

# Stocklake Park School statement of pupil premium strategy

October Review

1. Summary information					
<b>School</b>	Stocklake Park School			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	SLD/PMLD/PD /MLD/ASC
<b>Academic Year</b>	2018/19	<b>Total PP budget</b> PP + Ever 6= 14 @ £935	£13,090	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	75	<b>Number of pupils eligible for PP</b>	11 FSM + 3 E6 = 14	<b>Date for next internal review of this strategy</b>	June 2019

2. Current Progress		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving UQ targets in English</b>	100%	100%
<b>% achieving UQ targets in Maths</b>	100%	100%
<b>% achieving targets across the curriculum</b>	100%	97%
<b>% achieving greater than expected</b>		

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
<b>A.</b>	Complexity of SEN
<b>B.</b>	Communication and Interaction difficulties
<b>C.</b>	Ability to self-regulate
<b>D.</b>	Social, emotional and mental well-being
<b>External barriers</b>	
<b>E.</b>	Socio-economic disadvantage ie poverty
<b>F.</b>	Ongoing medical needs

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Development of curriculum linked to outcomes on EHCPs – depth to curriculum areas identified for students	Student learning outcomes achieved Student self-evaluation (as appropriate) evidences enjoyment of learning and recognition of achievement Positive parental feedback i.e. at Annual Reviews and Parents' Evenings and through surveys
<b>B.</b>	Disadvantage pupils make similar progress to that of their peers (nationally) from similar starting points in communication and interaction.	All pupils meet or exceed their learning outcomes. All pupils' communication needs are met to improve social interaction. Additional hours available to support development of AAC (Support, Teacher, SaLT)
<b>C.</b>	Disadvantage pupils are able to develop self -regulation and engage in learning	Participation levels in learning increase. SCERTS targets met and show improved listening and attention. Pupils meet individual targets. Increased participation. Improved social interaction and emotional regulation. Pupils meet SCERT targets. Support staff feel empowered and trained to support learning through knowledge of pedagogy, enhanced skills. SCERTS embedded in daily school life. Therapists available throughout day to support staff
<b>D.</b>	Targeted support for students identified and in place  Augmentative and alternative communication (AAC) methods used to supplement/replace speech or writing for those with impairments in producing or comprehending spoken or written language – improving communication skills and accessing learning Intensive Interaction to support individual student.	Students meet individual targets and outcomes.  All pupils' communication needs are met to improve social interaction. Additional hours available to support development of AAC (Support, Teacher, SaLT)
<b>E.</b>	Social/emotional and mental well- being improves through specific interventions planned by Nurse and Well-Being and Safeguarding Officer, including use of play/music and art therapy and 'well -being workshops'	Students engage in relevant therapeutic activities Self- evaluation, parental and teacher feedback evidences benefits.

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?
Competent and social communicators	SCERTS  Intensive Interaction	Meaningful, functional and evidence based objectives in social communication and emotional regulation. The SCERTS Model is derived from an integration of more than 2 decades of empirical and clinical work and is consistent with recommended tenets of evidence-based practice espoused by researchers and clinical scholars focusing on autism spectrum disorders (ASD) and related disabilities (National Research Council, 2001; Prizant & Rubin, 1999). Growth in pupils with ASD as primary need. SaLT and CAMHs advice and previous work on Intensive Interaction	Additional Qualified OT & SaLT time per week Training of class staff & evaluation MDT planning/delivery/monitoring Class staff attend two day conference M Ruben – Jan 2019  2 class staff attend Intensive Interaction training  Specific interventions, resources, timetables (as appropriate) for individual students	Head of KS3  CS/KG	MDT half termly meeting Review plans Summer 2019  Through Annual Review Reports and End of Year Reports to Parents. To FGM Summer 2019
<b>Total budgeted cost</b>					<b>2,000</b>
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?
Disadvantaged pupils make similar progress to peers from similar starting points  Improve outcomes for all	Additional LSA time – 1 hr per week for MITA training.  Teachers training  Additional SaLT, OT and Physio time to support staff in implementing targeted interventions. INSET day/twilight	Maximising the impact of teaching assistants (MITA) Project – EEF is based on the best available research evidence (mainstream research, not special). Framework for LSAs in order to improve outcomes for pupils.	HoD monitor Observations of classes HoS/HoD Progress meetings with teachers Regular MDT meetings Case studies Monitoring of progress and identification of the impact of MITA training. Specific training for class TA's to address individual student needs; Appraisal Reviews	GM	June 2019

Improve social, emotional and mental well-being	Workshops and 1:1 /pair/small group work as part of programme with School Nurse & Well Being & Safeguarding Officer	Research evidencing benefits of work addressing mental health and social/emotional well-being	Evaluation conducted by School Nurse and Well-Being & Safeguarding Officer	GM	Evaluation and pupil progress on personal objectives Spring 2018 review
					<b>£2,500</b>

### 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?
Reduce risk of exclusion Develop confidence and increased ownership & participation Reduce anxiety	Individual /pair and small group on and off site workshops/activities e.g. RDA Horseriding Nature based activities Construction activities Work experience activities Sports & Leisure activities and new equipment		Monitoring by Teacher & HoS Feedback from staff & pupil	GM	Spring Term 2019
Students meet individual objectives: Reduce risk of exclusion Reduced anxiety Develop confidence	School Dog Project – Access weekly	Pilot project and ongoing research	Termly review with Dogs 4 Good Case Study Feedback from parents, staff and student	GM	Evaluation and pupil progress on personal objectives Spring 2018 review
<b>Total budgeted cost</b>					<b>£8,500</b>

## 6. Review of expenditure

Previous Academic Year 2017/18

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost
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		PP, if appropriate.		
Competent & social communicators	SCERTS and related equipment for individual students	Staff trained by OT. OT available to support teachers with planning and delivery of curriculum. All pupils gain benefits from MD approach to planning.	Continue with this approach and increase time of OT and SaLT. Further development and training for LSAs and Teachers.	£1,000
Students meet individual objectives	School Dog Project	Case Studies show impact All disadvantaged pupils know Patience and dog is part of school life	Pilot project coming to end 2019. Review of health of dog and estimate retirement. Continue to Aug 2019. Funding opportunities from external grants for next 3 years in progress.	5,000 Targeted support Pupil Premium funding if identified for PP+ pupils.

## ii. Targeted support

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
Reduced risk of exclusion Incidents reduced Increased ownership	School Dog project RDA horse-riding Activities – nature based Farm visits Play therapy	Positive response and less anxious Incidents reduced Taking responsibility Positive interaction	Continue with off site experiences Transition visits to HH Continue with School Dog project for transition work Continue outside school experiences, to include access to sport activities/gym . Access Music Therapy to help address social/emotional needs	£1500
Transition of Pupil to 6 <sup>th</sup> Form	School Dog Project Play therapy	Incidents reduced Development in confidence Raise levels of participation More readily engages, less prompts	Access to Play Therapy Continue with School Dog Project	£1500

## 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
Develop confidence and well being	Friends Group (School Dog) Crufts Visit	Positive impact; parent and student testimony	Yes-Benefits of off- site and alternative experiences targeting individual/pairs	£1000

