

Statement of pupil premium strategy – SEN schools

1. Summary information					
School	Fox Wood School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD, ASD, PMLD
Academic Year	2020-21	Total PP budget	£46,995	Date of most recent PP Review	March 2020
Total number of pupils	80	Number of pupils eligible for PP	39 in March 2020	Date for next internal review of this strategy	March 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school) Average % progress made Sept 19 – Feb 20</i>	<i>Pupils not eligible for PP Average % progress made Sept 19 – Feb 20</i>
Number - average attainment using B Squared (Sept 2019 - Feb 2020)	22%	24%
Reading - average attainment using B Squared (Sept 2019 - Feb 2020)	23%	21%
Spoken Language - average attainment using B Squared (Sept 2019 - Feb 2020)	18%	19%
Writing - average attainment using B Squared (Sept 2019 - Feb 2020)	21%	24%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Some pupils experience behaviour challenges, Ready to Learn programme used to teach pupils to self-regulate
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 pupils in receipt of PP funding	All pupils in receipt of PP funding will have received Focused Support. Progress evidenced using B Squared and Evidence for Learning
B.	Increase progress in English for all pupils in receipt of PP funding	All pupils in receipt of PP funding will have received Focused Support. Progress evidenced using B Squared and Evidence for Learning
C.	Increase progress in reading for pupils in receipt of PP funding who are also considered 'gifted and talented' within our cohort	Pupils in receipt of PP funding also considered G&T will have received Focused Support for reading. Progress evidenced using B Squared and Evidence for Learning
D.	Increase progress in functional communication for identified pupils in receipt of PP funding	Most pupils in receipt of PP funding will have received Focused Communication Support. Progress evidenced using B Squared, Evidence for Learning
E.	Provide appropriate resources for identified pupils in receipt of PP funding to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit/s paid for	Pupils have appropriate equipment and opportunities to enable them to access the wider curriculum
F.	Provide opportunities for musical development through music lessons led by an experienced music tutor.	Pupils will have increased opportunities for musical development to promote wellbeing.

5. Planned expenditure					
Academic year	2020-21				
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	Termly data review Focused Support quality assurance measures Half termly Focused Support meetings Work scrutiny through EfL	LB	Half termly meetings Termly QA and data review
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 pupils in receipt of PP funding	Communication TA's trained by SALT working with 4 pupils each, weekly session for a half term block	Past progress has been monitored- communication support has yielded positive results for all. This has been implemented for many years	Termly data review Termly monitoring of communication TAs Termly meetings with TLR lead	LP	Termly £2632
Increased progress in maths for all pupils in receipt of PP funding	Focused Support TAs working with half PP pupils per week for half a 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. Increased funding enables us to offer sessions for 5 days per week this academic year.	Termly data review Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads	LB/DH	Termly £16,500
Increased progress in reading and writing for all pupils in receipt of PP funding	Focused Support TAs working with half PP pupils per week for half a term	Past progress has been monitored- focused support has yielded positive results for all. Focused support TAs in place since Sep 2017. Increased funding enables us to offer sessions for 5 days per week this academic year.	Termly data review Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads	LB/LP	Termly £16,500
Total budgeted cost					£35,632
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 pupils in receipt of PP funding to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit paid for etc.	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 DHT	LB	Termly £250 clothing, trips, snack
Provide tutor led music session on a weekly basis	PP used to pay for a music tutor to deliver music lessons	Increased opportunities to promote pupil wellbeing through music, the vast majority of our pupils enjoy music sessions	Led by an experienced music tutor from 'Live Music Now'	SS/LW	Termly £3800
Provide inclusion opportunities for pupils into other classes	PP used to pay for staff member to facilitate inclusion	Increased opportunities provided for the pupil eg increased sessions in sensory swimming, sensory kingdom with another class group	Monitoring by class teacher, inclusion diary	LB	£2362
Provide Play Therapy sessions for pupils	PP used to pay for cover for Play Therapy trained staff member and resource kit	Increased opportunities to promote positive social, emotional and mental health through play based experiences and activities	Pupils referred through SEMH panel, monitoring by JA	JA	£4000
Total budgeted cost					£6412 £46,044

6. Review of expenditure				
Previous Academic Year		2019-20	£32,725	
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

Progress is continued throughout the day/term/year	Focused Support TAs share approaches yielding best results with class for continuation of program	Focused Support TA's shared approaches and strategies, and developed further use of Evidence for Learning, promoting information sharing between staff and parents. Strategies were used by class teams to continue good progress. There is minimal variation between pupils in receipt of PP funding and their peers.	Quality assurance measures were continued including half termly meetings chaired by the DHT, data reviews carried out by the TLR leads and half termly focused support meetings to share outcomes and specific targets for pupils in receipt of PP funding. This Focused Support model will continue.	-
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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
Further progress in communication for all pupils in receipt of PP funding	Each communication TA working with 5-6 pupils per week for 1 term	Communication support has yielded positive results for all, as evidenced through B Squared data. (See Headline data sets for 2019-20)	One Communication TA has changed, training led by SALT has been given to new staff member. This approach will continue with each communication TA continuing to work with 4 pupils per half term. The pupils are identified from the new target tracker grid.	£2432
Increased progress in Maths for all pupils in receipt of PP funding	Focused Support TAs working with half PP pupils per week for half a term in identified strand	Focused Support in Maths has yielded positive results for all as evidenced through B Squared and Headline Data sets for 2019-20. There is minimal variation between the progress of pupils in receipt of PP funding and their peers.	QA measures ensure that this remains high quality intervention. B Squared assessment system matches the different curriculum tiers – Engagement and Progression. This Focused Support approach will continue. We have enough funding for 2020-21 to increase this support to 5 days per week.	£12800
Increased progress in reading and writing for all pupils in receipt of PP funding	Focused Support TAs working with half PP pupils per week for half a term in reading and writing	Focused Support in English has yielded positive results for all as evidenced through B Squared and Headline Data sets for 2019-20. There is minimal variation between the progress of pupils in receipt of PP funding and their peers.	QA measures ensure that this remains high quality intervention. B Squared assessment system matches the different curriculum tiers – Engagement and Progression. This Focused Support approach will continue. We have enough funding for 2020-21 to increase this support to 5 days per week.	£12800

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
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Provide appropriate resources for PP pupils to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit paid for etc.	PP to be used to provide resources if parents are unable to do so	Pupils have had clothing provided including shoes this academic year where parents have been unable to provide them. Pupils have also had snack money paid for and educational visits paid for. This ensures that no pupil is disadvantaged in their access to school and its opportunities.	We will continue with this approach; having this amount to cover clothing, educational visits and snack money requests as required by pupils.	£250
Provide tutor led music session on a weekly basis	PP used to pay for a music tutor to deliver music lessons	Pupils have benefited from weekly music sessions led by experienced music tutors which have promoted wellbeing and enjoyment. Headline Data demonstrates that there is almost no variation between progress made by pupils in receipt of PP funding and their peers.	The Music lead has changed, new music lead has reviewed the data and is providing staff training in different approaches. We will continue to use the funding to provide weekly music lessons and the new music lead will closely monitor the progress data to ensure that this remains a high quality service for our pupils.	£3800

7. Additional detail

- 2 year 11 pupils in receipt of Pupil Premium move up to college in September 2020, they will no longer be eligible for PP