

Pupil Premium Strategy High Park School 2018-19

1. Summary information					
School	High Park School			Type of SEN (eg.PMLD/SLD/MLD etc.)	Communication & Interaction difficulties, Autism & SLD
Academic Year	2018/19	Total PP budget	£36,630	Date for next internal review of this strategy	April 2019
Total number of pupils	112	Numbers of pupils eligible for PP	Total number of Pupil Premium pupils- 54 Number of pupils between Year N and Year 11- 35 Free School Meals- 37 Children Looked After – 9		

2. Current attainment (Pupil Progress- Feb 2018 to May 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected and better than expected progress in communication	93%	92%
% achieving expected and better than expected progress in maths	96%	92%
% progress expected and better than expected progress in PSHE	96%	93%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Complex learning difficulties including autism, alongside a range of complex sensory needs.
B.	Significant communication and interaction difficulties which leads to high levels of stress and anxiety.
C.	Ensuring that our pupils have opportunities to develop their self-care and independence skills.
D.	Challenges with social interactions
External barriers	
E.	Parental engagement – in order to support our pupils, we work hard to engage our families to develop a greater depth of understanding of the pupils' needs.

NFER Seven Building Blocks to raising disadvantaged pupils' attainment: 1. Whole School Ethos of Attainment for all; 2. Addressing behaviour and attendance; 3. High quality teaching for all; 4. Meeting individual learning needs; 5. Deploying staff effectively; 6. Data driven and responding to evidence; 7. Clear, responsive leadership

F.	Access to the wider community.
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To provide a range of effective and differentiated sensory integration activities to meet the needs of our pupils' complex sensory issues.	Pupils will demonstrate engagement in a range of sensory integration activities which will help to support their emotional regulation.
B.	To ensure that massage is available to all pupils throughout the day To develop the use of Intensive Interaction with our verbal pupils.	Pupils will make independent choices to engage in a massage throughout the day from trained staff to enable them to emotionally regulate and therefore access the curriculum. Pupils will develop their interaction and communication skills, in particular the Fundamentals of Communication, through an Intensive Interaction approach.
C.	To provide opportunities for pupils to develop their self-help and independence skills in meaningful ways	Pupils will become more independent and persistent, developing their skills in self-help.
D.	To increase the opportunities available for pupils to engage in a variety of social interactions	Pupils will participate in a greater number of social interactions with more confidence.
E.	To increase parental/carer engagement to support understanding of pupils' needs and consistency of approach between home and school.	A greater number of parents & carers will attend events including training, parents' evenings & meetings and EHCP meetings. Strategies will be shared to increase the consistency of effective support for pupils in school and at home.
F.	To provide regular opportunities for pupils to engage in activities outside of school and into the wider community.	A larger number of pupils will engage in out-of-school activities and will develop their confidence in these situations.

5. Planned expenditure	
Academic year	2018 - 2019

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? (Including research evidence)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget Cost. Including average cost per pupil
<p>To provide a range of effective and differentiated sensory integration activities to meet the needs of our pupils' complex sensory issues.</p> <p>Ref. to NFER: 1, 2, 3, 4, 5</p>	<p>Occupational Therapist will provide ongoing support to staff to deliver appropriate sensory integration activities to meet the range of pupils needs.</p> <p>Occupational Therapist will provide regular training sessions to the Sensory Equipment Champions.</p> <p>Champions will carry out focussed Sensory Integration activities and provide support to their colleagues in classes.</p>	<p>In order for our pupils to appropriately access learning through the curriculum, they must be emotionally regulated. Sensory integration activities enable the pupils to self-regulate and therefore engage in learning.</p>	<p>Feedback from the Champions to Occupational Therapist. Minutes from Therapeutic and Positive Behaviour Support Team meetings. Discussions with teachers. Pupil wellbeing information.</p>	HF	Termly	<p>Occupational Therapist time, Training resources, Sensory integration equipment, Champions time: Total cost: £8,000</p> <p>No. of pupils: 50 Average cost per pupil: £160</p>

<p>To ensure that massage is available to all pupils throughout the day</p> <p>Ref. to NFER: 1, 2, 3, 4, 5, 6</p>	<p>Aromatherapist to deliver training to a number of staff (Massage Champions) to enable them to deliver massage in classes.</p> <p>Aromatherapist to offer individual massage in aromatherapy room to specific pupils.</p> <p>Massage Champions to ensure massage is on offer throughout the day as part of the curriculum and will provide massages to individual pupils.</p>	<p>Through the work of the Champions, pupils can make the choice of massage from the Object of Reference which is available at all times. This enables pupils to communicate with staff when they require additional support to emotionally regulate. Pupil voice is then listened to and acted upon immediately, as pupils can become anxious if they request this support and it is not yet available.</p>	<p>Feedback from the Champions to Aromatherapist. Messages in home-school diaries in response to massage 'stickers' being sent home. Data from massage recording forms. Discussions with teachers. Pupil wellbeing information.</p>	ANF	Termly	<p>Aromatherapist time, Training resources, Massage resources, Champions time: Total cost: £5,000</p> <p>No. of pupils: 45 Average cost per pupil: £111</p>
Total budgeted cost						£13,000
<p>Impact:</p> <p>Information shared with Governors:</p>						
<p>ii. Targeted support</p>						
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice? (Including research evidence)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget Cost. Including average cost per pupil
<p>To increase parental/carer engagement to support understanding of pupils' needs and consistency of approach between home and school.</p>	<p>Saturday Stay and Play sessions, including 2x members of SLT present at each session. Intensive Interaction training for siblings at Stay and Play sessions.</p> <p>Intensive Interaction workshops twice per term for parents.</p>	<p>Although there is evidence to suggest some increase in parental engagement, this focus needs to continue to further promote and extend parental engagement.</p>	<p>Family attendance at school events monitored. Parental feedback at EHCP review meetings, Parents' Evenings and through Home/School diary.</p>	RM	Termly	<p>Training costs, Resources (include home school diaries): Total cost: £5,000</p> <p>No. of pupils: 54 Average cost per pupil: £93</p>

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<p>Ref. to NFER: 2, 4, 5, 6, 7</p>	<p>Variety of whole school events and celebrations.</p> <p>Range of training offered to parents eg. Toilet training, Cygnet training</p>				<p>Stay and play session: 2X SLT at each session: Total cost: £3,000</p> <p>No. of pupils: 8 Average cost per pupil: £375</p> <p>Intensive Interaction training for siblings (includes SALT, Assistant Principal, Intensive Interaction Coordinator): Total cost: £1,000</p> <p>No. of pupils: 3 Average cost per pupil: £333</p>
<p>To develop the use of Intensive Interaction with our verbal pupils.</p> <p>Ref. to NFER: 3, 4, 5</p>	<p>Speech and Language Therapist, Assistant Principal and Intensive Interaction Coordinator to provide training sessions with staff.</p> <p>Regular meetings with 'Working Group' of staff focussing on the development of Intensive Interaction with verbal pupils.</p> <p>Targeted work with individual pupils.</p>	<p>To enable our pupils to communicate effectively with the world around them in a way that is motivating and takes into account their interests. This approach to communication allows pupils to develop the 'Fundamentals of Communication' which are the building blocks to effective communication.</p>	<p>Training feedback and minutes, minutes from meetings, pupil progress data, case studies and research materials</p>	<p>RM</p>	<p>Termly</p> <p>Speech and Language Therapist, Intensive Interaction Co-ordinator and Assistant Principal delivering training and providing targeted support to individual pupils: Total cost: £1,600</p> <p>No. of pupils: 20 Average cost per pupil: £80</p>
Total budgeted cost					£10,600
<p>Impact</p> <p>Information shared with Governors:</p>					
<p>iii. Other approaches (including links to personal, social and emotional wellbeing)</p>					

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Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice? (Including research evidence)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p>To provide opportunities for pupils to develop their self-help and independence skills in meaningful ways</p> <p>Ref. to NFER: 1, 3, 4</p>	<p>Base carousel training to develop staff understanding of independence and persistence.</p> <p>Embed and increase the consistent use of visual support.</p> <p>Weekly routines focussing on real life situations, such as immunisation preparation and dental visits.</p> <p>Training for support staff to develop understanding of 5 steps to increase pupil independence.</p> <p>Evidence of progress book scrutiny.</p> <p>Toothbrush training for staff.</p>	<p>The curriculum is being developed and consequently will involve a broader range of lessons and opportunities for the pupils. In order for them to fully access the new curriculum, they will need to develop their independence and self-help skills.</p>	<p>Planning, learning walks, evidence of progress, appraisals, lesson observations, feedback at teachers' meetings, pupil progress reviews, IEP targets and EHCP reviews linked to independence and persistence, pupil wellbeing, environment checklist</p>	HC	Termly	<p>Training and resources equipment: Total cost: £4,050</p> <p>No. of pupils: 54 Average cost per pupil: £75</p>
<p>To increase the opportunities available for pupils to engage in a variety of social interactions</p> <p>Ref. to NFER: 1, 3, 4, 5</p>	<p>Boys and Girls group sessions.</p> <p>Cross-phase and Base activities.</p> <p>Whole School celebrations and events.</p> <p>Incremental Coaching training and meetings for staff where social interactions and group work will be a focus.</p>	<p>Pupils require regular, meaningful opportunities to interact with their peers from across their class, Base and school in a safe and predictable environment. Incremental Coaching could facilitate sharing of good practice.</p>	<p>Evidence of Progress books, Incremental Coaching feedback</p>	HC	Termly	<p>Resources for Boys/Girls groups, Incremental Coaching training: Total cost: £2,700</p> <p>No. of pupils: 54 Average cost per pupil: £50</p>

To provide regular opportunities for pupils to engage in activities outside of school and into the wider community. Ref. to NFER: 1, 3, 4, 5	Swimming sessions. Visits to local parks/nature reserves Local library visits	It is essential that pupils have the opportunity to engage with their local environment with the appropriate level of support from trained staff.	Evidence of progress books, pupil wellbeing, pupil progress meetings	ST	Termly	Minibus, One-to-one support in the local community: Total cost: £6,280 No. of pupils: 20 Average cost per pupil: £314
Total budgeted cost						£13,030
Impact						
Information shared with Governors:						

6. Review of expenditure				
Previous Academic Year		2017– 2018 – 54- £38,885		
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
To increase pupils' use of functional English and Maths across a broader range of activities and experiences.	Base leaders will deliver training on Functional English and Maths to bases; Embed and increase the consistent use of visual support; Incremental coaching.	Lesson observations and focused learning walks evidence the increase in Functional English and Maths in all class for all pupils. Visual supports are now used consistently across the school including timetables, choice boards, objects of reference available and used by staff more effectively. The most recent attainment data for Feb 2018 to May 2018 shows that there is very little measurable difference between the progress of our pupils who	The evidence of various learning walks, lesson observations, drop-ins, Evidence of Progress books and Incremental Coaching sessions has demonstrated that there has been a significant increase in pupils' functional English and Maths. The evidence suggests that there are many more opportunities in the classroom to develop pupils' English and Maths through a broad range of activities. Although this will not be a specific area of focus for Pupil Premium, this will continue to be developed in other ways.	SALT support £10,000 Resources for training purposes £2000 No. of pupils: 41 Average cost per pupil: £300

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		are in receipt of Free School Meals and those who do not. Our pupils who receive FSM are making slightly more progress in English Speaking.		
To increase pupils' independence and persistence across the curriculum	<p>Training focused on pupil engagement- Engagement Profiling for hardest to reach pupils; Base training to develop understanding of independence and persistence; Teachers meeting to discuss the topic of independence; Embed and increase the consistent use of visual support; Summer planning and progress reviews; Creating opportunities for pupils to access external provision that develops increased independence; Weekly routines focussing on real life situations, such as immunisation preparation and dental visits.</p>	<p>Feedback from whole school learning walk- 'Independence skills were promoted across the whole school- students making choices of what they would like for dinner; finding their own equipment eg. Cutlery; carrying their plates up to the serving station'. An increased number of pupils now access community activities showing greater confidence, resilience and independence. This is evidenced in the pupil progress tracking and pupil well-being tracking. Parents and carers have made positive comments relating to pupils' well-being and access to family activities. Teachers' feedback indicates the positive impact of increased physical activity and in co-operation, social interactions, behaviour and availability for learning after these activities. feedback from learning walks demonstrated excellent evidence of independence at key times of the day, for example at snack time and toothbrushing. The visual supports used helped to promote independence and there was a high level of adult engagement, including modelling actions and using verbal prompts to encourage the pupils to carry out the routine.</p>	<p>Excellent progress has been made towards pupils' developing their independence skills. A fantastic example of this is that 3 groups of Post 16 students had a successful residential trip to Nellbank highlighting the progress that these particular pupils have made with their independence skills. Consequently, some groups of pupils and some individual pupils have made good progress in relation to their independence and persistence, however this needs to continue as an area of focus for Pupil Premium. Base Leaders and SLT amended a document focussing on '5 steps to independence' which will result in training being delivered to targeted groups of pupils focussing on scaffolding learning.</p>	<p>Minibus- £2000</p> <p>Swimming- £2000</p> <p>No. of pupils: 20</p> <p>Average cost per pupil: £200</p> <p>Training resources and equipment £2500</p> <p>No. of pupils: 41</p> <p>Average cost per pupil: £60</p>
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
<p>To increase parental/carer engagement to support understanding of pupils' needs and consistency of approach between home and school.</p>	<p>School events will continue to be advertised and promoted through the school's Social Media websites. Teachers will also ensure that parents are further encouraged through the home-school diaries. Some bases, such as Ash base, are having themed events that parents are being invited to, such as a World Food Day Celebration and Art Week. Parental views will be sought on various topics, for example, parents have been invited to be filmed explaining why Intensive Interaction is important to their family as part of the Intensive Interaction Week celebrations in October. Families will have opportunities to attend training sessions in school such as Cygnet training and Communication and Interaction training. Once per half term parents will have the opportunity to participate in the Family Stay and Play sessions which run on a Saturday.</p>	<p>In July we sent a newsletter out to parents with the number of parents who attended events to raise awareness of parental engagement. It highlighted the summer term events that parents were involved in: 99% of parents have attended their child's EHCP review. Saturday Stay and Play sessions: 7 families (May), 4 families (June) Coffee morning for transport forms (Post 16): 7 parents and carers Nell Bank video sharing: 8 parents and carers Cygnet Training with Hannah Copeland: 7 families Great Get Together: 7 families Intensive Interaction Information sessions: 13 parents and carers Parents evening: 35 families. Summer Fayre: 18 families.</p>	<p>As a result of an Intensive Interaction information session for parents in the summer term, a package for bespoke Intensive Interaction training for parents has been designed for 2018-19. This will include training and workshops every half term. Also as a result of the training, personalised support is also going to be delivered to siblings during Stay and Play sessions on a Saturday. Although some of the data demonstrates a slight increase in parental engagement, it is still vital to continue this work to ensure that this remains a priority.</p>	<p>OT support £7,605</p> <p>Training costs £3765</p> <p>Resources £2500 (include home school diaries)</p> <p>No. of pupils: 41</p> <p>Average cost per pupil: £338</p> <p>Stay and play session £1000</p> <p>No. of pupils: 9</p> <p>Average cost per pupil: £111</p>

iii. Other approaches (including links to personal, social and emotional wellbeing)				
To improve pupil attendance	Follow attendance protocol rigorously. Work to be carried out with parents on the importance of full attendance. Multi-disciplinary meetings take place with various professionals to discuss issues surrounding attendance and strategies for support. Home visits will be arranged if appropriate. Taxis provided to support attendance. For some families, a bus pass has been provided to support parents while transport arrangements were being made.	In June 2018, 63% of pupils in receipt of Pupil Premium (including those who are entitled to Free School Meals and Looked After Children) achieved more than 95% attendance. 41% of these pupils' attendance records have increased since January 2018. There was a 94% average attendance overall for this group of pupils in 2017-18. Our Whole School attendance figures are currently 93% for 2017-18.	The attendance figures of pupils in receipt of Pupil Premium does not display as an area of concern due to the rigorous attendance protocols that are in place. Attendance for the whole school is always a high priority therefore this does not need to continue as an area of focus for Pupil Premium funding.	<p>Training on attendance reporting £215</p> <p>No. of pupils: 41</p> <p>Average cost per pupil: £5</p> <p>Taxis £3000</p> <p>Bus pass £200</p> <p>No. of pupils: 10</p> <p>Average cost per pupil: £320</p>