

## 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	2019/20	Total PP budget	£101,940	Date of most recent PP Review	September 2019
Total number of pupils	146	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Summer 2020

2. Current attainment (July 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving above expected progress in Reading	86%	90%
% achieving above expected progress in Writing	90%	88%
% achieving above expected progress in Maths	78%	68%

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	Communication, Speech and Language Needs (over 31% of PP children have these needs and receive targets from the SALT)
B.	Social, emotional and mental health needs; low self-esteem and confidence(28% of PP children with these needs compared to 24% of non-PP)
C.	Behavioural needs (17% of PP children with these identified barriers, compared to 12% of non-PP children)
D.	19% of our Pupil Premium children are also More able (compared to 13% of the non-PP children)
<b>External barriers</b>	
E.	Complex Special Educational Needs (13% of PP children with this identified barrier)
F.	Parenting needs/Challenging behaviour at home (29% 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>B.</b>	A reduction in anxiety and improved confidence/emotional/mental health. Observations and feedback from home, class staff. Reports from CBT groups	Improved confidence in school and at home. Positive reports from class staff regarding pupils' confidence in class. Feedback from CBT will show an increase in confidence and emotional awareness.
<b>C.</b>	Improved behaviour and social skills. Monitoring of behaviour incidents via Solar.	Reduced behaviour incidents for the identified children. Pupils will be able to focus more or demonstrate better social skills, through personalised interventions.
<b>D.</b>	Pupil progress and improved access to learning through differentiated teaching and additional learning opportunities	Improved pupil progress for MA pupil
<b>E.</b>	Pupil progress and improved access to learning through differentiated teaching and learning strategies	Improved pupil progress
<b>F.</b>	Improved behaviour at home and improved parenting skills.	Malachi reports/ CAT parenting course evaluations and bespoke parenting workshop evaluations will show improvements in confidence and behaviours.

5. Planned expenditure					
Academic year	2018/19				
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 all pupils, leading to increased self-confidence	Jo Jingles Music Education Service	Bringing additionality to our curriculum from external professionals	Observations, termly reports from class	SE	July 2020
Appropriate progress for More Able and less able pupils, through differentiation and SEN strategies	Training for staff regarding More Able and more complex needs	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	KF/KG, KP	Termly
<b>Total budgeted cost</b>					£6,724
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 31% of PP children having identified speech and language needs	Termly reports commenting on progress with the individual pupils. Termly meetings with SALT	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 academic progress	IEP support	An opportunity for focussed 1:1 or 2:1 work with a HLTA, focussing on an area of academic need. This gives the children an extra chance to further embed their learning in key curriculum areas.	Progress will be tracked through 'Track' on a termly basis and timetables will be updated to represent the change in needs of the children following assessment points.	DC/ AM	Termly
<b>Total budgeted cost</b>					£64,245

<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	July 2020
Improved physical ability, self-confidence and behaviour	Physical interventions group, lunchtime physical activities, Chinbrook, Football	Physical activity has been proven to link directly to self-confidence, social skills and emotional wellbeing. 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.	Observations, pupil feedback, termly reports	DF/ KGu	July 2020
Improved social skills and behaviour	CBT, Lego Therapy and personalised interventions	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 Analyse behaviour through CPOMS at both EL and Governor level. Ensure DHT puts strategies into place discussed at the meetings.	DC	July 2020
<b>Total budgeted cost</b>					<b>£27,312</b>