring of impact of lesson on student behaviour and motivation in other lessons by keyworkers</p>	<p>Teresa Owen</p>	<p>July 2019</p>
	<p><b>8f</b> Access to Thrive at Kings Heath Park (£860)</p>	<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</p>	<p>Monitoring of impact of lesson on student behaviour and motivation in other lessons</p>	<p>Angela Macvie</p>	<p>July 2019</p>
	<p><b>8g</b> Access to Horseriding sessions (£1500)</p>	<p>Horseriding 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</p>	<p>Monitoring of impact of lesson on student behaviour, motivation and physical skills in other lessons</p>	<p>Angela Macvie</p>	<p>July 2019</p>
					(£13,360)
<b>Total budgeted cost</b>					<b>£13,360</b>

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
<b>Outcome 1</b> To assess and develop appropriate expressive language, communication and Literacy strategies	<b>1a</b> Renew Lexia software to support Literacy with SLD and MLD students (£1500)	From September 2017 to June 2018 the number of Lexia certificates issued increased from 4 to 37. In the same period the number of active pupils increased from 22 to 37 Total usage time was 21865 mins or 364 hours and the number of units completed was 3172. Average Lexia Levels rose from 6.2 to 7.2 - out of 18 levels.	This is an appropriate use of pupil premium resources, particularly for pupils with moderate learning difficulties	£1,500.00
	<b>1b</b> Subscription to Signalong Library to support the development of augmentative communication across school (£250)	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. There has been a noticeable improvement in the use of signing across school	£250.00
	<b>1c</b> Provision of speech to text software or other means of pupils	An appropriate software package that meets the needs of our pupils has not yet been identified	It would be appropriate to continue the search for an effective piece of text to speech software	£0

	<p>recording their ideas (£500)</p> <p><b>1d</b> Provision of AAC resources (£1500)</p> <p><b>1e</b> Provision of additional reading books (£500)</p> <p><b>1f</b> Provision of comprehension support materials (£100)</p> <p><b>1g</b> Subscription to Phonics Play (£120)</p> <p><b>1h</b> Subscription to Oxford Reading Tree Online (£130)</p>	<p>The expressive language skills of pupils in receipt of pupil premium is on a par with other students in school</p> <p>Pupils in receipt of pupil premium are not yet performing as well as other pupils in school so this needs to remain a priority</p> <p>Materials purchased were able to be used to support the comprehension skills of all pupils for whom they were appropriate. The comprehension skills of pupils in receipt of pupil premium are on a par with other pupils in school</p> <p>Pupils in receipt of pupil premium are not yet performing as well as other pupils in school so this needs to remain a priority</p> <p>Pupils in receipt of pupil premium are not yet performing as well as other pupils in school so this needs to remain a priority</p>	<p>This is an appropriate use of pupil premium resources and should be continued</p> <p>This is an appropriate use of pupil premium resources and needs to be continued as reading is a key focus for pupils in receipt of pupil premium next year</p> <p>This was an appropriate use of pupil premium resources and should be continued if there is a specific request from teachers</p> <p>This is an appropriate use of pupil premium resources and needs to be continued as reading is a key focus for pupils in receipt of pupil premium next year</p> <p>This is an appropriate use of pupil premium resources and needs to be continued as reading is a key focus for pupils in receipt of pupil premium next year</p>	<p>£1,437.75</p> <p>£21.00</p> <p>£79.00</p> <p>£120.00</p> <p>£130</p>
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<b>Outcome 2</b> To ensure that the learning environment and resources are accessible to pupils with physical disabilities and sensory impairments	<b>2a</b> Purchase on-line switch accessible computer software (£500)	Spending in this area focused specifically on pupils with PMLD. Teachers reported increased levels of pupil engagement – pupils were getting ‘bored’ with software that they had accessed for a long time and the new materials helped to re-engage them	This is an appropriate use of pupil premium resources and should be continued	£662.00
	<b>2b</b> Purchase of sensory resources for pupils with PMLD (£1000)	Sensory resources were purchased for pupils in the PMLD classes and these resources were able to increase levels of engagement with these pupils	This is an appropriate use of pupil premium resources for pupils with PMLD and should be continued	£1,016.04
	<b>2c</b> Provision of iPads to support learning (£3000)	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 continues	£2,773.04
	<b>2d</b> Purchase of specialist scissors to support pupil work in art and design (£250)	The specialist scissors have been used very successfully to increase curriculum access and levels of engagement for pupils	This was a one-off purchase and, as such, does not need to be continued	£250.00
<b>Outcome 3</b> To ensure that the curriculum can be	<b>3a</b> Renew RM Easimaths,		This is an appropriate use of pupil premium resources and should be continued	£1,947.00

appropriately differentiated and personalised according to individual need	Numeracy workout and Education City (£350 +£1500)	Access to these resources have enabled pupils to be appropriately challenged in their learning		
	<b>3b</b> Provision of laptops (£2000)	Laptops have significantly supported learning, particularly in upper school during Maths and English lessons	This is an appropriate use of pupil premium resources and should be continued	£1,639.16
	<b>3c</b> Purchase of computer access devices including eye pointing software (£1000)	This has contributed effectively to enabling pupils to work independently at the computer across all subject areas. Eye pointing software was not purchased and so should be a priority next year	This is an appropriate use of pupil premium resources and should be continued	£437.51
	<b>3d</b> Humanware Connect Electronic magnifier to support provision for pupils with a visual impairment (£2500)	This has contributed significantly to the support of pupils with a visual impairment, affording them greater access to reading materials	This was a one-off purchase and, as such, does not need to be continued	£2,405.00
	<b>3e</b> 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, it may be appropriate to decrease the amount of money allocated as predicted spend in this area is less than last year	£479.96

	<p><b>3f</b> Maths resources for reception age pupils (£250)</p> <p><b>3g</b> Seating and postural management (£1000)</p>	<p>Reception age pupils have demonstrated improved progress in mathematical development (91% of pupils made at least expected progress).</p> <p>This was used to support 1 pupil with PMLD in February 2018. This pupil made expected progress in physical development as a result</p>	<p>This has been an appropriate use of pupil premium resources. However, it is necessary to ensure that any of dips in progress that are allocated at the end of 2017-18 are also adequately resourced. As such, this budget may need to be transferred to a different subject area</p> <p>This is an appropriate use of pupil premium resources and should be continued. Due to increased demand and complexity of the physical needs of our pupils (and the high cost of resources), it may be necessary to increase this budget if possible</p>	<p>£276.70</p> <p>£789.00</p> <p>Total £16,213.16</p>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b><u>Outcome 4</u></b> To ensure that pupils with CLDD are recognised and that effective support is in place to meet their needs</p>	<p><b>4a</b> Support from CLDD co-ordinator (£4000)</p>	<p>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</p>	<p>This is an appropriate use of pupil premium resources and should be continued</p>	<p>£4,000.00</p>
<p><b><u>Outcome 5</u></b> To improve parental engagement</p>	<p><b>5a</b></p>	<p>An increased number of parents have engaged in the annual review process</p>	<p>This is an appropriate use of pupil premium resources and should be continued</p>	<p>£0</p>

	<p>Support from CLDD co-ordinator (As above)</p> <p><b>5b</b> Renew the texting facility to be used with Scholarpack to ensure that it easy for all teachers to quickly engage with parents (£700)</p>	<p>and accepted support through the CLDD process, Team Around the Child or Child In Need meetings</p> <p>Teachers have noticed an improvement in their ability to engage harder to reach families. Several parents have also commented on how they prefer messages via text</p>	<p>This is an appropriate use of pupil premium resources and should be continued</p>	<p>£700</p>
<p><b><u>Outcome 6</u></b> To improve the progress of pupils who have specific learning difficulties</p>	<p><b>6a</b> Dyslexia teaching support to identified pupils (£3000)</p>	<p>SpLD pupils have shown between 25% and 119% increase in their reading scores and between 50% and 118% increase in their spelling scores.</p>	<p>This is an appropriate use of pupil premium resources</p>	<p>£3,000.00</p>
	<p><b>6b</b> Provision of low level, high interest reading books for pupils with specific learning difficulties (£600)</p>	<p>As above</p>	<p>This is an appropriate use of pupil premium resources and should be continued. Further resources should be purchased as necessary</p>	<p>£310.00</p>
	<p><b>6c</b> Provision of dyslexia resources such as letters and overlays</p>	<p>As above</p>	<p>This is an appropriate use of pupil premium resources and should be continued. Further resources should be purchased as necessary</p>	<p>£688.86</p>



	(£250)			
<b>Outcome 7</b> To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified	<b>7a</b> TA to support individual pupils who require focused interventions (£18,252)	1:1 support has enabled learning to be personalised and closely matched to pupil need. Of those pupils allocated 1:1 support in specific areas, 89% have made at least expected progress	The full amount of support has not been allocated and needs to be organised more effectively. As such, a specific TA (rather than casual support staff) is being appointed to the role next year	£8,000.00
	<b>7b</b> Resources to support specific targets on a pupils IEP (£2000)	89% of pupils for whom specific resources were purchased made at least expected progress over the year	This is an appropriate use of pupil premium resources and should be continued	£1564.92
				Total £18,263.78
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Outcome 8</b> To ensure the provision of effective mental health and wellbeing resources, training and provision within school	<b>8a</b> 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. Demand for the counsellors services has increased so it would be appropriate to increase the budget allocated to this next year	£2,500.00
	<b>8b</b>			£500.00

	Whole staff training to understand Attachment Difficulties in children (£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	Most staff have now had the training and a key group are about to embark upon the 'Attachment Aware' project. This includes a further training day and three twilight sessions for the whole school. It is being funded through different sources so this particular budget does not need to be continued	
	<b>8c</b> 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	£1,500.00
	<b>8d</b> Access to music project – provision of necessary resources (£1500)	The music project contributed significantly to an increase in both pupil's musical ability and self confidence. The pupils ended the year with a performance to parents which was excellent and demonstrated pupil abilities that they have never been able to show before	This is an appropriate use of pupil premium resources and should be continued	£1020.25
	<b>8e</b> 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	£500.00
				Total £6020.25

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Some pupil premium money remained unspent at the end of the financial year. This was generally as a result of the difficulties with using casual TA staff to support pupils. It will be overcome this year through the appointment of a TA specifically to the role of Pupil Premium support. Any underspend will continue to target priority areas and, as such, predicted spend in the tables above is greater than income.