**Pupil Premium strategy statement**

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| Summary Information |
| **School** | Chesnut Lodge School |
| **Academic Year** | 2018 - 19 | **Total PP Budget** | £48,555 | **Date of most recent PP review** | July 2018 |
| **Total number of pupils** | 66 | **Number of pupils eligible for PP** | 45 | **Date of next internal review of this strategy** | July 2019 |

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| Current attainment and strategy |
| *All pupils from Reception age onwards at Chesnut Lodge have an Education Health Care Plan or a Statement. Levels of ability range from P1(i) to National Curriculum level 4. Progress and attainment therefore, are measured in a variety of ways that are appropriate for the individual’s particular learning profile.**Data indicates that in general, pupils who are disadvantaged or who are looked after do as well as their peers when compared to pupils from the same starting points. We believe that this is partly due to the personalised programmes which are put in place to supporting learning and in removing barriers to learning for all pupils. The pupil premium supports us in this by enabling us to provide additional resources to meet the needs of identified groups.*  |

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| Barriers to future attainment (for pupils eligible for PP) |
| In-school barriers |
| 1. Communication difficulties linked to level and type of disability.
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| 1. Specific emotional health and wellbeing, and behavioural difficulties linked to disability or life experience.
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| 1. Access difficulties linked to level and type of physical disability.
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| 1. Attendance and access difficulties linked to complex medical conditions.
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| 1. Access difficulties liked to level and type of sensory impairment
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| External barriers |
| 1. Health issues or parental response to disability that limit attendance at school.
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| 1. Lack of access to social, educational, cultural activities within and outside school to enrich understanding of the World.
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| Desired outcomes | Success Criteria |
| All pupils with good attendance make at least expected progress in core subjects as defined by the school’s assessment processes. | All pupils with over 95% attendance to make at least expected progress. |
| To improve basic skills in independence | Achievement of or progress towards the bespoke agreed objectives. |
| To improve basic skills in self-care and hygiene | Achievement of or progress towards the bespoke agreed objectives. |
| Personal issues not impacting on learning | Readiness to learn |

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| Planned expenditure |
| Academic year: 2018 - 19 |
| **Quality of teaching for all** |
| *Desired outcome* | *Chosen action / approach* | *What is the evidence and rationale for this choice?* | *How will you ensure it is implemented well?* | *Staff lead* | *When will you review implementation?* |
| To further embed Signalong/ sign- supported- English and the use of symbols across all areas of the school, including peer to peer and pupil to staff to improve receptive and expressive language skills.  | Staff training in Signalong / sign-supported English (estimate £350).Purchase of Signalong / sign-supported English books/resources (estimate £400). Training for parents and carers in Signalong / sign-supported-English (1 x half day cover costs £80).Staff training in symbol writing (1 x staff meeting/twilight estimate £350)Purchase of symbol writing software (approx. £900) | Increasingly complex learning needs of pupils means that a Total Communication approach is required.All pupils and staff must be equipped to fully understand and communicate with each other.  | Monitoring of signing/symbol use in classroom observations, learning walks, school assemblies.  | English leadSLT | TermlyEnd of Year. |
| To raise attainment across the science curriculum. | Visiting science specialists in school as part of National Science Week (approx. £500)Science Wow days across the year (estimate £200) | Scientific enquiry identified as area requiring further support. Pupils inspired to learn about space.  | Monitoring of classroom observations focussing on development of enquiry skills.  | Science leadSLT | TermlyEnd of Year. |
|  | Total budgeted cost: | £2780 |
| **Targeted support** |
| *Desired outcome* | *Chosen action / approach* | *What is the evidence and* ***rationale*** *for this choice?* | *How will you ensure it is implemented well?* | *Staff lead* | *When will you review implementation?* |
| To raise attainment of pupils in core subjects and to support personal and pastoral needs.  | Targeted intervention session (1-2-1 and small groups sessions). | Specialised staff required to provide high quality interventions focussing on key skills holding students back – removing the barriers to learning. | Intervention leads monitoring use of sessions and LT reviewing on termly basis.All training requests considered by LT.Feedback from training will be gathered. | Intervention leadsLeadership Team | TermlyEnd of Year. |
| Targeted pupils show a reduction in the intensity and frequency of incidents and improved health and wellbeing (reduced anxiety/ reduced stress) | Provision of Nurture Group.  | Further understanding of pupil’s emotional needs is required, linking to the 6 nurture principles. | Analysis of behaviour data, Boxall Profiles and ELSA’s by LT. Observations of nurture sessions by LT. Analysis of incident data. | Nurture lead | 6 month and 12 month reviews. |
| Targeted pupils improve basic skills in self-care and independence. | Purchase of individualised, specific equipment following identification by continence/OT/Physio/ school. | Specialised resources required to enable students to become as independent as possible in this area. | Regular meetings with class staff, continence link person, IC staff etc. | Deputy HeadHLTALeadership Team | TermlyEnd of Year. |
| Targeted pupils improve access to the curriculum. | Purchase of individualised, specific equipment following identification by SALT/OT/Physio/ school/ parents/pupils.  | Specialised resources required to enable students to achieve their full potential despite barriers to learning.  | Regular SALT meetings, phase meetings, Programme reviews/governor reports, lesson observations.  | Leadership TeamCurriculum leads | TermlyEnd of Year. |
| To enable all pupils to access learning outside of the classroom (LOTC) | Support with individual contributions for trips and visits.  | Educational visits provide students with experience which ignite their interest and consolidate learning. They are seen as an essential element of the school curriculum. | Feedback from visits through the “Evolve” system, and pupil work. | Phase leaders | TermlyEnd of year |
|  | Total budgeted cost: | £42,775 |
| **Other approaches** |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To improve the functional and physical skills of pupils with full consultation between parents/carers, school, student and therapy services.  | Purchase of adaptable equipment to support the physical development of different pupils. | Individual support equipment can take significant amounts of time to be assigned. Adaptable equipment will reduce time pupils spend waiting for physical support.  | Monitoring of Move targets.Monitoring of Physical development progress.Feedback from OT/Physio | Move leadSLT | TermlyEnd of Year |
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|  Total budgeted cost: £3000 |

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| Review of expenditure |
| Previous Academic Year 2017 – 18 Total available: £51,630 |
| **Quality of teaching for all** |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
| To improve the teaching of English. | To provide ideas for and inspire staff in their teaching of poetry through visiting poets. | For English levels to improve in the area of writing (specifically in the poetry elements). | Over the 17/18 academic year, this number has increased by 85% of a level, from average 19% of P5 to 4% of P6. | £250.00 |
|  |  |  | Sub Total: £250.00 |
| **Targeted support** |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
| To raise attainment of pupils in core subjects and to support personal and pastoral needs.  | Targeted intervention session (1-2-1 and small groups sessions). | For academic levels in English and maths to improve for pupils known to have plateaued in key strands or to require increased challenge in key areas.  | 22 pupils were identified for intervention in English/CLL, with 20 achieving within their target range and 4 exceeding. 11 pupils were targeted with intervention in maths, with 10 achieving in their target range and 4 exceeding. Strong success rate this year.  | £36701.77  |
| To improve the functional and physical skills of pupils with full consultation between parents/carers, school, student and therapy services.  | Set up regular MOVE meetings.Targeted individual and small group MOVE sessions.Targeted pupils assessed for large pieces of equipment  | Improved functional skills for pupils with physical difficulties.Improved curriculum access as a consequence.Improved confidence and mental well-being as a consequence. | Pupils have increased their tolerance when using specialist equipment which has developed their weight bearing skills. There has been prompt reductions when transferring. Pupils have improved their head control, weight bearing, leg movement and are developing confidence. | £5641.40 |
| Targeted pupils show a reduction in the intensity and frequency of incidents and improved health and wellbeing (reduced anxiety/ reduced stress) | Targeted 2 day trauma training for nurture staff. TA support for nurture sessions.Resources to support individual pupils with anxiety.  | Reduction in the number of reported negative behaviour incidents.Improvement in emotional health and wellbeing.Reduce lost learning time due to emotional/behavioural support requirements. | Key pupil incident numbers significantly decreased as a result of targeted support and/or nurture provision.Learning time significantly increased and progress increased.  | £6041.21  |
| Targeted pupils improve basic skills in self-care and independence. | Purchase of individualised, specific equipment following identification by continence/OT/Physio/ school. | All pupils can access the curriculum and other needs as independently as possible.  | Although minimal requests in this area this year, purchase means that pupil can continue to record own work without adult support.  | £6.45  |
| Targeted pupils improve access to the curriculum. | Purchase of individualised, specific equipment following identification by SALT/OT/Physio/ school/ parents/pupils.  | For all pupils to have the necessary equipment to make the maximum progress in all subject areas.  | Improved communication and choice making for key pupils. Filtering through into all lessons.OT requests enabled pupils to continue to access swimming PE sessions.  | £924.17 |
| To enable all pupils to access learning outside of the classroom (LOTC) | Support with individual contributions for trips and visits.  | For pupils to access LOTC experiences despite family ability to contribute.  | No expenditure required in this area this year.  | £0.00  |
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| Subtotal : £ 49315.00  |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
| To improve curriculum access for all pupils with mobility needs by reducing the amount of learning time lost to physical needs. | Add mobile hoist to school’s inventory to enable pupils to remain in class during sessions. | Pupils will remain in class for increasing amounts of time, consequently improving progress through accessing a higher percentage of teaching and learning.  | Staff report huge increase in whole class involvement as postural management and chair switches etc. can now take place in classrooms. Hygiene area now fully accessible by all pupils without having to move to other areas of the school with pupils requiring hoists. Consequently learning time has also increased.  | £2065 |
| Subtotal: £2065.00  |
| **Total Spent for 2017/2018: £51630.00** |