

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	2017/18	Total PP budget	£95, 300	Date of most recent PP Review	July 2017
Total number of pupils	151	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Spring 2018

2. Current attainment (October 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ+ EQ in Reading	70%	78%
% achieving UQ+ EQ in Writing	70%	76%
% achieving UQ+ EQ in Maths	64%	69%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Communication, Speech and Language Needs (over 47% of PP children have these needs compared to 27% of non-PP children having communication needs).
B.	Social, emotional and mental health needs; low self-esteem and confidence(28% of PP children with these needs compared to 27% of non-PP)
C.	Behavioural needs (30% of PP children with these identified barriers, compared to 12% of non-PP children)
D.	25% of our Pupil Premium children are also More able (compared to 12% of the non-PP children)
External barriers	
E.	Complex Special Educational Needs (12% of PP children with this identified barrier)
F.	Parenting needs/Challenging behaviour at home (33% of PP children with this identified barrier)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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.	A reduction in anxiety and improved confidence/emotional/mental health. Observations and feedback from home, class staff	Improved confidence in school and at home. Positive reports from class staff regarding pupils confidence in class
C.	Improved behaviour and social skills. Monitoring of behaviour incidents via Solar; outcomes report from SULP lead for individual pupils	Reduced behaviour incidents for the identified children and an improvement in SULP as noted in the feedback.
D.	Pupil progress and improved access to learning through differentiated teaching and additional learning opportunities	Improved pupil progress for MA pupil
E.	Pupil progress and improved access to learning through differentiated teaching and learning strategies	Improved pupil progress
F.	Improved behaviour at home and improved parenting skills. Children demonstrate an improved diet/eating regime	Malachi reports, Fun with food outcomes

5. Planned expenditure					
Academic year	2017/18				
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?
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 2018
Appropriate progress for More Able and less able pupils, through differentiation and SEN strategies	Training for staff regarding More Able and more Complex	To raise profile of more able children across school and ensure they are being stretched. To develop teaching strategies for the increasing more complex needs	Planning and work scrutiny; lesson observations; pupil progress	DG, KG, KP	Termly
Total budgeted cost					£7, 191
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 47% of PP children having identified speech and language needs	Termly reports commenting on progress with the individual pupils. Termly meetings with SALT	DF/DC	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)	DC	Termly
Improved behaviour	Personalised behaviour strategies and further develop staff knowledge	Implement a range of strategies and training for staff so that they are able to execute in class with identified pupils. Run behaviour workshops to again increase staff knowledge and understanding.	Analyse behaviour through Solar at both EL and Governor level. Ensure Senior Leader puts strategies into place	KP	Termly
Total budgeted cost					£69, 909
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen	What is the evidence & rationale for	How will you ensure it is	Staff	When will you review

	action/approach	this choice?	implemented well?	lead	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	DC	June 2018
Improved physical ability, self-confidence and behaviour	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 2018
Improved social skills and behaviour	SULP, CBT	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 2018
Total budgeted cost					£13, 159

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
Improved music opportunities for our lower school pupils, leading to increased self-confidence	Jo Jingles			
Appropriate progress for More Able and less able pupils, through differentiation and SEN strategies	Training for staff regarding More Able and more Complex			
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			
Improved behaviour, parenting skills, confidence and emotional skills	Malachi			
Improved behaviour	Personalised behaviour strategies and further develop staff knowledge			

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			
Improved physical ability, self-confidence and behaviour	Physical interventions group, lunchtime physical activities, Chinbrook, Friday Football			

Improved social skills and behaviour	SULP, CBT			
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