



Pupil Premium Strategy 2019-2022

3-year long-term pupil premium strategy

This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

Our philosophy

At High Park School we have high expectations of all our learners. Some pupils from disadvantaged backgrounds require additional support; therefore we will use all the available resources to help them reach their full potential. All members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Every child is valued, respected and entitled to develop to his or her full potential, irrespective of disadvantage. Pupil Premium funding represents a portion of our budget and this document outlines how we will ensure it is spent to maximum effect.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan (SIP). This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required and allocate a budget accordingly, using a whole-school approach.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Ensuring that the PPG reaches the pupils who need it most
- To work in partnership with the parents/carers of these pupils to collectively ensure their success.

Barriers to future attainment

In-school barriers to attainment	External barriers to attainment
Complex learning difficulties including autism, alongside a range of complex sensory needs.	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.
Significant communication and interaction difficulties which leads to high levels of stress and anxiety.	Access to the wider community including access to appropriate clubs.
Ensuring that our pupils have opportunities to develop their self-care and independence skills including making independent choices.	
Challenges with social interactions, in particular with extended groups of people of larger numbers.	

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we have decided to implement annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen a number of interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. To further develop independence to improve life chances and reduce vulnerability through engagement with wider groups with extended numbers of people, including access to 'Clubs' (Cinema, Roller Disco, Cycle etc.) (School Improvement Priority 2, 3, 6, 7 & 8)
2. To increase pupils' progress in writing through the development of purposeful and functional curriculum opportunities. (School Improvement Priority 1)

Targeted academic support

1. To further develop and strengthen the use of Intensive Interaction for our pupils with verbal language. (School Improvement Priority 5 & 8)
2. To ensure Pupil Voice results in pupils making meaningful and motivating independent choices. (School Improvement Priority 5, 6 & 7)

Wider strategies

1. To enable pupils to manage their sensory processing needs through making choices with increased independence. (School Improvement Priority 5 & 7)
2. To continue to increase parental/carer engagement to support understanding of pupils' needs and consistency of approach between home and school. (School Improvement Priority 7)

Full planning details for interventions are outlined in the '[Intervention planning in full](#)' section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is regularly discussed with teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Principal is responsible for ensuring a Pupil Premium strategy is always in effect.

Strategies

- The Assistant Principal has been assigned as the Pupil Premium lead who will champion the educational needs of the PPG recipients and ensure the implementation of this strategy.
- The Finance Manager will ensure PPG funds can be identified within the school's budget.
- The Principal will consult with the Assistant Principal, governors, staff and parents/carers, when deciding how funds are spent.

Accountability

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. The school publishes its strategy for using the pupil premium on the school website.

Our funding

Funding summary: Year 1					
Total number of pupils	114	PPG received per pupil	Primary: £1,320	Indicative PPG as advised in School Budget Statement	£
	Boys – 98 Girls – 18		Secondary: £935 £1150 CLA		
		Number of pupils eligible for PPG	36 (14 Primary, 22 Secondary) 3 CLA	Actual PPG budget	£39,050.00 + £3450 CLA
Published date			September 2019		
Review date			December 2019		
Senior Leader			Rachel McCusker		
Linked Governor			Rebecca Barham		
Funding estimate: Year 2					
Estimated pupil numbers			114		
Estimated number of pupils eligible for PPG			36 + 5 CLA		
Estimated funding			£39,050.00 + £5750 CLA		
Funding estimate: Year 3					
Estimated pupil numbers			114		
Estimated number of pupils eligible for PPG			36 + 5 CLA		
Estimated funding			£39,050.00 + £5750 CLA		

Intervention planning in full

Intervention:	1. To further develop independence to improve life chances and reduce vulnerability through engagement with wider groups with extended numbers of people, including access to 'Clubs' (Cinema, Roller Disco, Cycle etc.) (School Improvement Priority 2, 3, 5, 7 & 8)		
Barriers to learning	Significant communication and interaction difficulties which leads to high levels of stress and anxiety. Parents find it difficult to sources appropriate after school activities and pupils are unable to access universal services. Pupils may find it challenging to be with extended groups of people of larger numbers/less familiar group members.		
Category:	Quality of teaching		
Intended outcomes:	Ensure that pupils have the appropriate skills to appropriately prepare them for adulthood. Pupils tolerate being with extended groups of people from across different Bases and phases, including whole school activities; Pupils continue to develop their social interaction skills in new and less familiar environments; An increased number of pupils attend out of school Clubs with their parents in the wider community.	Success criteria:	Pupils will demonstrate greater independence both at home and school. Pupils will engage happily with an increased number of social interactions in school and also the wider community.
Staff lead:	SS and WY		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> We will provide information sessions for parents to highlight the importance of independence including appropriate clothing. We will continue to provide meaningful opportunities for pupils to develop independence skills in real-life situations such as immunisation preparation, dental visits etc. We will provide training for teachers to focus on long-term planning to focus on intention of all out-of-school activities to further consider independence skills. Provide increased opportunities for pupils to have access to a wide variety of 'Clubs' both within and also the 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> We continue to provide information sessions for parents to highlight the importance of independence including making healthier meal choices (in conjunction with the dietitian) We will continue to provide meaningful opportunities for pupils to develop independence skills in real-life situations such as immunisation preparation, dental visits etc creating downloadable or loanable resources for parents to use. We will provide training for support staff to implement and extend learning intentions of all out-of-school activities to further promote independence skills. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>We continue to provide information sessions for parents to highlight the importance of independence including extending how we share more widely the physically active out of school activities available for pupils and the visual supports to enable pupils to access them successfully.</p> <p>We will continue to provide meaningful opportunities for pupils to develop independence skills in real-life situations such as immunisation preparation, dental visits etc developing a wider selection of loanable resources for parents to use to prepare for appointments and visual</p>

	<p>wider community, including Cinema Club, Cycle Club, Music Club, Sports Clubs.</p> <ul style="list-style-type: none"> Further support for parents to promote the benefits of out of school Clubs for pupils – parent coffee mornings, parents evenings, EHCP meetings. 	<ul style="list-style-type: none"> Further extend opportunities for pupils to have routine access to a wide variety of 'Clubs' both within and also the wider community. Increased number of pupils to make transitions to access these clubs using appropriate visual support to access Meadows Class, Studio or the Car Park. 	<p>supports to use during transitions to and within these health checks.</p> <p>Annual Out of School activity guide to be developed by BST to share information about appropriate weekend / evenings activities that run within the Bradford area and shared with parents via the school website.</p>			
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:			
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 			
Anticipated expenditure	Year 1	£8,344	<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input checked="" type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input checked="" type="checkbox"/></p>		
			Year 2	£8,344	Year 3	£8,344
	Total anticipated expenditure:	£25,032				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease	<p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p>	Did expenditure increase,	<p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p>

			or remain the same?	Remained the same <input type="checkbox"/>	decrease or remain the same?	Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	2. To increase pupils' progress in writing through the development of purposeful and functional curriculum opportunities.		
Barriers to learning			
Category:	Quality of teaching		
Intended outcomes:	Pupils have a broader range of meaningful opportunities for writing through the curriculum.	Success criteria:	Pupils in every Key Stage will make increased progress in purposeful and functional writing skills.
Staff lead:	GH		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Review planning to identify effective practice.</p> <p>Use Equals planning documents as reference to support planning and delivery of writing focussed activities.</p> <p>Training delivered by OTs and Subject lead for support staff to develop understanding of developmental steps and strategies to teach writing skills.</p> <p>Teachers' Curriculum Meeting - Review changes to planning and delivery of writing activities - share good practice.</p> <p>Share Evidence of Progress examples of writing progress.</p> <p>Base teams to identify sequence of learning for specific pupils who have potential to make accelerated progress.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continue to identify effective practice through planning and assessment scrutiny and focused learning walks and share with key staff including teachers and curriculum supports.</p> <p>Teachers' Curriculum Meeting - share examples of progress in writing recorded in Evidence of Progress across different pupil learner cohorts.</p> <p>Information guides to be developed by OTs and Subject lead to further increase understanding of developmental steps and strategies to teach writing skills (to be shared with all stakeholders)</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£5,374	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£3,000	Year 3	£2,000
	Total anticipated expenditure:	£10,374				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	1. To further develop and strengthen the use of Intensive Interaction for our pupils with verbal language.					
Barriers to learning	Pupils have significant communication and interaction difficulties which often leads to high levels of stress and anxiety. Difficulties around social interaction can make it more challenging to build trusting, meaningful and appropriate relationships.					
Category:	Targeted academic support					
Intended outcomes:	Staff and parents are confident in understanding how to use Intensive Interaction with pupils with language Pupils have regular, meaningful opportunities to communicate using Intensive Interaction throughout the day	Success criteria:		Pupils with language have the opportunity to extend their communication skills meaningfully using Intensive Interaction		
Staff lead:	EAA					
Implementation	Year 1		Year 2		Year 3	
	How we will implement this intervention in year 1: Focussed training for Champions which will lead to modelling good practice Training sessions for staff and parents Regular discussions in teachers meetings 'Working Group' who meet regularly to discuss specific pupils Creating a bank of videos which showcase good practice		How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):		How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):	
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none">Far above expectations <input type="checkbox"/>Above expectations <input type="checkbox"/>As expected <input type="checkbox"/>Below expectations <input type="checkbox"/>Far below expectations <input type="checkbox"/>		The intervention is performing: <ul style="list-style-type: none">Far above expectations <input type="checkbox"/>Above expectations <input type="checkbox"/>As expected <input type="checkbox"/>Below expectations <input type="checkbox"/>Far below expectations <input type="checkbox"/>		The intervention is performing: <ul style="list-style-type: none">Far above expectations <input type="checkbox"/>Above expectations <input type="checkbox"/>As expected <input type="checkbox"/>Below expectations <input type="checkbox"/>Far below expectations <input type="checkbox"/>	
Anticipated expenditure	Year 1	£4,981	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>

			Year 2	£3,000	Year 3	£3,000
	Total anticipated expenditure:	£10,981				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	2. To ensure Pupil Voice results in pupils making meaningful and motivating independent choices.		
Barriers to learning			
Category:	Targeted academic support		
Intended outcomes:	Pupils have the communication skills to express themselves and be understood by the familiar people in their lives.	Success criteria:	Pupils will use appropriate communications strategies to make meaningful and motivating independent choices.
Staff lead:	HC		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Nominate a Pupil Voice Champion who will ensure that pupils across school have regular opportunities to make meaningful and motivating independent choices. Pupils attend meetings in school such as their own EHCP meetings, where appropriate.</p> <p>Ensure that the curriculum is rich with opportunities for pupils to make meaningful and motivating independent choices, i.e. through the use of Objects of Reference, choose boards, continuous provision etc.</p> <p>Identify student preferences to ensure they have a stronger influence on choices within the Post 16 curriculum to inform planning for their preparation for adulthood.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£4,988	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£4,988	Year 3	£4,988
	Total anticipated expenditure:	£14,964				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Wider Strategies

Intervention:	1. To enable pupils to manage their sensory processing needs through making independent choices.		
Barriers to learning			
Category:	Wider strategies		
Intended outcomes:	<p>Pupils will be emotionally regulated, allowing them to successfully make choices about the activities that they would like to participate in.</p> <p>Increased independence to make choices about preferred strategies will help pupil to emotionally regulate and therefore access the curriculum.</p>	<p>Success criteria:</p>	<p>Pupils will make independent choices and / or requests about the sensory integration activities that are on offer throughout the day.</p>
Staff lead:	HF & JD		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Training sessions to explore the barriers to learning for pupils with autism & learning difficulties.</p> <p>Training for Teachers to further increase their understanding of schemas and how to support and extend early developmental schema across the curriculum / school day.</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>Aromatherapist to be available for individual massage in aromatherapy room for specific pupils when they have made a request.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Aromatherapist and Occupational Therapists to deliver training to support Massage Champions to be available to provide massage/deep pressure to pupils who make requests.</p> <p>Champions to ensure appropriate sensory processing strategies are on offer throughout the day as part of the curriculum (Object of Reference on display at all times).</p> <p>Training for parents for Occupational Therapists/Aromatherapists to enable parents to understand the value of these strategies and the need for increased independence / autonomy in requesting them</p> <p>Support to parents will be provided as appropriate to ensure they have the access to identified resources at home.</p> <p>Teachers run workshops for support staff to develop understanding of schemas and</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

			how to support and extend early developmental schema.			
Light-touch review notes	Annual review notes:		Annual review notes:	Final review notes:		
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		
Anticipated expenditure	Year 1	£10,334	Is expenditure anticipated to increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>
	Total anticipated expenditure:	£31,002	Year 2	£10,334	Year 3	£10,344
Actual expenditure	Year 1	£	Year 2	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Year 3	£

			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:					

Intervention:	2. To continue to increase parental/carer engagement to support understanding of pupils' needs and consistency of approach between home and school		
Barriers to learning	Pupils are generally transported to school and the school catchment area is across the Bradford district and beyond. Parental engagement is key in order to effectively support our pupils.		
Category:	Wider strategies		
Intended outcomes:	Parents' understanding of the importance of communication and consistency between home and school will have improved.	Success criteria:	A greater number of parents & carers will attend events including training, parents' evenings & meetings and EHCP meetings, in particular those parents who haven't attended previously.
Staff lead:	HC		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: Introduction of a range of Clubs available outside of school hours (after school, Saturdays- i.e. Roller Disco Club, Cinema Club, Stay and Play Club) which parents and pupils are encouraged to attend. Training and information sessions for parents on a variety of topics (including Intensive Interaction, Preparation for Adulthood). Variety of whole school events and celebrations which parents are invited to and encouraged to participate in, for example, coffee mornings, Winter & Summer Fairs, picnics etc. Pupil EHCP meetings which the majority of pupils are invited to attend.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£4,529	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£3,500	Year 3	£3,500
	Total anticipated expenditure:	£11,529				
Actual expenditure	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Year 2	£
					Year 3	£
	Total actual expenditure:	£				