# Statement of pupil premium strategy – SEN schools

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| 1. **Summary information** | | | | | |
| **School** | Fox Wood School | | | **Type of SEN (eg.PMLD/SLD/MLD etc.)** | SLD, ASD, PMLD |
| **Academic Year** | 2019-20 | **Total PP budget** | £32,725 | **Date of most recent PP Review** | March 2019 |
| **Total number of pupils** | 92, July 2019 | **Number of pupils eligible for PP** | 37 in March 2019 | **Date for next internal review of this strategy** | March 2020 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)*  *Average % progress made*  *Sept 18 – Feb 19* | *Pupils not eligible for PP*  *Average % progress made*  *Sept 18 – Feb 19* |
| Number - average attainment using B Squared (Sept 2018 - Feb 2019) | **14%** | **16%** |
| Reading **-** average attainment using B Squared (Sept 2018 - Feb 2019) | **17%** | **24%** |
| Speaking **-** average attainment using B Squared (Sept 2018 - Feb 2019) | **19%** | **24%** |
| Listening **-** average attainment using B Squared (Sept 2018 - Feb 2019) | **20%** | **22%** |
| Writing **-** average attainment using B Squared (Sept 2018 - Feb 2019) | **22%** | **24%** |

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| 1. **Barriers to future attainment (for pupils eligible for PP )** | |
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| **In-school barriers** | |
|  | Some pupils experience behaviour challenges, Ready to Learn programme used to teach pupils to self-regulate |
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| **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) |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | 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 |
|  | 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 |
|  | 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 |
|  | 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 and/or written summary |
|  | 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 |
|  | 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. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019-20** | | | | |
| 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. | | | | | |
| 1. **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  Termly Focused Support meetings  Work file scrutiny | LB | Half termly meetings  Termly QA and data review |
| **Total budgeted cost** | | | | |  |
| 1. **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 | Each Communication TA working with 4 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 | Termly data review  Termly monitoring of communication TAs  Termly meetings with DHT and TLR lead | LP | Termly  £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 | Past progress has been monitored- focused support has yielded positive results for all. Focused support TAs in place since Sep 2017 | Termly data review  Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads | LB/DH | Termly  £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 | Past progress has been monitored- focused support has yielded positive results for all. Focused support TAs in place since Sep 2017 | Termly data review  Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads | LB/LP | Termly  £12800 |
| **Total budgeted cost** | | | | | **£28,032** |
| 1. **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 |
| **Total budgeted cost** | | | | | **£4150**  **£32,182** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018-19 £38,933** | | |
| 1. **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, this was further increased after the introduction of Evidence for Learning which enables increased 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. | Further quality assurance measures were introduced including half termly meetings chaired by the DHT, data reviews carried out by the TLR leads and the development of a school data team.  This Focused Support model will continue. | - |
| 1. **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 2018-19) | Communication TA’s have changed, training has been given to new personnel. Communication TA’s felt that 4 pupils per week would enable them to focus more on individual pupils, this approach will continue but each communication TA will work with 4 pupils. | £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 2018-19. 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 has changed due to the removal of P Levels, Headline Data set has been adjusted for February 2019.  This Focused Support approach will continue. | £16000 |
| 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 2018-19. There is minimal variation between the progress of pupils in receipt of PP funding and their peers in reading and writing. | QA measures ensure that this remains high quality intervention.  B Squared assessment system has changed due to the removal of P Levels, Headline Data set has been adjusted for February 2019.  This Focused Support approach will continue, increased time spent on reading to further reduce the gap. | £16000 |
| 1. **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. | 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 new Music lead has closely monitored progress data and has ensured a strong partnership between school and the tutors from ‘Live Music Now’, this has enabled Fox Wood to gain the Music Ambassador Award.  We will continue with this approach and closely monitor the progress data to ensure that this remains a high quality service for our pupils. | £3800 |

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| 1. **Additional detail** |
| * 6 year 11 pupils in receipt of Pupil Premium move up to college in September 2019, they will no longer be eligible for PP |