

Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	Dame Ellen Pinsent			Type of SEN (eg.PMLD/SLD/MLD etc.)	C&L (MLD/SLD/ASD)
Academic Year	2016/17	Total PP budget	£82,260	Date of most recent PP Review	July 2017
Total number of pupils	152	Number of pupils eligible for PP	56	Date for next internal review of this strategy	Autumn 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ+ targets in Reading	88%	87%
% achieving UQ+ targets in Writing	87%	84%
% achieving UQ+ targets in Maths	80%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Communication, Speech and Language Needs (nearly 30% of PP children have these needs compared to 10% of non-PP children having communication needs).
B.	Social, emotional and mental health needs; including challenging behaviour, low self-esteem, poor social skills, (38% of PP children with these needs compared to 8% of non-PP)
C.	Confidence and physical development (23% of PP children with these identified barriers, compared to 2% of non-PP children)
External barriers	
D.	Attendance and medical needs (4% of PP children with this identified barrier)
E.	Challenging behaviour at home/Parenting needs/Eating issues (5% of PP children with this identified barrier)
F.	Confidence and emotional needs at home e.g. Anxiety, attachment issues, emotional needs (16% of PP children with this identified barrier)

4. Outcomes					
	<table border="1"> <thead> <tr> <th><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		
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A.	Improved communication skills, termly reports from SALT	SALT reports demonstrate progress for the pupils receiving the intervention. Progress in speaking and listening also recorded.
B.	Improved behaviour and social skills. Monitoring of behaviour incidents via Sleuth; outcomes report from Sulp leads for individual pupils	Reduced behaviour incidents for the identified children and an improvement in Sulp as noted in the feedback.
C.	Increase in confidence and physical abilities	Positive reports from class staff regarding pupils confidence in class
D.	Increased attendance, each child set attendance targets and attend medical appointments to support	Attendance targets met
E.	Improved behaviour at home and improved parenting skills. Children demonstrate an improved diet/eating regime	Malachi reports, Fun with food outcomes
F.	A reduction in anxiety and improved emotional/mental health. Observations and feedback from home, class staff	Improved confidence in school and at home

5. Planned expenditure					
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.					
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?
Continued high level of attendance across the school	Pupil and parent rewards	Approach used across Birmingham schools to reward good and improving attendance.	Attendance reviews	DF	June 2017
Improved music opportunities for our lower school pupils, leading to increased self-confidence	Jo Jingles	Bringing additionality to our curriculum from an external professional	Observations, termly reports from class	KG	June 2017
Total budgeted cost					£2,800
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?
Improved communication	SALT and 2 Assistant SALT	Targeted support for communication skills and 30% of PP children having identified speech and language needs	Termly reports commenting on progress with the individual pupils. Termly meetings with SALT	DF	Termly
Improved behaviour, parenting skills, confidence and emotional skills	Malachi	Family support workers from Malachi can support the child, family and school with a range of issues, that link to the behaviour, confidence and emotional needs.	Regular meetings and verbal updates from workers; formal Malachi reports (Insight Programme)	LK	Termly
Improved diets and eating	Fun with Food	Programme previously run in school, by SALT, working with children and parents. This has previously made a real difference to children's diets, with parents and staff reporting children trying an increased range of food.	Review of interview, observations from staff and feedback from parents	DC	June 2017
Total budgeted cost					£70,885
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?

Improved self confidence and self-esteem	Music Therapy and Music lessons	A different avenue for children to express their thoughts and feelings, with proven previous success at DEP	Termly reports	LK	June 2017
Improved physical ability and self-confidence	Physical interventions group, lunchtime physical activities, Chinbrook, Friday Football	Physical activity has been proven to link directly to self-confidence, social skills and emotional wellbeing.	Observations, pupil feedback, termly reports	DF/KG	June 2017
Improved social skills and behaviour	SULP	Programme enhances personal, emotional and social development from a communication and thinking skills perspective. Proven to be effective with children and young people with a range of special needs including autism, specific language difficulties, learning difficulties, sensory impairments and emotional/behavioural difficulties.	Individual pupil reports following intervention	DC	June 2017
Total budgeted cost					£22,919

6. Review of expenditure				
Previous Academic Year				
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
Continued high level of attendance across the school	Pupil and parent rewards	Overall attendance has increase to 95.1% this academic year; whilst not achieving our target of 96% we have improved by nearly 1% compared to last year.	Continue with this approach, issue termly attendance reports to parents and review as part of EHCP review meetings.	£300
Improved music opportunities for our lower school pupils, leading to increased self-confidence	Jo Jingles	The majority of lower school classes accessed Jo Jingles; feedback from class teachers was very positive with an increase in participation and confidence seen in the pupils during these lessons. Also plenty of enjoyment.	Continue with this approach – annual timetable to include all lower school classes.	£1,460
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

Improved communication	SALT and 2 Assistant SALT	95% of PP children (having identified speech and language needs) accessed targeted support for communication skills. 30% of Non-PP children also accessed targeted support for communication skills. 74% of all pupils fully achieved their SALT targets; 14% mostly achieved their targets; 4% partially achieved their targets.	Continue with this approach – SALT makes a major difference to the pupils and access to the curriculum. Develop class strategies and training opportunities for staff.	£40,615
Improved behaviour, parenting skills, confidence and emotional skills	Malachi	Family support workers from Malachi supported 12 different children and families (75% PP) across the year with a range of issues, that link to the behaviour, confidence and emotional needs. Improvements were observed in school in terms of behaviour, attendance, confidence, etc. Parents also noted improvements in the home.	Continue with this approach – try and reduce time with families so that more can access.	£22,560
Improved diets and eating	Fun with Food	This has made a real difference to children's diets, with parents and staff reporting children trying an increased range of food.	Continue with this approach – run twice a year	£5,500

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
Improved self confidence and self-esteem	Music Therapy and Music lessons	These have provided different avenues for children to express their thoughts and feelings, with helped the pupils deal with change, such as transition to secondary school or a new class. 90% of the children who accessed these interventions were Pupil Premium children.	Continue with this approach – develop group music therapy so that more can access and help those who would cope better in a small group situation	£14,720
Improved physical ability and self-confidence	Physical interventions group, lunchtime physical activities, Chinbrook, Friday Football	Physical activity has developed the self-confidence, social skills and emotional wellbeing of nearly all those pupils who have participated. Many class staff also report pupils demonstrating such skills in class as well as during the physical activity session. 78 pupils accessed additional physical activity sessions 62% of these were pupil premium children.	Run physical activity sessions for younger children throughout the year. Develop physical activity interventions at lunchtimes for lower and upper school.	£3,900

Improved social skills and behaviour	SULP/CBT	<p>The SULP programme has enhanced personal, emotional and social development from a communication and thinking skills perspective. It has been effective with our children and young people who are now more effective in participating in a conversation.</p> <p>CBT has help those pupils who have participated with developing confidence, coping and calming strategies.</p> <p>74% of pupils accessing these interventions have been pupil premium children.</p>	<p>Class SULP will be developed next year to support more children to access and develop training for staff.</p> <p>CBT to continue with targeted groups.</p>	£5,850
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