

## Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	The Orchard's Specialist School			Type of SEN (eg.PMLD/SLD/MLD etc.)	Complex
Academic Year	2018 /19	Total PP budget	£15,180	Date of most recent PP Review	Sept 2018
Total number of pupils	35	Number of pupils eligible for PP	11	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 communication	Data collection is still in progress due to new nature of the school. This evidence will be available for 2019 / 2020 school year.	
% achieving UQ targets in maths		

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	A significant number of pupils have communication and language difficulties
B.	A significant number of pupils have difficulties with emotional regulation and sensory integration this is negatively affecting their ability to access the school day and be ready to learn.
C.	The current school curriculum does not offer enough personalisation opportunities.
<b>External barriers</b>	
D.	For the school to gain the Right's Respecting Silver Award. This ensures that all children, but particularly those statistically most vulnerable to abuse, are given a voice and know that they have a right to be safe at school, home and in the wider community.
E.	Some children travel significant distances to access school and do not have the opportunity to have breakfast at home before travelling to school.
F.	High numbers of families live complex lives below the poverty line and need school support to access information, support and advice.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To embed a total communication approach throughout the school. Become an ELKAN / Communication friendly school so that all, but particularly our most vulnerable children can communicate with trusted adults.	Both Senior Leaders in the school will have completed the train to train

		programme and will be equipped to deliver whole staff and parent workshops. ELKLAN philosophy will be evident throughout the school's total communication approach.
<b>B.</b>	To provide targeted support via an occupational therapist to children across school including access to sensory diets and circuits.	Occupational therapist to be onsite 1 day a week. Number of parent workshops to be offered in school and at Kings Rd Primary. Children to be accessing sensory circuits and diet as noted on personalised learning plans.
<b>C.</b>	To create a school curriculum which offers greater ability to personalise curriculum and meet the needs of learners based around EHCP outcomes.	The creation of an innovative, personalised and aspirational curriculum which meets the needs of all learners, but ensures that particularly our most vulnerable learners are able to meet the outcomes of their EHCP's
<b>D.</b>	For school to gain the 'Right's Respecting' Silver Award.	Award gained
<b>E.</b>	To offer a 'Start the day the right way programme' which enables children to have needs met on arrival at school meaning they are more able to access learning opportunities throughout the school day.	Ensure that each child is welcomed into school and supported to access their priority learning through
<b>F.</b>	To ensure that all children and families have equal access to school through purchase of uniform, taxi's to attend meetings etc	All children have appropriate uniform. Parents are able to attend events etc – distance is not an issue.

5. Planned expenditure					
Academic year	2018/19				
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?
To provide a total communication approach by ensuring that the school is using the ELKLAN strategies across the curriculum and wider school.	ELKLAN	Nationally recognised to improve communication & language in children with ASD / Complex needs and SLD	Ensure 2 senior leaders complete the 'train to train' qualification. This gives quality assurance across the school and wider community.	HOB / HW	July 2019
To create a bespoke curriculum which offers children the opportunity to focus on their priority learning whilst ensuring a broad and balanced curriculum	Creation of The Orchard's curriculum and appropriate resourcing to support this.	Our core offer includes a personalised approach to learning which needs to be woven through a bespoke curriculum to enable children to access their learning in a priority led model. There is rationale within the children's EHCP and the COP 2016.	Senior Leaders to create a bespoke, innovative and creative curriculum which takes account of children's priority learning.	HOB	July 2019
<b>Total budgeted cost</b>					£4500
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?
To provide targeted support via OT to children across school including access to sensory diets and circuits.	OT support onsite	We know that approximately 75% of the children receiving PP funding have a diagnosis of ASD with associated sensory integration needs. The OT provides support and guidance for children, staff and families which ensures better understanding around sensory needs and that we are able to meet these needs.	High quality OT support – regular meetings with SLT OT to be part of the school development team	HOB / TB	July 2019
For all children in receipt of PP to be provided with 2 x school uniform jumpers or cardigans	Uniform provided	We know that many of our children are cued in for school once they are wearing their uniform. It helps them to recognise it is school time and that they should now be 'ready to learn'.	Ensure that uniform is ordered as part of the children's welcome packs.	Office	July 2019

<b>Total budgeted cost</b>					£10,500
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide a nurturing breakfast for all PP children each day.	Start the say the right way	Research shows that children who eat a healthy breakfast are better able to learn and regulate throughout the school day.			
For school to gain the 'Right's Respecting Mark'.	Unicef Right's Respecting Mark	<a href="https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/">https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/</a>			
<b>Total budgeted cost</b>					£1000

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To have whole school assessment system which supports next step in learning	To purchase assessment software which will enable teachers to full	PIVATs has been purchased and is being used to support teachers in planning and assessment	PIVATS is a good current tool. The conclusions and recommendations of the Rochford Review will mean a review of this practice for the future.	£1000
For all children to have books to take home.	To build a bank of reading books which children can take home.	Reading books have been purchased for school so that children who are ready to access home learning are able to take books home each night.	N/A	Scholastic books = £1,200
To provide all the school essentials so all children have an equal start.	To provide school bags, fleeces, water bottles, etc for all children.	All children now have book bags, fleeces, water bottles and are using these throughout the school day.	It is important to families that children have clear uniform items for school as these help the children to be cued in for transport.	£1800
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

To ensure that all children are receiving a fully personalised approach to their learning.	Release of a specialist teacher for one day a week to complete individualised observations and assessments so that can ensure we are considering 'the whole child'. An individualised approach to learning will then be built around the child, including specific focus on breaking down barriers to learning.	The school has made steps towards personalised approaches for a number of children. Where the specialist teacher spent most time there has been a significant and sustained improvement in this area.	As the school continues to grow and develop it is important that each class has opportunity to be coached and mentored by a specialist teacher. This has shown to have significant impact on standards however needs to be fully rolled out across school.	£4000
To offer a subsidised breakfast club to all children.	Breakfast club is provided for families struggling to complete the morning routines	Breakfast club is a good support for children who access. It enables families to drop children off rather than them using transport.	Breakfast club is a really good way of supporting children, particularly our more vulnerable families. This will continue with a roll out to a nurture breakfast for all PP children.	Staffing; £70 x 39 weeks = £2,660 Food costs:

### 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
To upskill staff around using creativity to support all areas of the curriculum.	Employ a creative HLTA who works alongside teachers for 2 hours a week.	The Creative HLTA post was used last year to upskill staff. This has been successful and this post will not be continued for this academic year.	Staff have been upskilled in this area. The school development plan indicates different areas of focus for the upcoming academic year.	£3500
To deliver parent workshops.	1 per term. The workshops are identified by requests from parents and evidence from the parental questionnaires and school improvement priorities.	Parents have been supported but not through workshop model due to difficulties outside of the school's control – we will offer workshops next year.	Linking with parents is a vital part of the school development plan for 2018/19. This is an ongoing piece of work.	£1000

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.