

## Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	Pear Tree School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD/ Complex needs
Academic Year	2018-2019	Total PP budget	Provisional allocation: £25,285	Date of most recent PP Review	Autumn 2018
Total number of pupils	99	Number of pupils eligible for PP	26	Date for next internal review of this strategy	Spring 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving at least 1 step progress across the curriculum	83%	93%
% achieving at least 2 steps progress across the curriculum	43%	36%
% of Annual Review targets achieved	92%	91%

3. Barriers to future attainment (for pupils eligible for PP )	
<b><i>Please also refer to our document “Closing the gap for our pupils and young people”.</i></b>	
In-school barriers	
<b>A.</b>	The needs of our pupils are constantly changing; school needs to continue to regularly evaluate and reflect upon appropriateness and effectiveness of provision for each individual pupil to ensure all educational, health and care needs are met. All pupils need a personalised approach to ensure each child is supported to make the very best progress possible. A carefully designed curriculum and timetable needs to be implemented to ensure the right mix of intensive interventions at a 1:1/2:1 level, small group work and whole class work.
<b>B.</b>	Each child’s learning profile is unique and therefore whole school interventions are not always the most effective use of premium funding.
<b>C.</b>	Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health.
<b>D.</b>	All children have very low starting points on entry to school across the curriculum. The attainment gap between them and their mainstream peers can not be closed. Our pupils are capable of achieving outstanding progress relative to their starting points providing the curriculum is tailored to meet each individual need.
External barriers	
<b>D.</b>	Pupil’s health

	<p>Parental engagement  Identifying appropriate pathways for pupils when they leave school.  Access to an appropriate level of health provision e.g. physio/OT to meet the increasingly complex needs of pupils</p>
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils will achieve at least 85% of annual review targets each year.	Targets reviewed at every annual review meeting and reported to parents.
<b>B.</b>	Pupils will achieve predicted end of key stage targets.	End of Key Stage data reveals no gaps between groups of learners.
<b>C.</b>	The curriculum will be tailored to meet the very specific and individual needs of each pupil, enabling all pupils to achieve predicted targets and to progress into adulthood with confidence and the necessary skills to be successful beyond school.	Behaviour for learning is outstanding and serious incidents are reduced. Attendance for all groups of pupils is high. End of Key Stage data reveals no gaps between groups of learners. Positive pathways are identified for all school leavers and students and families are fully supported in the transition to adulthood.
<b>D.</b>	To become a mentally healthy school	Emotional wellbeing and mental health is a priority across school. Provision meets the individual needs of all pupils and staff are expert at supporting children and young people who are not mentally healthy.

## 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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To further improve the provision for emotional health and well-being for pupils, staff and families.	<ul style="list-style-type: none"> <li>To become a mentally healthy school</li> <li>Achieve the Wellbeing Award</li> <li>To improve provision of personalised timetables and curriculums with a focus on emotional health and wellbeing to reduce the use of RPI.</li> <li>Introduce the Prince William Award and Duke of Edinburgh Award.</li> </ul> <p><b>Please see school improvement plan for identified actions, costs and lead professionals</b></p>	Mental health affects 1 in 10 children. 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age. Emotional wellbeing of children is just as important as physical health. Good mental health allows children and young people to develop resilience to cope with whatever life throws at them and grow into well-rounded adults. Currently school works closely with clinical psychologist and CWD team to support children who are struggling but additional work could be done to support all children to develop resilience before there becomes a problem.	<ul style="list-style-type: none"> <li>Leading Practitioner Appraisal</li> <li>Professional discussion between Headteacher, Leading Practitioner and link Governor</li> <li>Evaluations form training</li> <li>Outcomes at Annual Reviews</li> <li>Achievement of Awards</li> <li>CPOMS analysis</li> <li>Feedback from parents</li> <li>Feedback from pupils</li> <li>Monitoring teacher planning by Leading Practitioner and Assistant Headteacher.</li> </ul>	<p>Vicky Farish (Leading Practitioner)</p> <p>Anne Hogan (Link Governor)</p>	<p>During half termly professional discussion meetings with headteacher</p> <p>Governor meetings termly</p>

<p>Enhance the use of the high levels of staff expertise and specialist knowledge to provide the best training and support to parents, other educational establishments and the wider educational community</p>	<ul style="list-style-type: none"> <li>• Increase opportunities for parental involvement and offer support via bespoke training workshops.</li> <li>• Create a menu of support for other educational establishments within our locality and across Lancashire.</li> </ul> <p><b>Please see school improvement plan for identified actions, costs and lead professionals</b></p>	<ul style="list-style-type: none"> <li>• Identified area for development following Ofsted inspection June 2017</li> <li>• Parental feedback identifies that parents want more specialist support to enable them to support their child better</li> <li>• Early intervention work with families identifies a need for specific training at a small group/individual level</li> <li>• Working with care providers for LAC- staff ask regularly for support with individual children.</li> </ul> <p>By sharing the high level of staff expertise within Pear Tree, parents and other educators will be better equipped with knowledge and skills to more effectively meet the needs of children and young people with complex learning needs.</p>	<ul style="list-style-type: none"> <li>• Parental feedback- questionnaires, evaluations, parental discussions</li> <li>• Monitoring referrals for support from social services</li> <li>• Pupil progress data analysis- needs are being better met because of the cohesive approach to learning</li> <li>• Evaluations completed during training</li> <li>• Attendance at training events</li> </ul>		
<b>Total budgeted cost</b>					£12,965

<b>ii. Targeted support</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>
Individual pupils attend mainstream inclusion sessions to meet an identified learning need.	TA to support access to inclusion session at local school.	Inclusion can have a positive impact on pupil progress when co-ordinated well and clearly planned for to meet a learning need. Sessions are personalised for each pupil and relevant targets set. Inclusion can only happen effectively with a TA to support and lead on the intervention and support provided whilst at the session depends upon the needs of the pupil.	Monitoring of inclusion placements by Kate Walker (inclusion lead) Feedback from supporting TA and receiving school. Pupil progress data	AH/WN	Termly monitoring of Inclusion records and progress towards targets. Annual Reviews End of academic year when planning future inclusion. Report to Governors termly
Attendance is high for all groups of pupils, including those with complex medical and health care needs.	Additional TA support for identified pupils to access personalised timetables for health reasons.	Health and physical disabilities are a barrier to learning for many of our children and young people. In order to maintain/improve health, pupils need to access extensive personalised postural management programmes alongside their education. This requires highly trained TAs to support implementation.	Learning walks Feedback from class teams Attendance data Feedback from integrated Services Co-ordinator	RW	Annual Reviews Termly therapy report to Governors Informal discussions with class teams End of year assessments
Pupils are supported to manage their behaviour through access to appropriate personalised timetables.	<ul style="list-style-type: none"> <li>Sensory passports in place for identified pupils.</li> <li>Assessments undertaken by Julia Dyer and Vicky Farish and appropriate diets planned and implemented as appropriate for individual children.</li> </ul> Also see School Improvement Priority	Lesson observations and discussions with teachers and parents revealed that some children are struggling at times to fully access learning activities and regulate their own behaviour due to sensory processing needs and sensory overload. Interventions have been extremely successful for selected children and has been most successful when carefully co-ordinated and support provided by Vicky Farish and Julia Dyer. The introduction of sensory passports and prescribed sensory diets for Compass Centre pupils has had an extremely positive impact on pupil behaviour for learning and it is felt that this co-ordinated whole school approach will be beneficial for identified pupils both at school and at home.	Review of serious incident record. Review of behaviour and physical interventions using CPOMS. Learning walks Pupil progress Personalised timetables Staff meetings Professional development reviews/appraisals	VF	Termly on an informal basis with teachers and children.  Feedback to governors termly during committee meetings-standards and effectiveness.  Summer term when evaluating provision and planning for interventions for the next academic year.  Evaluation of school improvement plan.
<b>Total budgeted cost</b>					<b>£12,590</b>
<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>
Please see: <ul style="list-style-type: none"> <li>targeted support outcomes above</li> </ul>					

<ul style="list-style-type: none"><li>• premium spending at an individual level document</li><li>• closing the gap for our children and young people document</li></ul>					
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
<p>To achieve better outcomes for pupils with sensory needs by improving provision for sensory processing and sensory integration</p> <p>To improve the provision for emotional health and wellbeing for all pupils</p>	<ul style="list-style-type: none"> <li>• Designated sensory processing room created</li> <li>• VF to oversee and co-ordinate sensory processing provision across school</li> <li>• Timetable of activities to be planned and co-ordinated for identified children to access.</li> <li>• Swing therapy room created in school and timetabled for selected children</li> <li>Staff training in sensory processing</li> </ul> <p>School improvement priority 2017/18</p> <p>Staff training in attachment, resilience, developmental issues etc.</p> <p>Staff to pursue research based enquiry into strategies for improving mental health of children (Growth mindset/nurture).</p>	<ul style="list-style-type: none"> <li>• Lesson observations revealed outstanding teaching and learning across all keys stages and for all groups of learners.</li> <li>• Data analysis revealed no gaps in learning across key stages and groups of children.</li> <li>• Personalised timetables have been developed and implemented daily. These have had a huge impact on pupil well being and ability to learn.</li> <li>• Teachers identify that further improvements to provision can be made</li> </ul> <ul style="list-style-type: none"> <li>• Lesson observations revealed outstanding teaching and learning across all keys stages and for all groups of learners.</li> <li>• Data analysis revealed no gaps in learning across key stages and groups of children.</li> <li>• Personalised timetables have been developed and implemented daily. These have had a huge impact on pupil well being and ability to learn.</li> <li>• There has been a reduction in incidents of behaviour and use of RPI.</li> </ul>	<p>A highly successful intervention that has been identified for further development through the SIP 2018/19.</p> <ul style="list-style-type: none"> <li>• A lead Practitioner was appointed to lead on sensory, physical, social and emotional development to further develop and improve the provision for all learners. See new desired outcome for quality of teaching for all and the School Improvement Plan.</li> <li>• More support for parents so that strategies used within school can be implemented effectively at home.</li> <li>• More support for other educational/care settings to ensure a holistic approach to meeting the individual needs of pupils.</li> </ul> <p>A highly successful intervention that has been identified for further development through the SIP 2018/19.</p> <ul style="list-style-type: none"> <li>• A lead Practitioner was appointed to lead on sensory, physical, social and emotional development to further develop and improve the provision for all learners. See new desired outcome for quality of teaching for all and the School Improvement Plan.</li> <li>• More support for parents so that strategies used within school can be implemented effectively at home.</li> <li>• More support for other educational/care settings to ensure a holistic approach to meeting the individual needs of pupils.</li> </ul>	<p>£12,800</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

Individual pupils attend mainstream inclusion sessions to meet an identified learning need.	TA to support access to inclusion session at local school.	Individual pupil inclusion booklets confirm that pupils are making progress towards their targets. Progress is on a very individual level.	Inclusion has had a positive impact on pupil's PSED. Carr Hill inclusion will be further improved through access to English classes. 2 students are identified to undertake an Art GCSE	£4197
Attendance is high for all groups of pupils, including those with complex medical and health care needs.	Additional TA support for identified pupils to access personalised timetables for health reasons.	Attendance is good across all groups/cohorts of pupils. Personalised timetables in place for individual children and end of key stage data reveals no gaps between groups of pupils.	This intervention is vital to enable pupils with physical disabilities and health needs to access education and to make as much progress as is possible.	£4197
Pupils are supported to manage their behaviour through access to appropriate personalised timetables.	TA support to enable pupils to access personalised timetables.	This has had a very positive impact for identified pupils. Serious incidents reduced and use of RPI reduced. Better engagement in lessons and improved relationships between adult/pupil. Lesson observations reveal behaviour for learning is outstanding in all key stages.	This intervention needs to be further implemented across the Key Stages for children displaying low level behaviour as a result of sensory processing disorder/sensory overload. Support can be provided by Vicky Farish and Julia Dyer.	£4197

### 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
See targeted support above.				

## 7. Additional detail

- Pupil Premium spending at an individual level is documented but not uploaded to the website due to personal information and data protection.
- The document, "Closing the gap for our children and young people" is included on our website and identifies our whole school approach to narrowing the gap for all children and young people.



