

Pupil Premium Strategy High Park School 2017-18

1. Summary information					
School	High Park School			Type of SEN (eg.PMLD/SLD/MLD etc.)	Communication & Interaction difficulties, Autism & SLD
Academic Year	2017/18	Total PP budget	£38,885	Date of most recent PP Review	N/A
Total number of pupils	102	Number of pupils eligible for PP	36 Primary FSM - 15 Secondary FSM - 21 LAC - 4	Date for next internal review of this strategy	Spring 2018

2. Current attainment (Pupil Progress- Feb 2017 to May 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected and better than expected progress in communication	96%	96%
% achieving expected and better than expected progress in maths	96%	96%
% progress expected and better than expected progress in PSHE	96%	96%


3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Complex learning difficulties including autism
B.	Significant communication and interaction difficulties which leads to high levels of stress and anxiety
C.	Providing opportunities to increase pupils' use of functional English and Maths skills across a variety of activities
External barriers	
D.	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.

4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	To increase pupils' use of functional English and Maths across a broader range of activities and experiences.	Pupils will increase their use of functional English and Maths
B.	To increase pupils' independence and persistence across the curriculum	Pupils will display a greater level of independence and persistence across a wider range of activities and in various situations.
C.	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. Parents & carers report that the impact of support offered is positive and they feel better able to support their child's development at home.
D.	To improve pupil attendance	Pupil attendance will be 95% by July 2018

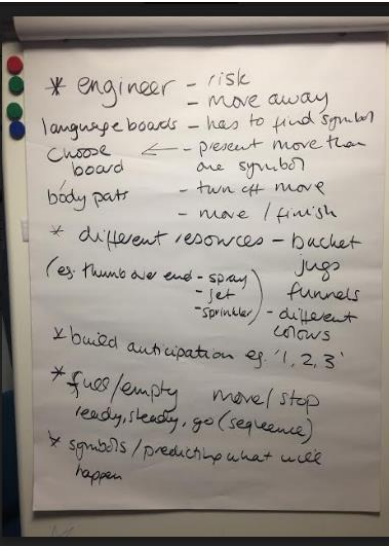
5. Planned expenditure						
Academic year	2017 - 2018					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	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?	Budget 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;	The previous focus of increasing progress in English and Maths has demonstrated a successful impact, however there is still a necessity to continue work in this area. The focus has now shifted to the use of students functional English and Maths.	Planning, learning walks, evidence of progress, appraisals, lesson observations, feedback at teachers' meetings	HC, RM	Spring 2018	SALT support £10,000 Resources for training purposes £2000

To increase pupils' independence and persistence across the curriculum	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.	It has been highlighted that focussed work needs to take place to ensure the students are given regular opportunities to develop their independence and persistence. This includes ensuring a common understanding of what this means for our pupils. Some opportunities for the pupils to develop and extend independence skills include swimming, accessing secure gardens at Bingley St Ives and the local shop.	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, top tips document collated, environment checklist	HC	Spring 2018	Minibus- £2000 Swimming- £2000 Training resources and equipment £2500
Total budgeted cost						£18,500
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?	

<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>Although there is evidence to suggest some increase in parental engagement, this focus needs to continue to further promote and extend parental engagement. An example of a letter sent out to parents inviting them into school:</p> 	<p>Family attendance at school events monitored. Parental feedback at EHCP review meetings, Parents' Evenings and through Home/School diary.</p>		<p>Spring 2018</p>	<p>OT support £7,605 Training costs £3765 Resources £2500 (include home school diaries) Stay and play session £1000</p>
Total budgeted cost						£14,870
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?	
To improve pupil attendance	Follow attendance protocol rigorously. Work to be carried out with parents on the importance	Timely, increased contact with parents supports earlier intervention and support for	Rigorous implementation of the Attendance	ST	6 weekly	Training on attendance reporting £215

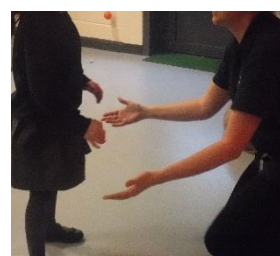
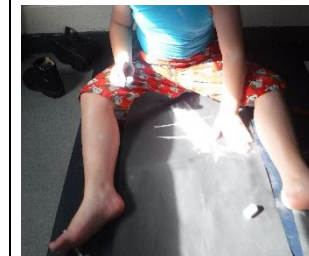
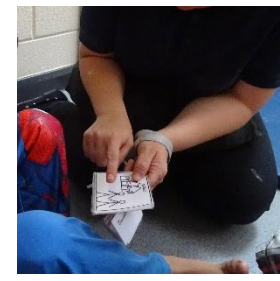
	of full attendance. Multi-disciplinary meetings take place with various professionals to discuss issues surrounding attendance and strategies for support. Home visits will be arranged if appropriate. Taxis provided to support attendance. For some families, a bus pass has been provided to support parents while transport arrangements were being made.	parents to address attendance. Analysis of the previous academic year has highlighted that this requires further attention.	Protocol and multi professional approach to support parents & carers.			Taxis £3000 Bus pass £200
Total budgeted cost						£3,315

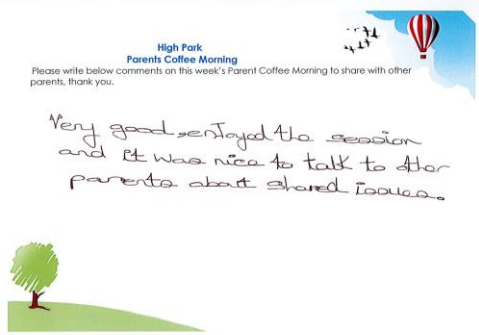
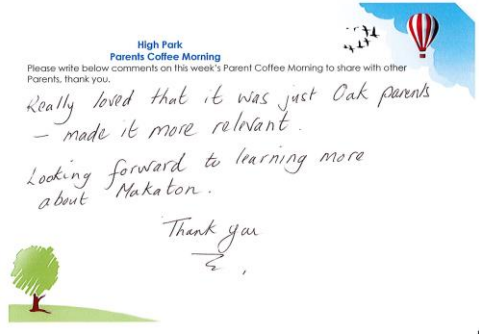
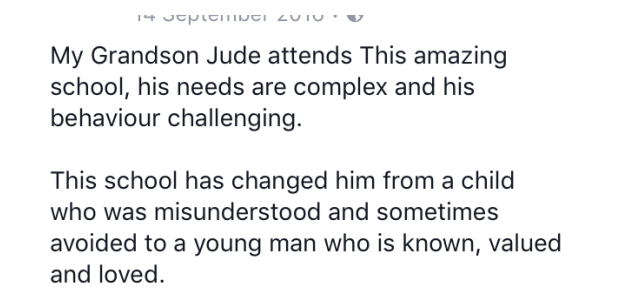
6. Review of expenditure				
Previous Academic Year		2016– 2017 – 31- FSM, 6- LA £38,433		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve pupil attendance	Follow attendance protocol rigorously	See attendance analysis report. 10 students achieved 100% attendance from April 2017-July 2017. 24 (77%) pupils achieved more than 95% attendance. Some of the reasons for less than expected attendance include difficulties around transport, health issues and managing a family bereavement	There will continue to be a weekly attendance meeting to ensure that attendance is monitored rigorously. Integris was introduced in April 2017 and appropriate training has been delivered to teachers by the Pupil Officer. This will be updated accordingly. Integris enables teachers and base leaders to analyse attendance and raise any concerns. Further work is needed to engage a small minority of families to understand the positive impact of full attendance.	Taxis: £2000 OT support: £1000 Total cost: £3000



<p>To increase progress in English and maths through improved motivation and engagement</p>	<p>Teachers ensure lessons have increased opportunities to learn functional English and maths within motivating and engaging activities. The Deputy Principal and Base Leaders, Occupational Therapist & Speech & Language Therapist will deliver training and coach staff in effective practice.</p>	<p>Pupils are demonstrating a higher level of engagement and motivation during these lessons. Learning walks and lesson observations show evidence of this. The following statements are taken from Summer term lesson observations: "Core vocabulary was used to build spoken vocabulary by offering choices, 'stop/finished or more' during a tickle game and with the bubbles (English/speaking and listening, reading)."</p> <p>"There was a clearly marked reading area, opportunities for functional English and maths skills; mark making (in sensory resources), reading (core vocab and visual supports), numbers (items in sets), shape, space and measure (resources in different sizes)."</p> <p>"Opportunities for teaching communication were carefully planned and capitalised on throughout the session. All staff used Objects of Reference and core vocabulary consistently and the staffs'</p>	<p>Ongoing training has been carried out to ensure that teachers are increasing opportunities to motivate and engage pupils in English and Maths. These opportunities are ongoing and include discussions at teachers meetings on how we can extend opportunities for English and Maths:</p>  <p>Photographic evidence of learning of English and maths opportunities:</p>	<p>SALT support: £2000 Resources: £1000 Total cost: £3000</p>
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use of simple and appropriate speech to support learning was impressive.”
“There was an inviting age appropriate offer in all areas of the well-maintained, highly motivating environment which was carefully considered and well thought out linked to functional maths skills (sorting utensils in a cutlery drawer and clothing in a washing basket).”

Pupil progress data from Feb 2017 to May 2017 indicate that 96% of pupils who receive Pupil Premium made expected or better than expected progress in English and Maths.



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
To increase parental/carer engagement to support consistency of approach between home and school and	Review & redesign parent coffee mornings in response to parental feedback. Make personal contact with identified families to encourage attendance at coffee mornings & Parents' evening. Offer transport to support attendance Change termly Siblings group to Family Stay & Play. Home visits facilitated if necessary.	<p>The Summer Fair was a huge success and was well attended by families. 18 Families. In February, 38 parents attended Parents evening.</p> <p>Coffee mornings have been arranged for parents of each separate base once per term. Some comments from Oak parents:</p>   <p>The following information has been collated from the Autism Accreditation questionnaire that was sent to parents in May 2017:</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. Further work is required to redesign the Occupational Therapy parent coffee mornings as these haven't been that well attended. Hannah will send out a questionnaire to parents to seek views on the content of these sessions. Parental views are also sought on certain aspects of school life, for example, interventions such as Intensive Interaction.</p> <p>The following comments are from parents on the school's Facebook page:</p>  <p>This school has changed him from a child who was misunderstood and sometimes avoided to a young man who is known, valued and loved.</p> <p>I am so proud of who has become and never imagined that so many lovely people would not only love him, but respect him... See more</p>	<p>OT support: £7,605 Resources: £2000 Family stay and play sessions: £3000 Total cost: £12,605</p>

		<p>“The staff listen to everything everyone has to say and explain things well.”</p> <p>“They do a brilliant job with the children and they also help the parents so much.”</p> <p>“The communication between home and school is superb. They really listen and act.”</p> <p>28 out of 31 parents/carers responded to the questionnaire stating that they strongly agree with the statement that they are able to contact the school about their child on a regular basis.</p> <p>24 respondents strongly agreed, whilst 6 agreed with the following statement: The school listens to my views about my child and their education and takes them into account.</p> <p>26 respondents strongly agreed and 5 agreed that the school provides opportunities for me to find out more about autism and my child's specific needs.</p>	<p>My son Ashton started at high Park a few week ago, what a amazing school iv never seen a school so in tune with the children's needs the change in ashy is unreal he's much happier, all the staff are fantastic can't thank them enough for taking such good care of ashy xxx</p> <p> 2 </p>	
<p>iii. Other approaches (including links to personal, social and emotional wellbeing)</p>				

<p>To further develop the skills of pupils to emotionally regulate to improve well being, reduce levels of stress and anxiety and improve readiness for learning</p>	<p>Multi professional approach with advice from Occupational Therapist, Speech & Language therapist and Aroma therapist implemented throughout the school day and at home where possible. A range of resources will be used following the advice of these professionals.</p>	<p>Minutes from CIN meetings- 18/07/2017 : "A is very settled at school now but they have had problems when he has been taking different medications. However it was agreed the school environment shows how the right environment works for A."</p> <p>Feedback from the Autism Accreditation from parents: "They are able to match the most relevant resources that engage and support his learning whilst facilitating his self-regulation".</p> <p>The following information has been taken from individual student's wellbeing tracker: Dec 16- "A has had a good half term and was happy to be back after the half term break. A has enjoyed getting back in to a routine supported by familiar staff. Staff are beginning to encourage A within familiar daytime routines to increase her independence – choosing her dinner. This seems to be going well and staff are looking at putting communication aids in place to support A's verbal communication."</p> <p>May 17- "Mum reports she is very happy with the support school have given to A whilst swimming – she recently took him on the weekend and he has been able to transfer his skills positively."</p> <p>April 17- "A is engaging in all activities in class and has managed some transitions to other areas of school – outdoors planting trees and vocational gardening group."</p>	<p>A new system for collating behaviour data was introduced in April 2017. This will therefore allow specific data surrounding behaviour to be collated and used for future reference. It will also be easier to analyse behaviour data for groups of pupils. This is something that has been difficult up until this point due to recording systems that were in place. This will also have a positive impact on analysing patterns and trends in behaviour data for specific pupils.</p>	<p>Occupational Therapist: £10,000 Speech and Language therapist: £8,000 Aroma therapist: £4,653 Total cost: £22,653</p>
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		July 17- "Reduction in throwing or hitting behaviours when coming into school and playing with peers. A's speech is developed from single words to whole phrases and short conversations around his topics."		
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