

Statement of pupil premium strategy – SEN schools

1. Summary information					
School	Fox Wood			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD, ASD, PMLD
Academic Year	2018/9	Total PP budget	TBC	Date of most recent PP Review	March 2018
Total number of pupils	92 in July 2018 including 13 in KS5	Number of pupils eligible for PP	36 in July 2018	Date for next internal review of this strategy	March 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Number - average progress using bsquared (Sept 2017 - Feb 2018)	28%	24.5%
Reading – average progress using bsquared (Sept 2017 - Feb 2018)	22.5%	36%
Speaking - average progress using bsquared (Sept 2017 - Feb 2018)	20.5%	30.5%
Listening - average progress using bsquared (Sept 2017 - Feb 2018)	18%	32.5%
Writing - average progress using bsquared (Sept 2017 - Feb 2018)	24.5%	31.5%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Bsquared does not necessarily reflect the level of learning and pupil engagement of our pupils working at P4 or below so we are using level of engagement
B.	
C.	
External barriers	
D.	There are a number of pupils eligible for PP whose attendance is lower than may be expected due to the impact of their medical condition(s)

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase progress in maths for all PP pupils	All PP pupils will have received focused support. Progress evidenced using bsquared and /or engagement tracker
B.	Increase progress in English for all PP pupils (reading, writing, s and L)	All PP pupils will have received focused support. Progress evidenced using bsquared and /or engagement tracker
C.	Increase progress in guided reading for PP pupils who are also gifted and talented	All PP pupils will have received focused support. Progress evidenced using bsquared
D.	Increase progress in functional communication for identified PP pupils	Most PP pupils will have received focused communication support. Progress evidenced using bsquared, engagement tracker and/or written summary
E.	Provide appropriate resources for PP pupils to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit paid for	Pupils have appropriate equipment/opportunity to enable them to access the curriculum

5. Planned expenditure					
Academic year	2018-9				
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?
Progress is continued throughout the day/term/year	Focused support TAs share approaches yielding best results with class for continuation of program	Evidence from past progress and good practice is built upon and shared with class	½ termly data review Work file scrutiny	LB	Half termly
Total budgeted cost					
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?
Further progress in communication for all PP pupils	Each communication TA working with 5-6 pupils per week for 1 term	Past progress has been monitored- communication support has yielded positive results for all. This has been implemented for many years	½ termly data review Termly monitoring of communication TAs by Deputy	VH	Termly £2432
Increased progress in maths for all PP pupils	Focused support TAs working with half PP pupils per week for ½ term in identified strand	Past progress has been monitored- focused support has yielded positive results for all. Focused support TAs in place since Sep 2017	½ termly data review, and Termly monitoring of focused support TAs by TLR leads (Head attends termly)	JW/LB	Termly £16000
Increased progress in reading and writing for all PP pupils	Focused support TAs working with half PP pupils per week for ½ term in reading	Past progress has been monitored- focused support has yielded positive results for all. Focused support TAs in place since Sep 2017	½ termly data review, and Termly monitoring of focused support TAs by TLR leads (Head attends termly)	LB	Termly £16000
Total budgeted cost					£34 432
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?
Provide appropriate resources for PP pupils to access the opportunities offered at school including snack money, appropriate	PP to be used to provide resources if parents are unable to do so	This ensures that no pupil is disadvantaged in their access to school and its opportunities	Requests by staff must be countersigned by deputy	VH	March 2018

clothing purchased, educational visit paid for etc					
Total budgeted cost					£250

6. Review of expenditure					
Previous Academic Year		2017/8 £36,630			
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	
Increased levels of pupil skill in eye gaze, and thereby accessing the curriculum	Increased staffing levels in PMLD classes to enable development of eye gaze use.	Eye gaze used more consistently in classes, and new pupils identified. Need to link eye gaze to access to environment for older, less able pupils	Eye gaze is now more a part of what we offer to the pupils, It now needs to be linked to environmental control for some pupils Additional training for identified staff on 23 April 2018	£15485	
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	
Increased levels of pupil engagement in class activities and lessons	For pupils at P4 or below engagement levels to be used to record progress	Levels of engagement now used for all pupils at or below P4. Since February half term we use them to record progress in an area of the IEP, so we can record engagement at the beginning and end of the half term	We will continue with levels of engagement in an area of the IEP each half term		
Further progress in communication for all PP pupils as a result of weekly sessions for a term	Communication TAs work with PP pupils on weekly basis for a term	Pupils progress recorded on termly basis. We will have a pupil in reserve for each group so that staff time is used to the optimum	Due to the increase in PP numbers it is no longer possible to work with all PP pupils. We have more recently tried small groups and these were not always successful. For 2018-9 we will not be focussing on the pupils who have made the most progress	£2600	
Further progress in maths for all PP pupils as a result of sessions with maths focused support TA	TA allocated for focused support in maths area each half term	Spring 1 data shows that PP pupils made 24% progress in number, non PP made 17%. More detail in headline data information.	Will continue with this approach, allocating TA on half termly basis to areas identified as needing support from data from previous terms information	£15495	
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
Pupil with EAL to attend lessons with peers of similar ability with increase in SHE, Citizenship, confidence etc	Inclusion for 4 lessons per week in KS 2 class	Pupil has enjoyed inclusion and always tries his very best, he has accessed the playground with the pupils and has progressed in PSHE, for example, a she has moved from P2ii to p3i	Was impacted on by pupil absence and staff absence as we wanted a person he knows to attend inclusion with him. Class groupings will be considered for September 2018 to ensure increased opportunities for social inclusion.	£2850
Provide appropriate resources for PP pupils to access the opportunities offered at school	PP used to provide snack money, shoes , educational visits etc	Pupils have accessed educational visits, had snack, appropriate shoes etc	This will continue	£256

7. Additional detail

The 2 TAS are either support for year 7 pupils or covering the teacher who is providing this support, so that 6 weeks of 2 ½ hours per week is taken out of year 7 booster in April/May. The other 6 weeks was in March

The 2 TAs also work with our gifted and talented pupils and 4 of these are non PP, this is provided out of the school budget