

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	2021-22	Total PP budget	£45,000	Date of most recent PP Review	March 2021
Total number of pupils	90	Number of pupils eligible for PP	45 in March 2020	Date for next internal review of this strategy	March 2022

2. Current attainment			
		<i>Pupils eligible for PP (your school) Average % progress made Sept 20 – Feb 21</i>	<i>Pupils not eligible for PP Average % progress made Sept 20 – Feb 21</i>
Number - average attainment using B Squared (Sept 2020 - Feb 2021)		11%	27%
Reading - average attainment using B Squared (Sept 2020 - Feb 2021)		31%	9%
Spoken Language - average attainment using B Squared (Sept 2020 - Feb 2021)		29%	9%
Writing - average attainment using B Squared (Sept 2020 - Feb 2021)		26%	9%

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.	Impact of Coronavirus, many pupils have been learning from home for prolonged periods of time during 2020 into 2021 and may need to self-isolate further, impact of another lockdown should this occur
E.	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.	Catch up/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.	Catch up/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.	Catch up/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.	Catch up/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.
G.	Provide Art Therapy for pupils with a need for therapeutic support identified via SEMH panel referrals	Pupils will have increased opportunities for therapeutic support to promote positive mental health and wellbeing.
H.	Provide Theraplay 1:1 and small group sessions with resources to support pupils to explore and express their emotions and to develop their confidence, resilience and positive mental health and wellbeing	Pupils will have increased opportunities for therapeutic support to promote positive mental health and wellbeing.

5. Planned expenditure					
Academic year	2021-22				
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?
Pupils have wider opportunities to catch up and increase their progress throughout the day/term/year	Focused support TAs share approaches yielding best results with class for continuation of program	Focused Support sessions driven by in depth data reviews 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?
Catch up/Increase 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. Pupils will be re-baselined after long periods of absence due to Covid-19	Termly data review Termly monitoring of communication TAs Termly meetings with TLR lead	LP	Termly £2632
Catch up/Increase 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. Pupils will be re-baselined due to Covid-19, pupils will catch up and build on their progress	Termly data review Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads	LB/DH	Termly £16,500
Catch up/Increase 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. Pupils will be re-baselined due to Covid-19, pupils will catch up and build on their progress	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 Art Therapy for pupils	PP used to pay for Art Therapist one day per week	Increased opportunities for therapeutic support to promote positive mental health and wellbeing	Pupils referred through SEMH panel, monitoring by LB		£3600
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	£1700
Total budgeted cost					£9350
Total					£44,982

6. Review of expenditure				
Previous Academic Year		2020-21	£52,660 (Confirmed by Finance Officer on 1/3/21)	
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 a Focused Support home learning programme during lockdown 1 promoting information sharing between staff and parents. Strategies were used by class teams to continue good progress when pupils were in school. There is some variation between pupils in receipt of PP funding and their peers due to the lockdowns and prolonged periods of time	Quality assurance measures were continued whilst pupils were in school including half termly meetings chaired by the DHT. During the lockdowns staff supported parents remotely and led the Focused Support home learning offer, data reviews carried out by the TLR leads to monitor outcomes and set specific targets for pupils in receipt of PP funding. Most pupils have returned to school March 2021 and the Focused Support model will continue both for pupils in school and for those still at home.	-
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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 progress is variable this year due to lockdowns/self isolation/ shielding and prolonged periods of learning at home. Weekly welfare calls and IEP's were used to encourage families to continue communication strategies at home.	Communication support TA sessions continued until the lockdowns and then this had to stop due to restricting movement between groups. Training has been given to new Focused Support TA's by SaLT, and resources to send home were purchased, the Focused Support model delivering communication will continue and be reviewed during the Summer term.	£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	Focused Support in maths has yielded positive results for all pupils in school, as evidenced through B Squared data. (See Headline data sets for 2020-21). Progress is more variable for pupils who have been learning at home. There is variation in progress and those in receipt of PP have been outperformed by their peers.	Focused Support sessions continued until the lockdowns and then this had to be adapted due to using the 'Bubble Model'. Progress is more varied across different groups and Focused Support will be used alongside the Covid Catch Up Programme to ensure all pupils get back on track. One staff member allocated to each bubble, this will continue and be reviewed during the Summer term.	£16500
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 pupils in school, as evidenced through B Squared data. (See Headline data sets for 2020-21). Progress is more variable for pupils who have been learning at home. There is little variation between the progress of pupils in receipt of PP funding and their peers.	Focused Support sessions continued until the lockdowns and then this had to be adapted due to using the 'Bubble Model'. Progress is more varied across different groups and Focused Support will be used alongside the Covid Catch Up Programme to ensure all pupils get back on track. One staff member allocated to each bubble, this will continue and be reviewed during the Summer term.	£16500

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
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. Some families not in receipt of FSM have also needed support to purchase food during the world pandemic and this has been provided.	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. The service created virtual lessons on Evidence for Learning for pupils to access if/when they were at home. No variation between progress made by pupils in receipt of PP funding and their peers.	We will continue to use the funding to provide weekly music lessons and the music lead will closely monitor the progress data to ensure that this remains a high quality service for our pupils. These lessons can be delivered virtually for pupils learning at home during lockdown/self-isolation/shielding.	£3800

7. Additional detail
<ul style="list-style-type: none"> 2 year 11 pupils in receipt of Pupil Premium move up to college in September 2020, they will no longer be eligible for PP