

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	2021-2022	Total PP budget	Provisional allocation: £31,320	Date of most recent PP Review	Summer 2021
Total number of pupils	102	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Spring 2022

✓ 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	99%	97%
% achieving at least 2 steps progress across the curriculum	65%	69%
% of Annual Review targets achieved	88%	88%

✓ 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	
A	Pupil’s health

	<p>Parental engagement</p> <p>Identifying appropriate pathways for pupils when they leave school.</p> <p>Access to an appropriate level of health provision e.g. physio/OT to meet the increasingly complex needs of pupils</p> <p>Mental health and wellbeing</p> <p>COVID19 and periods of remote learning</p> <p>Pupils unable to attend school during COVID19 due to risk assessments around medical procedures.</p> <p>Impact on Early Years pupils who have not been able to access early interventions e.g. portage, SaLT</p>
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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

2020-2021

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>Improve communication outcomes for all pupils by upskilling staff and working collaboratively with SaLT, HI, VI to plan and deliver personalised and targeted provision for all learners alongside improved resources.</p> <p>To introduce and embed a new phonics scheme across KS1-KS4 to ensure a consistent approach is used to impact on pupil progress</p>	<ul style="list-style-type: none"> ●Elklan-Communication Friendly School status. ●Planned programme of communication training for all staff across the academic year. ●Communication assistant to be based in EYs one morning a week for early intervention. ●See SIP for further actions and detail. <ul style="list-style-type: none"> ●Literacy lead to undertake Read, Write Inc training and deliver this to whole school staff. ●Read Write Inc resources purchased and used across school for phonics teaching. ●See SIP for further actions and detail. 	<p>Communication is key to our pupils making progress. Our Early years pupils have been affected by the lack of early intervention work (e.g. portage and SaLT) prior to starting school due to COVID-19. Observations have revealed that there is not always a consistent whole school approach and that getting back to the basics of communication will be benefit all pupils.</p> <p>A consistent and whole school approach to the teaching and learning of phonics is crucial for children to learn effectively. Whole school training and embedding of a new scheme will enhance the teaching and learning across the key stages.</p>	<ul style="list-style-type: none"> ● Elklan training to upskill 3 teachers as lead communication practitioners to deliver whole school training. ● Training plan in place for whole school year. ● Lesson observations with communication focus. ● Role of communication champions. ● Half termly liaison with SaLT. <ul style="list-style-type: none"> ●Planning moderation ●lesson observations ●Lesson study focus ●Evidence for learning moderation ●Pupil progress data 	<p>RW</p> <p>CS/RW</p>	<p>Termly</p> <p>Termly</p>

<p>To enhance and supplement the assessment process in school by introducing and embedding the Engagement Model to more effectively measure progress for pre-formal learners.</p>	<ul style="list-style-type: none"> •Deliver engagement model training to whole staff. •Planning meetings with focus on engagement •Whole school approach to recording progress using indicators. •Use evidence for learning to report progress to parents and governors. 	<p>Progress of pre-formal learners is difficult to demonstrate when using linear progress tools. Alongside routes for learning and annual review targets. The engagement model will enable us to more effectively demonstrate progress across all areas of pre-formal learning.</p>	<ul style="list-style-type: none"> •Planning moderation •lesson observations •Lesson study focus •Evidence for learning moderation •Pupil progress data 	<p>RW/AH</p>	<p>Half Termly</p>
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					Total budgeted cost	£5,000
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 Will Norris and Alex Haley 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. 	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.	

To close any gaps in learning identified following lockdown	<ul style="list-style-type: none"> Teachers to baseline and identify any gaps and children who may not be on track to meet targets. Booster sessions provided by teacher and HLTA bespoke to individual Additional support in Early years provided by Communication assistant to close gap on communication. 	Assessments undertaken by class teachers following children returning to school have shown some gaps for some children in the areas communication and emotional regulation/behaviour for learning. It is felt that with some intensive work, these gaps could be closed.	Planning moderation of sessions IEPs Pupil progress	RW	Termly
Total budgeted cost					£26,320
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 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		2021-2022		
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 raise standards and aspirations by developing robust, effective and meaningful planning for pathways into adulthood for all students.</p>	<p>See school improvement plan for detailed breakdown of actions.</p> <p>TLR appointed to lead on further improving planning for adulthood and transition planning.</p>	<p>Planning pathways paperwork and procedures in place.</p> <p>Students are much more involved in the planning process and student voice has been much improved. Students play a more active role in their transition reviews. Parent support advisor plays a more active role in working with each student prior to review to help them to make informed choices. Pathways documentation is clear for students on pre-formal, semi-formal and formal pathways to adulthood and are tailored to meet need.</p>	<p>This work has been extremely successful and will continue to be built on. Further plans have been implemented this academic year to further enhance the role of the parent support advisor in developing these pathways with students.</p>	<p>N/A</p>
<p>To enhance and improve pupil cultural capital by providing a breadth and wealth of experiences to widen the world around them.</p>	<p>See school improvement plan for detailed breakdown of actions. Whole school vision of cultural capital at Pear Tree for each type of learner. Review of curriculum to enhance and extend opportunities</p>	<p>We do not feel we have been able to truly have the intended impact we would have liked due to restrictions of COVID-19 and not being able to access activities beyond the classroom or have visitors into school. Work has been done around the curriculum and looking at how we can have impact.</p>	<p>This will continue to be a priority over this academic year due to limitations last school year.</p>	<p>N/A</p>
<p>To ensure pupils can access formal learning as quickly as possible and make progress across the curriculum by developing and implementing a recovery curriculum to support pupils returning to school following lockdown and COVID19 pandemic.</p>	<p>See school improvement plan for detailed breakdown of actions.</p> <ul style="list-style-type: none"> • Staff upskilled in trauma and recovery training. • SHINE curriculum embedded. • Identify pupils and families who may require targeted interventions for either mental health and wellbeing or academic. • Monitor pupil attendance. • Provide booster sessions for those pupils who require targeted interventions to close gaps in learning and monitor impact of these. 	<p>The SHINE curriculum has had a massive impact on pupils returning to school. Staff have been upskilled in mental health and trauma and apply knowledge to individual children. Appropriate interventions have been implemented where required and pupils are making progress in line with expected progress targets.</p>	<p>Commando Joe's programme will continue this year. Mental health and well being will remain a school priority this year. A focus on communication over the next academic year will support this.</p>	<p>Curriculum budget covered cost.</p>
<p>To develop pupil resilience and positive mental health and well being.</p>	<ul style="list-style-type: none"> • Ensure all staff are supported to facilitate interventions for pupils appropriately • Government catchup funding used for additional intervention • Commando Joe Programme introduced across school and key stages. 			

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	N/A
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.	£9,494
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.	£20,000
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**

- Due to lockdown, some planned interventions were unable to happen. These have been identified as priority areas for this academic year and funding is being allocated to close any gaps that may have occurred during the period of remote learning.