

Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	Langley Special School			Type of SEN (eg.PMLD/SLD/MLD etc.)	MLD/C&L
Academic Year	2018-2019	Total PP budget	£68,640	Date of most recent PP Review	Jan 2019
Total number of pupils	120	Number of pupils eligible for PP	52	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in Reading	62	55
% achieving UQ targets in Writing	55	81
% achieving UQ targets in Maths	71	50

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Social, emotional and behavioural needs (33%, 20%, 12%)
B.	Communication difficulties, non-verbal, limited language and understanding
C.	59 % (Reading) 59% (Writing) 56 % (Maths) of more able pupils are PP pupils
External barriers	
D.	PP Premium pupils are on the vulnerable list as compared to non-Pupil Premium pupils on the list 16:17
E.	Attendance (Attendance for PP pupils is 92.57% compare to 93.65% non-Pupil Premium pupils)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved behaviour and social skills. Monitoring of behaviour incidents and types of behaviour outcomes report from Inclusion Manager for whole school and individual pupils	Reduction in number of Behaviour Incidents
B.	Improved Communication skills- pupils achieve communication targets using AET progress measures to aid their understanding and expressive communication skills	SALT reports demonstrate progress

		Pupils make progress in line with non PP peers Progression on AET Communication scale
C.	Accelerate progress of Pupil Premium Pupils	Pupils in receipt of Pupil Premium funding achieve at least or above expected progress

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?
More Able pupils make at least expected progress through Quality Teaching, appropriate differentiation, SEN strategies and challenge	Training for staff, Sharing Good Practice meetings between staff for teaching strategies for pupils with range of needs to be CPD/staff meeting timetable , review timetable	Ofsted report, progress data and lesson observations show need to ensure the needs of all pupils are met within lessons, specifically the more-able. To raise attainment of more-able children across school and ensure they are being stretched. To use formative assessment to improve quality of differentiation. Sharing Good Practice and training support for Teaching and Learning strategies for pupils subject ready, with communication difficulties, sensory impairments, ASC and physical needs	Planning and work scrutiny; lesson observations; pupil progress, staff meeting/briefing timetable	DS maths (AHT)& literacy leads	Termly PP assessment analysis Lesson Observations Work and planning trawls
Review class groupings and curriculum offer in line with changing complexity of cohort	Pupils to be grouped based on their ability and primary needs Relevant training for staff (Good Practice, training for staff to on complex needs and pedagogy) Curriculum to be tailored to pupils' individual needs to allow for subject specific learning and assessment as well as their wider needs (communication, sensory, physical etc.)	Ofsted report, best Practice in Special schools, SIP visit feedback. Lesson observation and school data. Teaching and learning will improve when teachers are able to manage and tailor the teaching and learning to the pupils they teach. Staff training and sharing Good Practice will support staff in maintaining continuous Outstanding Provision. Where abilities and needs are significantly varied teaching and learning is less effective. To ensure all pupils can access an appropriate learning environment to ensure all pupils make at least expected progress.	Termly data analysis Lesson observations and Learning walks Pupil interviews	SLT/JA /MR (Groupings)	½ Termly July 2019
Access to occupational therapist to support children in the classroom to increase muscle tone and strength to increase access to a broad balanced curriculum	Both in school intervention Pathway and referrals to appropriate multi-agencies	Previous interventions have demonstrated that increased muscle tone and strength have supported pupils' in accessing the curriculum. This is seen in a number of activities, including increased stamina to sit, write, walking, engaging in PE and outdoor learning.	½ termly reviews and evaluations of interventions Intervention Team to work with OT to identify, implement and oversee all OT interventions	SS & Intervention Team	July 2019

	Embedding and timetabling interventions for individuals/whole classes within the curriculum and timetable				
Total budgeted cost					£7,000
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?
Raise English and maths attainment/skills for those groups of pupils and individual pupils identified as performing below expectations according to their learning ladders/flightpath data, including tailored interventions for physical, sensory needs to support access to the curriculum	Timed, planned interventions for Literacy/maths intervention programmes for identified pupils either through 1:1, small group, differentiation, planning accessible schemes of work. Interventions for sensory needs and motor difficulties	Previous interventions (individual/whole class/school) have proved to be successful in providing additional focused time for study on specific barriers to learning for the individual pupil. Evidence based research shows Pre teaching and additional 1:1 class support, whole school approaches through funded TAs contributes to higher pupil outcomes. Previous interventions to target sensory and motor needs have shown positive impact on pupil progress and access to a Broad Curriculum. Half-termly data will show data in relation to their flightpath. Pupils Outcomes improve further.	Using the data from the last half-termly assessment, the subject lead for maths/English will identify those at risk of, or currently performing below expectations. They will agree a timed programme of intervention with the relevant intervention team member and/or class teacher. The subject lead and Intervention lead with AHT/HOS will retain responsibility for reviewing the relevance of the intervention.	HOS /MR (AHT)	Termly data progress reports ½ termly individual pupil reports following intervention Planning – shows intervention strategies planned for End of year review: July 2019
Communication is improved for pupils	SALT, Communication Named member of Intervention Team	Ongoing targeted support for Pupils identified as having Speech and language needs. Previous intentions, training and support by SALT and Communication member of School's intervention team demonstrate improved communication and consistency of approach in previous years. Pupils communication, speech and language improve and have an holistic positive impact on pupils	Pupils receiving SALT interventions will give SMART targets ½ termly during PP review which will be reviewed at 6 weekly intervals (prior if achieved). Use of AET social scale to measure increase in social confidence. Class teachers to report on difference noticed in verbal interactions (frequency, audience, development of social language)	Intervention Team	Termly
Holistic support for pupils by working with child, family and school to support parenting,	Malachi	Family support workers from Malachi can support the child, family and school with a range of issues,	Reports from Malachi	SS	Termly

behaviour and emotional support and skills		that link to the behaviour, confidence and emotional needs.	Regular meetings with Malachi and Pastoral Support and Family Support worker		
Improve attendance of Pupil Premium Pupils' attendance	Adopt Birmingham City Council's CC 'Fast Track' Policy for managing attendance Malachi	Attendance for PP pupils is lower when compared to non-Pupil Premium Pupils. 'Fast Track' provides a consistent approach supported by BCC. Year wide in school interventions and incentives to improve attendance (weekly awards, attendance weeks, raffles)	Regular meetings with EWO Regular meetings with Family worker and Malachi to support children and families with issues effecting low attendance	SS	Termly
Total budgeted cost					£46,140

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?
Raise pupils self-esteem and ability to regulate behaviour	1:1 and small group Self-esteem and Anger management therapeutic interventions	Evidence-based therapeutic interventions involving pupils improve personal, emotional social development and improved behaviour show improvement in pupil self-esteem and behaviour through developing the pupils' Thinking skills and communication. Those pupils in school who have communication difficulties, emotional and behaviour difficulties, ASC, sensory impairments can find accessing the curriculum challenging. Improved self-esteem and behaviour will result in improved access to the curriculum and school activities	½ Termly Reports of individual pupils following the intervention (<i>Pupils identified through behaviour tracking data at ½ termly reviews and by referral of class teachers. Appropriate therapeutic intervention will be put in place for agreed timescale until course is complete</i>)	JA	Termly
Improve behaviour during social times (Lunch Time support)	Enhance access to Lunchtime clubs and activities	Previous behaviour data shows that increased activities and engagement with pupils through a range of activities improves pupils' positive behaviour in less structured times e.g. Lunchtime/playtime	Training to lunchtime supervisors and support staff Allocating staff to specific activities Seeking the opinions of pupils to know which activities they enjoy doing	SS	July 2019
Total budgeted cost					£15,500

6. Review of expenditure

Previous Academic Year		2018-19			
i. Quality of teaching for all					
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on	Lessons learned (and whether you will continue with this approach)	Cost	

		pupils not eligible for PP, if appropriate).		
Improve staff/pupil ratios in class-based teaching sessions through additional individual/small group sessions running alongside Provide timetabled individual/small group sessions to improve readiness for learning	Pupils more able to access curriculum Improved attainment levels and rates of progress	Success criteria partially met Outcomes for Pupil Premium pupils were at least in line with non-PP peers and exceeded in number. Outcomes in writing were below. Given the high percentage of boys eligible for PP (70.6%), outcomes were particularly strong in reading and number	More refined and specifically targeted academic interventions required moving forward	£24,000

ii. Targeted support

Action	Intended outcome	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
Provide Occupational Therapy and speech and language support for identified pupils Pupils to be individually assessed, specific programmes to be written and carried out by class staff	Communication barriers reduced Sensory sensitivities reduced so pupils more able to access learning	Success criteria met Evidence from teachers, support staff and lesson observations show pupils more able to engage with learning as programmes delivered by staff more clearly focused on specific barriers to learning Increase in staff confidence in delivering programmes, evidenced in handover of programmes to staff to deliver for longer term sustainability	Evidence needs to be more concrete to fully evaluate effectiveness	£20,000

iii. Other approaches (including links to personal, social and emotional wellbeing)

Action	Intended outcome	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>Senior Learning Mentor to deliver/ signpost to parenting programmes and other methods of support eg Cygnet, Early Help</p>	<p>Improved communication between home and school Families able to access a wider range of resources to be able to more ably support their child at home</p>	<p>Success criteria met Cygnet course run at Beaufort for Langley and Beaufort Parents- impact parents gained knowledge and confidence in supporting their ASC children at home and in the community Home visits in school holidays reduce parental isolation Signposting to relevant agencies has increased parents' opportunities for social capital Running Early Help strategy meetings facilitates multi-agency co-ordination and effective communication</p>	<p>Highly effective in supporting parents particularly our most vulnerable families Highly effective in supporting safeguarding as communication and information has informed school safeguarding strategies to enable school to be more pro-active Consideration of capacity – ideally an increase is required to meet the demand/need</p>	<p>£19,570</p>
<p>Malachi support worker to respond to parent needs and provide wellbeing overview for pupils of identified families</p>	<p>Improved behaviour based on more positive wellbeing</p>	<p>Success criteria met Improvement in wellbeing indicators, as quantified on the Malachi recording system</p>	<p>To maintain provision</p>	<p>£9,000</p>
<p>Provide additional support at lunchtime through the employment of lunchtime supervisors</p>	<p>Enhanced access to lunchtime clubs and structured play opportunities which will improve behaviour at lunchtime</p>	<p>Success criteria met External monitoring by Executive Headteacher of behaviour provisions in Birmingham commented on the calmness during lunchtime play Evidence of lunchtime activities available on school website</p>	<p>To maintain provision</p>	<p>£8,000</p>