

## 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          | 2019/20                         | Total PP budget                  | £19,800.00 | Date of most recent PP Review                  | Sept 2019 |
| Total number of pupils | 52                              | Number of pupils eligible for PP | 15         | Date for next internal review of this strategy | July 2020 |

| 2. Current attainment   |
|---|
| Each pupil has their own Personalised Learning Intention Maps – evaluated each half term. Evidence of progress is logged via Class Dojo and this year Evidence for Learning. This progress is rag rated half termly as part of our assessment process.  |
| <p>Analysis</p> <p>The learning needs and barriers to progress for pupils at The Orchard's are unique to each pupil therefore we focus on each individual child's aspirations, barriers and strategies to target interventions and support. Each child's Personalised learning file and EHCP Review outlines their progress, identified barriers to learning and interventions.</p> |

| 3. Barriers to future attainment (for pupils eligible for PP )   |
|--|
| <p><b>In-school barriers</b></p> <p>Barriers to learning are mapped out per child in their personalised learning files</p> <ul style="list-style-type: none"> <li>• Communication and interaction – the majority of our children need additional support with communication including the need for AAC and social use of language.</li> <li>• Sensory Integration – a large number of children have sensory processing issues which need to be managed to ensure that children are regulated and ready for learning.</li> <li>• Levels of engagement - many of our children find it difficult to engage in independent and/or directed learning</li> <li>• Social, emotional and independence skills – our children need support in developing social and independence skills to enable them to have positive and meaningful interactions in their community.</li> </ul> |

| 4. Outcomes |  |  |
|-------------|--|--|
|             | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>                                  |
| A.          | All pupils will have an effective method of communication appropriate to individual need and will use these skills for social interaction. | Pupils will make progress in communication measured by a |

|           |  |  |
|-----------|--|--|
|           |  | range of assessment tools and evidenced in Pupil Progress Profiles. Pupils will demonstrate improved independence in use of augmentative and alternative communication approaches.   |
| <b>B.</b> | Pupils will make progress in My Communication, and My Thinking (Literacy & Numeracy).        | Progress will be evidenced in Pupil Progress Profiles.   |
| <b>C.</b> | Pupils will make progress in social and independence skills.                                 | Progress will be evidenced in Pupil Progress Profiles .  |
| <b>D.</b> | Pupils with Sensory Processing difficulties will have access to individualised Sensory diets | Sensory diets are embedded into the school day<br>Pupils are better able to regulate their own behaviour and engage positively with learning activities.<br>Pupils achieving their individual targets across the curriculum, evidenced in Pupil progress files |

## 5. Planned expenditure

Academic year

2019/2020

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? |
|---|---|---|---|------------|--------------------------------------|
| Individual pupil progress is easy to identify and track against PLIMS.  | Evidence for Learning   | The needs of our pupils are unique to each individual, and it is important that we can highlight and demonstrate individual progress that is relevant and meaningful to each pupil and to their families.   | Monitoring of Personalised Learning Intentions to ensure that they are relevant, meaningful and measurable.<br>Monitoring of pupil progress files in EFL.<br>Pupil Progress meetings.<br>Moderation of PLIMS and judgements – internal and external.                            | SLT        | Ongoing                              |
| Pupils communication needs are met; pupils demonstrate / make progress in communication and social use of language skills                     | Toolbox of communication strategies: Intensive interaction, ALI boards<br>PECS &<br>Communication Books<br>Lego Therapy | This is a key area in our school; communication skills have an impact on the whole curriculum and on progress in all areas and all aspects of life. Individualised curriculum means that each pupil needs fully personalised communication resources. | Monitoring of Personalised Learning Intentions to ensure that they are relevant, meaningful and measurable.<br>Monitoring of progress in My Communication against Personalised Learning Intentions<br>Monitoring of planning.<br>Lesson Observations<br>Pupil Progress meetings | SLT & SALT | Ongoing                              |
| Pupils demonstrate / make progress in social and independence skills. They build relationships with each other and show increased resilience. | Commando Joe<br>Planned intervention targeting on each individual pupils next steps.                                    | This is a key area of focus. To maintain high standards of behaviour pupils need to make progress in social and independent skills – and their ability to self regulate and direct in these areas.  | Monitoring of Personalised Learning Intentions to ensure that they are relevant, meaningful and measurable.<br>Monitoring of progress in My Communication against Personalised Learning Intentions<br>Monitoring of planning.<br>Lesson Observations<br>Pupil Progress meetings | SLT        | Ongoing                              |

|   |  |  |  |                   |   |
|---|--|--|--|-------------------|---|
| Pupils demonstrate / make progress in Literacy and Thinking skills.   | Planned challenging Interventions focusing on each pupil's next steps.                 | Literacy and Thinking skills are key to helping children make sense of the world and to help them to access the wider community with greater independence. | Monitoring of Personalised Learning Intentions to ensure that they are relevant, meaningful and measurable.<br>Monitoring of pupil progress files in EFL.<br>Pupil Progress meetings.<br>Moderation of PLIMS and judgements – internal and external. | SLT               | Ongoing                                     |
| <b>Total budgeted cost</b>  |  |  |  |                   | <b>£8 950.00</b>                            |
| <b>ii. Targeted support</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> |
| Sensory Diets<br>Increase pupils' engagement in learning by regulating their Sensory Processing difficulties.<br>Reduce incidents of challenging behaviours | OT onsite 2 x half day a week<br>Sensory training<br>Assessment<br>Resources<br>Audits | Large percentage of pupils struggle to self – regulate their sensory input   | Staff training<br>Tracey Beresford to moderate our practice and programmes<br>Observations<br>Pupils progress meetings<br>MAST meetings  | HOB               | Every half term                             |
| TEACCH  | TA time<br>Resources   | TA3 time   | Training<br>Monitoring of assessment<br>Observations<br>Pupil progress Meetings  | HOB               | Every half term                             |
| Communication   | Training – ELKLAN mats<br>Resources<br>TA times  | Communication is key for all learners at The Orchard's. It needs continued focus and investment so all children can have a voice                           | Training<br>Monitoring of assessment<br>Observations<br>Pupil Progress Meetings  | HW                | Every half term                             |
| <b>Total budgeted cost</b>  |  |  |  |                   | <b>£12,000</b>                              |
| <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 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>  |                  |  |   |        | £1000     |

| <b>6. Review of expenditure</b>  |  |   |   |             |  |
|--|--|---|---|-------------|--|
| <b>Previous Academic Year</b>  |  | <b>2018/19</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 provide a total communication approach by ensuring that the school is using the ELKLAN strategies across the curriculum and wider school. | ELKLAN   | Total communication approach now runs throughout school. Needs embedding as new staff join the team. My choice , My voice approach has improved progress in the area of My Communication. Impact evidenced in Pupil Progress Meetings | Approach to continue. Needs to be embedded and reviewed regularly to ensure all learners needs are being met.   | £1000       |  |
| To create a bespoke curriculum which offers children the opportunity to focus on their priority  | Creation of The Orchard's curriculum and appropriate resourcing to support | The Orchard's has a bespoke curriculum which is 'interesting and fun'.  | Curriculum to be reviewed on an annual basis to ensure it continues to meet the needs of the school.  | £1000       |  |
| <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 provide targeted support via OT to children across school including access to sensory diets and circuits.                                 | OT support onsite  | Significant impact on number behavioural incidents. Children are more well regulated and manage better in school. Parents report that they really value the work the OT does in school and that it is having wider impact at home.    | Tracey Beresford will continue to work as OT. Next year she will be supported by a therapy assistant who will be able to complete more direct sessions. | 11,500      |  |
| For all children in receipt of PP to be provided with 2 x school uniform jumpers or cardigans  | Uniform provided   | All children have uniform   | Continue this approach.   | £285        |  |

**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 provide a nurturing breakfast for all PP children each day. | Start the say the right way    | This is a very successful approach. Children enter school in a positive way and are ready for learning by 9.15am.  | Continue – will grow as pupil numbers increase                     | 6,594.19 |
| For school to gain the 'Right's Respecting Mark'.              | Unicef Right's Respecting Mark | This is ongoing work for the school.   | Continue   | £295     |

**7. Additional detail**

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