

Template for statement of pupil premium strategy – SEN schools

✓ Summary information					
School	Pear Tree School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD/ Complex needs
Academic Year	2019-2020	Total PP budget	Provisional allocation: £24,430	Date of most recent PP Review	Summer 2019
Total number of pupils	99	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Spring 2020

✓ 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	96%	94%
% achieving at least 2 steps progress across the curriculum	73%	54%
% of Annual Review targets achieved	86%	90%

✓ Barriers to future attainment (for pupils eligible for PP)	
Please also refer to our document “Closing the gap for our pupils and young people”.	
In-school barriers	
A.	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.	Each child’s learning profile is unique and therefore whole school interventions are not always the most effective use of premium funding.
C.	Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health.
D.	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	
D.	Pupil’s health

	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 Mental health and wellbeing
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✓ Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will achieve at least 85% of annual review targets each year.	Targets reviewed at every annual review meeting and reported to parents.
B.	Pupils will achieve predicted end of key stage targets.	End of Key Stage data reveals no gaps between groups of learners.
C.	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.
D.		

✓ **Planned expenditure**

Academic year

2019-2020

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?
<p>Continue to develop a curriculum of breadth and depth which challenges our pupils to develop essential knowledge and to promote independent learning skills.</p> <p>Embed Evidence for Learning to more accurately record, measure and monitor progress and achievement across school and different cohorts</p>	<ul style="list-style-type: none"> • Meeting with SLT and teachers to identify overall impact of the curriculum. • Curriculum leaders to evaluate their own curriculums and identify the intent, implementation and impact and communicate this with staff. • Introduce Talk to Write model. • Inclusion bases set up in two local schools • Resilience, independence and team work programme provided by external provider • PLGs to be set up for all children • In school moderation to review quality of evidence and progress of pupils. • Bespoke assessment tools uploaded and used to assess 	<p>Evidence from learning walks, lesson observations and lesson study reveals that further work needs to be done on supporting pupils to become more independent learners and developing support staff skills in supporting this.</p>	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Teacher curriculum feedback meetings • Lesson study feedback (focus on Talk to Write) 	<p>Kate Walker/ Rebecca Warnock</p> <p>Lead governor: Sue Armstrong/ Julie Ellison</p> <p>Rebecca Warnock Lead governor: Sue Armstrong/ Julie Ellison</p>	<p>Termly as part of curriculum staff meetings and governors</p>

<p>Ensure pupils develop positive mental health strategies by staff actioning their learning from Youth Mental Health First Aid</p>	<p>Personalised timetables.</p> <ul style="list-style-type: none"> • Assessment books used to more effectively monitor progress and track teacher assessments throughout the year. • Develop a bank of resources for staff to enable them to support students experiencing difficulties with mental health. • Develop a sign post directory for staff to become familiar with and share with families • Support classes and individual staff through class liaison, 1:1 training and supervision. • Provide emotional literacy sessions for key cohort of pupils. • Access a resilience and independence programme alongside a mainstream school. 	<p>Following evaluation of the 2018/19 PP strategy this action was identified as the next step in improving outcomes for our young people. Mental health is a barrier to learning for many of our pupils and staff have received training over the last 12 months in youth mental health first aid. Further strengthening provision for children struggling with mental health will improve outcomes for our pupils.</p>	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Teacher curriculum feedback meetings • Informal meetings with class staff • RPI monitoring • Pupil progress • Positive handling plans 	<p>Vicky Farish/ Rebecca Warnock Lead governor: Anne Wallis</p>	<p>Half termly monitoring of interventions</p>
<p>Identify the impact of ACEs and childhood trauma and introduce systems and strategies to support these children</p>	<ul style="list-style-type: none"> • Identify pupils in school who are having difficulties as a result of ACEs and childhood trauma. • Provide training to whole staff on understanding ACEs alongside Lancashire Emotional Health in School Team. • Develop a resilience intervention programme for a cohort of students in school • Train staff in classes to support pupils using targeted interventions • Monitor interventions and support provided 	<p>Key staff have been trained in ACEs and childhood trauma and following this pupils in school have been identified as having experienced ACEs. Research has shown that experiencing ACEs can adversely affect outcomes in adulthood. Whole school training and targeted interventions will support children and young people better and improve outcomes.</p>	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Teacher curriculum feedback meetings • Informal meetings with class staff • RPI monitoring • Pupil progress • Positive handling plans 	<p>Vicky Farish/ Rebecca Warnock Lead governor: Anne Wallis</p>	<p>Half termly monitoring of interventions.</p>
Total budgeted cost					£10,000

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?
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"> Sensory passports in place for identified pupils. Assessments undertaken by Julia Dyer and Vicky Farish and appropriate diets planned and implemented as appropriate for individual children. 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.
Total budgeted cost					£14,430
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?
Please see: <ul style="list-style-type: none"> targeted support outcomes above 					

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

✓ Review of expenditure				
Previous Academic Year		2018-2019		
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 further improve the provision for emotional health and wellbeing for pupils, staff and families.</p>	<ul style="list-style-type: none"> •To become a mentally healthy school. •Achieve the Wellbeing award •To improve the provision of personalised timetables and curriculums with a focus on emotional health and wellbeing to reduce the use of RPI. •Introduce the Prince William Award and Duke of Edinburgh Award 	<ul style="list-style-type: none"> • Wellbeing Award achieved and further work identified to develop a mentally healthy school over the next academic year. • Prince William Award introduced. Teachers reported greater engagement in lessons by students accessing the award and resilience increased in individual children. Weekly feedback forms revealed progress made in the areas of: <ul style="list-style-type: none"> ✓ Problem solving ✓ Resilience ✓ Self-control ✓ Listening ✓ Team work <p>Graded assessments available to view</p> <ul style="list-style-type: none"> • Personalised timetables are highly bespoke and a range of activities are available for pupils to help regulate behaviour and engagement in lessons. Number of incidents reported in the final term of academic year 2017/18 was 60 incidents involving 8 pupils. Number of incidents reported by the end of the spring term of 2018/19 was 29 incidents involving 6 pupils. A huge reduction in number of RPIs. 	<ul style="list-style-type: none"> • Further work for developing a mentally healthy school has been identified for the next academic year (See school improvement plan) • Funding for Prince William Award had been secured for this academic year but unfortunately the charity has folded over summer. We are currently trying to source a similar Award as the benefits of this resilience programme were clearly observed in the pupil's presentation. • Further work on developing the Duke of Edinburgh Award has been identified. • Personalised timetables have been hugely successful in reducing serious incidents and the need for RPI to be used. The provision for this has been further enhanced for the next academic year. • Personalised timetable provision also needs to be extended now to include some extra provision for our pre-formal learners. 	
<p>Enhance the use of high levels of staff expertise and specialist knowledge to provide best training and support to parents, other educational establishments and the wider educational community</p>	<ul style="list-style-type: none"> •Increase opportunities for parental involvement and offer support via bespoke training workshops. •Create a menu of support for other educational establishments within our locality and across Lancashire. 	<ul style="list-style-type: none"> •Packages of training and support for other settings has been developed and circulated to local schools. Schools are buying into packages of support and we have supported children in mainstream who have been due to transfer to our school. •Parental involvement increased through open afternoons, assemblies and parent courses. (Details available on request) 	<ul style="list-style-type: none"> • Take up of group training for parents has not always been high so we will continue to look at ways of supporting parents and engaging them with ways of supporting their child. • 1:1 support with parents has been high but limits the number of parents we can work with over a give period. Again our support packages will continue to be reviewed to ensure positive impact of families and children. 	<p>£12,965</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. 2 students achieved a Level 4 in art GCSE at Carr Hill.	Inclusion has had a positive impact on pupil's PSED and literacy. Secondary inclusion placements have been particularly successful with 2 students achieving a GCSE level 4 in Art this year following successful inclusion. We are in the process of developing an inclusion hub at a local mainstream primary school to further support inclusion for pupils.	£10,936
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.	£10,936
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.	£10,936
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.				

✓ **Additional detail**

- Pupil premium funding for the previous academic year increased significantly and funding was allocated to the targeted interventions.
- 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.