**Pupil Premium strategy statement**

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| Summary Information | | | | | |
| **School** | Chesnut Lodge | | | | |
| **Academic Year** | 2017 - 18 | **Total PP Budget** | £51,630 | **Date of most recent PP review** | April 2017 |
| **Total number of pupils** | 67 students from Reception to Yr 11 | **Number of pupils eligible for PP** | 41 | **Date of next internal review of this strategy** | July 2017 |

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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. |
| 1. Specific emotional health and wellbeing, and behavioural difficulties linked to disability or life experience. |
| 1. Access difficulties linked to level and type of physical disability. |
| 1. Attendance and access difficulties linked to complex medical conditions. |
| 1. Access difficulties liked to level and type of sensory impairment |
| External barriers |
| 1. Health issues or parental response to disability that limit attendance at school. |
| 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: 2017 - 18 | | | | | |
| **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 improve the teaching of English. | To provide ideas for and inspire staff in their teaching of poetry through visiting poets. | For learning support to be effective it needs to be targeted and undertaken by skilled staff. | All training requests considered by LT.  Feedback from training will be gathered. | Class teachers  Leadership Team | Following specific training.  Termly monitoring and reviews of progress. |
|  | | | | Total budgeted cost: | £1000 |
| **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 leads  Leadership Team | Termly  End of Year. |
| 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 | Move programme requires regular meetings of professionals to agree targets, monitor and discuss next steps.  Programmes need to be carried out regularly by skilled staff.  Bespoke equipment is required to enable students to access the programme and develop the skills. | Move programme monitored by Move coordinator | Move programme coordinator.  Deputy Headteacher  Leadership Team | Following specific training.  Termly (MOVE)  End of Year. |
| 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. | 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. | 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 Head  HLTA  Leadership Team | Termly  End 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 Team  Curriculum leads | Termly  End 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 | Termly  End of year |
|  | | | | Total budgeted cost: | £47,630 |
| **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 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. | Hoisting in class reduces lost learning time by allowing pupils to still hear lessons and re-join them much quicker. | Staff training.  Phase meetings.  Risk Assessments. | HLTA  Moving and handling staff. | EoY 17/18 |
| Total budgeted cost: £3000 | | | | | |

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| Review of expenditure | | | | |
| Previous Academic Year 2016 - 17 | | | | |
| **Quality of teaching for all** | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
| All pupils with good attendance make at least expected progress in core subjects as defined by the school’s assessment processes. | Targeted learning support provided to ensure pupils engage in teaching groups that closely match their learning needs. Funding for additional / bespoke training for Support Staff depending on their previous experience.  38@ £54 = £2,052 | Staff trained in nurture programme.  Staff trained in using “Desty”.  Nurture group now set up and 5 pilot students attending regularly.  Programme has been implemented with 1 student, confidence boost is having an impact on progress in core subjects. | School working towards Nurture schools Award  Longer term impact of Nurture yet to be assessed. Baselines established for all students and target set.  Desty implemented with one pupil. Pupil displaying increased motivation in his sessions. | £2,052 additional TA time  No cost to DESTY training.  Two day supply for TA to attend Nurture training/school visits = £180  2 additional staff for 2 sessions weekly for nurture x 12 weeks =£904.32  £29.41 x 12 intervention sessions= £352.93 |
|  |  |  | Sub Total: £3489.25 | |
| **Targeted support** | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
| Identified students with good attendance make at least expected progress in core subjects as defined by the school’s assessment processes. | Regular targeted intervention sessions planned focussing on key objectives.  Partial cost of support staff: £20,575  Inclusion opportunities (GCSE access off site)  £6,600  Training for specific staff eg: eye gaze  Purchase of Resources | Students in receipt of pupil premium making good or outstanding progress as a result of regular interventions.  One student attending another school and achieve ICT /science GCSE.  For targeted students to increase communication and active participation in lessons, consequently raising assessable attainment levels.  Students/small groups with specific needs will receive targeted resources to increase progress. | 80% of pupils in Spring term are currently making expected or above progress in targeted subjects, with 28% exceeding expected targets after intervention. Remaining pupils were identified for continuing intervention into 17/18 financial year.  Student now revising for final exams after completing all coursework and predicted Grades D/E.  ACE centre North assessments complete. New Eyegaze technology identified. Systems to be trialled and training to be provided during 17/18 financial year.  Online resources have increased pupil engagement in learning and targeted 100% of targeted pupils have achieved or exceeded target range. | £16,728.42 on over 100 targeted intervention for pupils receiving PP.  Interventions additional = £6,337.50  1 TA support to attend off site GCSE provision acting as scribe/reader in lessons = £6,600  Moved to 17/18 financial year.  Purchase of Education City license = £238  Purchase of MyMaths = £299  Purchase of E-Reader = £49.99  Purchase of ‘Epic’ reading subscription £4.16 x 4 months = £16.64 |
| Targeted pupils develop functional use of movement to learn.  Targeted pupils are assessed and provided with appropriate equipment to enable them to access the curriculum effectively and as independently as possible. | Bespoke programmes drawn up for selected students.  Regular planned 1:1 and group sessions to develop agreed skills.  Regular professional’s meetings to monitor progress and agree next steps.  5 @ £100 and 30 @ £54 = £2,120 (postural management hrs to attend PE)  Purchase of appropriate equipment to enable the students to follow the agree programmes.  £2,000  Purchase of appropriate equipment to enable students to effectively access the curriculum.  £4,000 | To increase physical development in targeted pupils to increase mobility, independence and accessibility of learning.  For pupil’s physical skills to be developed in a safe and appropriate manner under supervision of qualified physio and occupational therapists.  Increased participation and progress in targeted activities for targeted pupils.  Increased participation and progress in targeted subjects / classes. | Bespoke programmes drawn up.  Improved mobility and independence for targeted pupils, including independent sitting, sitting without aid of specialised seating, independent use of electric wheelchairs etc.  Programmes drawn up for pupils by multidisciplinary team around individual pupils. Physical progress evident in  Unable to purchase equipment until appropriate pieces are identified by physio/OT. Transfer to next financial year.  Purchase of new music equipment has increased range of provision due to more accessibility in mixed groups and more engaging resources. Progress to be assessed July 17. | No cover costs  Postural Management staff working with individual pupils @ £8.57 ph x 114 = £976.98  5 @ £100 and 30 @ £54 = £2,120 (postural management hrs to attend PE)  NA    Purchase of specialised music equipment = £1024.70 |
| Targeted pupils show a reduction in the intensity and frequency of incidents and improved health and wellbeing (reduced anxiety, reduced stress) | Implementation of The Nurture Programme to further develop the ethos and environment of the school as a nurturing place to access education (including training for staff, resources, audits, inspection etc).  Purchase of PSHE resources. £100 | Pupils attending nurture sessions to reduce time spent out of class due to behavioural, social and emotional issues, consequently increasing time spent engaging in learning.  For delivery of PSHE to meet the diversifying needs of all pupils. | Nurture Group set up and running. Pupils attending have been baselined.  Key pupils reduced time spent out of class requiring emotional support.  Slight reduction in behavioural incidents for key pupils.  Audit has taken place, including for SRE resources. Emotional Health and Wellbeing resources have been identified as priority and will be transferred to next academic year. | 3 day accredited training from The Nurture Network= £575  Purchase of resources = £65  NA |
| Targeted pupils demonstrate improved basic skills in self-care and hygiene | Specialised equipment for independence (ie Continence equipment)  £100 | Pupils will be able to access waterbased activities to increase physical development.  Reduction in time taken out of class for intimate care. | Specialist swimwear has reduced the amount of swimming lessons having to be cancelled for targeted pupils and physical progress in the water has been able to continue. | Purchase of specialist swim wear = £86  Purchase of specialised continence products = £45.40 |
| Students unable to access school due to medical issues, maintaining contact and engaging in appropriate educational activities off site when appropriate. | Home/School tutor for pupils unable to access education on site (medical reasons).  HLTA liaison link with hospitals / alternative care providers.  Funding will be allocated as required estimate: £4,420 | Improved links with home will reduce time spent at home.  Improve ease of transition for pupils after medical absence.  Maintain base level of skills in pupils. | Families reported that visits gave them a link with school and provided them with the confidence to gradually introduce their child back to school life.  Hospital staff had opportunities to observe school staff in activities and continue them with better knowledge of the child. | £4,088 contribution to HLTA time. |
| Subtotal : £39250.63 | | | | |
| Total Spent for 2016/2017: £42739.88 | | | | |