

Statement of Pupil Premium Strategy Spring 2018



1. Summary information					
School	Grangewood School			Type of SEN (eg.PMLD/SLD/MLD etc.)	PMLD/SLD
Academic Year	2017/18	Total PP budget	39,600	Date of most recent PP Review	2016/17
Total number of pupils	113 (including 6 at RNIB SHS)	Number of pupils eligible for PP	30 (including 3 at RNIB SHS)	Date for next internal review of this strategy	July 2018

2. Current attainment Autumn 2017		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% progress My Learning Journey	81% making good or exceptional progress	80% making good or exceptional progress

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Access to highly specialist and personalised resources for pupils to achieve - quantity and quality
B.	Home and school links to work on joint strategies – parental engagement needs to improve
C.	Access to enhanced curriculum opportunities to develop life skills – more opportunities need to exist and be provided
External barriers	
D.	English as an Additional Language
E.	Socio economic climate

4. Outcomes 2017/2018	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Students in receipt of PPF to develop their communication and numeracy skills	80% of pupils in receipt of PPF to make progress at least in line with other pupils or better in their P-Levels and personalised MLJ
B.	Students in receipt of PPF to improve their independence skills and be fully prepared through their learning journey.	80% of students in receipt of PPF to make progress at least in line with other pupils or better in their independence skills

C.	Parents of students in receipt of PPF to be more engaged in the life of school and education of their pupils (including EHC outcomes)	EHC outcomes evidence to be regularly received from at least 50% of parents of pupils in receipt of PPF At least 80% of parents of pupils in receipt of PPF regularly communicate with the school through a home-school book Attendance and engagement levels of pupils in receipt of PPF to show improvement evidenced in their end of year assessment data
D.	PPF pupils will have the same opportunities as all pupils in SEMH	80% of pupils in receipt of PPF to make progress at least in line with other pupils or better in personalised SEMH MLJ outcomes
E.	Pupils in receipt of PPF to improve attendance and be sufficiently prepared and ready to learn	80% of pupils in receipt of PPF to make progress at least in line with other pupils or better in Sensory and Physical area of MLJ.

F.	Pupils in receipt of PPF to receive enhanced levels of OT to support their sensory and physical needs	80% of pupils in receipt of PPF to make progress at least in line with other pupils or better in Sensory and Physical area of MLJ.
G.	Pupils in receipt of PPF to attend holiday clubs and enhanced curriculum opportunities and to be supported financially in order to be able to do so. Friendships to be facilitated as necessary	80% of pupils in receipt of PPF to make progress at least in line with other pupils or better in SEMH area of MLJ.

5. Planned expenditure 2017/2018

Academic year

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.

Questions asked : i) Quality of teaching/provision for all ii) Targeted support 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 and anticipated cost	When will you review implementation?
A. Students in receipt of PPF to develop their communication .	SALT team will identify pupils needing AAC devices	That pupils with PPF across the school make at least as good progress as their peers in Communication and interaction outcomes (ii)	Meeting with SALT team and data collected on the assessment system . Devices purchased as appropriate and staff liaison with home to ensure they are used holistically, for communication only and are functioning properly Regular review for relevance and progress	LG £3, 000	Termly.
B and G..Students in receipt of PPF to improve their independence skills and be fully prepared through their learning	For students to access Family Services events	To give the pupils the opportunity to participate with friends in social activities (iii) (i)	Feedback from Family Services Coordinator PPF pupils to attend holiday clubs and enhanced curriculum events with peers	JL £ 2,000	Termly
C.Parents of students in receipt of PPF to be more engaged in the life of school and education of their pupils (including EHC outcomes)	Parent workshops and early intervention meetings. Cover for existing professionals to give time to project and home visits .	To improve parental engagement and support early intervention strategies to support school /home engagement .(iii)	Use of core curriculum checklist to identify children needing specific strategies and families needing more support Parent survey shows parental engagement in school life Improved attendance of	LG, SP NI, SP, JL CAHMS £2,000 for cover costs, training	Termly

			PPF pupils Improved attendance of PPF families at parents' evenings and workshops		
D. PPF pupils will have the same opportunities as pupils without in SEMH .	Purchase 2.5 days additional creative therapy days to ensure access for pupil premium pupils who need this support.	A significant increase in pupil premium pupils having access to creative therapies to respond to the growing need of pupils with SEMH needs (iii)	Termly meetings with Academy Lead for Creative therapy. Additional CT work with PPF pupils and their peers	HM £12,000	Termly
E and F Pupils in receipt of PPF to improve attendance and be sufficiently prepared ready to learn	Purchase additional OT support for an extra 2 days a week to focus on pupils in receipt of PPF	A significant increase in pupil premium pupils having access to Physio and OT programmes in response to the need of pupils at Grangewood needing OT programmes as a readiness to learn (ii and i)	Termly meetings with Academy Lead for Physio and Sensory Needs . 80% of pupils in receipt of PPF to make progress at least in line with other pupils or better in their P-Levels and personalised MLJ SEMH area .	JP £10,000 for human and physical resources	Termly
Total budgeted cost				£ 29,000 (surplus for ASD, and literacy coordinator costs (see 2016/2017	

6. Review of expenditure				
Previous Academic Year		2016/2017		
Questions asked : i) Quality of teaching for all ii) Targeted support 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

<p>That PPFpupils with ASD across the school make at least as good progress as their peers</p>	<p>The ASD coordinator has supported PPF pupils with ASD and has been given additional hours to support pupils with PPF.</p>	<p>67% of PPF pupils have a diagnosis of ASD. Using data on assessment system interventions can be clearly tracked and impact identified . Data has shown that PPF pupils have made the same level of progress as those without .</p>	<p>NAS accreditation has been achieved (winter 2017) and there is an action plan in place to address areas for development . The ASD Coordinator continues to have additional time out of class to address and implement the action plan</p>	<p>£12,000 for accreditation and cover costs</p>
<p>PPF pupils who have been identified as having emergent literacy skills and to ensure they make as good progress as their peers</p>	<p>The literacy booster coordinated has worked in small groups with these pupils . Small groups of intervention to support pupils with PPF.</p>	<p>21%of the PPF pupils receive literacy booster sessions.</p>	<p>Using data on assessment system interventions can be clearly tracked and impact identified . Data has shown that PPF pupils have made the same level of progress as those without . A proportion on the literacy coordinator's costs are paid for through PPF (ongoing)</p>	<p>£4,000 for literacy coordinator costs</p>
<p>That pupils with PPF across the school make at least as good progress as their peers in communication and Interaction and Social and emotional and mental health</p>	<p>Sherborne Development Programme and Intensive Interaction</p>	<p>Develop good self-esteem and help pupils to form positive relationships , Improves emotional and physical literacy Extends and improves communication and creative expression , Builds learning power, thinking and supports problem solving , Supports the prime and specific areas of learning in the EYFS</p>	<p>Using data on assessment system interventions can be clearly tracked and impact identified . Data has shown that PPF pupils have made the same level of progress as those without Ongoing – no additional costs envisaged this year</p>	<p>£8,000 for training and materials and staff release (1 year secondment for qualified TA to promote the approaches</p>

<p>That PPF pupils with physical disabilities across the school make at least as good progress as their peers</p>	<p>Physiotherapy, hydrotherapy, specialist seating and sensory integration programmes.</p>	<p>Yes , the impact of these interventions is the development of pupils' physical skills to ensure they have the skills to access their learning. Data across the school reflects the impact of the work of this team and indicates that that they are targeting their input correctly.</p>	<p>Using data on assessment system interventions can be clearly tracked and impact identified . Data has shown that PPF pupils have made the same level of progress as those without . Ensure that all disciplines are aware of the pupils with PP Ongoing OT support (human and physical resources) needs to continue and funding increase</p>	<p>£8,000</p>
<p>That PPF pupils with ASD across the school make at least as good progress as their peers in literacy</p>	<p>The literacy booster coordinated has worked in small groups with these pupils .</p>	<p>Yes , the impact of these interventions is the development of pupils' outcomes to ensure they have the skills to access their learning. Data across the school reflects the impact of the work of this team and indicates that that they are successful</p>	<p>Using data on assessment system interventions can be clearly tracked and impact identified . Data has shown that PPF pupils have made the same level of progress as those without Ensure that all disciplines are aware of the pupils with PP No additional costs further to those already indicated</p>	<p>No additional costs</p>

7. Additional detail

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

Comparisons of cohort data for 2016-2017.

