



Rodney House School Pupil Premium Strategy and Impact Academic Year 2018/19



All schools receive additional funding, The Pupil Premium, which is additional to the main Special School funding from the LA and is intended to help disadvantaged pupils to raise attainment and improve progress. The main barriers to learning for pupil premium pupils are in line with the needs of all children who attend in that they have severe and complex learning difficulties. Our approach is to support pupils in receipt of the funding to experience an 'extra layer' of bespoke strategies that work for all pupils. Our reason to spend in this way is that a curriculum that is established as effective for learner is in itself the best vehicle to ensure this group of pupils needs are best met.

We provide additional support to families to support their child's attendance and engagement with the specialist education their child needs. The reason for this allocation is that supporting parents to engage with pupils learning is proven to positively support attainment. Positive feedback from parents over years has informed us that parents feel their child benefits when they know more about the strategies used in school.

By using the fund to continue to develop the expertise of staff through CPD maintains and develops the skills of the adults that work with the children each day. Staff refining and developing their knowledge in turn helps to develop the curriculum that pupils receive.

18/19 Allocation

23 children @ £1,320

Total allocation **£30,360**

Intervention	Cost	Detailed actions	Impact
<p>SaLT</p> <p>HLTA Lead on Communication - 2days</p>	<p>No charge for SaLT</p> <p>HLTA £12,545</p>	<ul style="list-style-type: none"> - 2 days support from HLTA to embed and enhance class provision - Assessment and setting of programmes of interventions/strategies for all children in conjunction with SALT - Collaborating with class teams in setting and evaluating smart targets - Workshops for parents - Home/school liaison - Embedding of augmentative communication strategies within the day to class routine for those for whom it is appropriate - Advise on differentiation of activities for a range of need from pre-verbal to early functional verbal communication - Lead groups for targeted support- dissemination of skills to class based staff - Assessment of those for whom AAC aids are appropriate - Attendance at Manchester AAC network 	<p>Weekly class based sessions to support 2x new to school teachers to ensure quality and accuracy in communication strategies delivery ensured there is no difference in pupil progress across the classes. Teacher confidence has increased contributing to continued good and outstanding teaching within school.</p> <p>Coaching class based teaching assistants in relevant communication groups has led to sessions being delivered more frequently and so providing more opportunity for children to access targeted group teaching.</p> <p>Communication HLTA has liaised with parents delivered targeted small group parent groups around specific communication techniques e.g PECS. Supporting the transfer of skills to the home environment</p> <p>Majority of PP pupils on track to make good/outstanding progress in communication</p>
<p>Occupational Therapy</p>	<p>£2,473</p> <p>Resources £300</p>	<ul style="list-style-type: none"> - 0.5 day's work with identified children - Parents workshops on sensory impairment and how they impact on learning and behaviour - Staff training to embed the strategies into daily classroom routine - Assessment and implementation of sensory programmes - Sensory profiles for children - Advise on sensory circuits including assessment and 	<p>Parents who attended the workshop feedback positively and indicated their increase knowledge would have a positive impact on their interactions with their child.</p> <p>OT time was allocated to provide input into the design and layout of the breakout room. Positive impact on pupil wellbeing recorded within assessment routines.</p>

		<p>recoding of outcomes</p> <ul style="list-style-type: none"> - To offer advice on purchasing of equipment and resources and how to use them eg weighted jackets, - Joint working with SaLT and SLT to implement programmes across school - Sensory Food workshop 	<p>Assessments to support pupil's sensory needs have been conducted. Pupil sensory profiles developed for individual pupils. Majority of pupils made progress in the food group. –As evidenced in individual assessments.</p>
Staff Training	£220	<ul style="list-style-type: none"> - Attachment training 	<p>Staff evaluations indicating increased understanding in the underpinning and psychology around our pupil's behaviours.</p>
Total Communication	£500 £445	<ul style="list-style-type: none"> - Total communication resources to enable pupils to access learning (visual resource making) - Big Mack switches x5 	<p>Increased opportunity for communication opportunities and impact on learning. This has included purchase of PECS books for home to ensure communication strategies flow between home and school.</p>
Lunchtime support	£4,865	<ul style="list-style-type: none"> - Children occupied at playtime/dinnertime reducing behaviour incidents. Children are playing cooperatively and developing a larger range of social skills. 	<p>Drop in observations reflect lunch times to be calmer and more purposeful for pupils. Transition support has been increased by an additional L.O. 3 times weekly- 12.45-1.30 additional lesson time support from lunch time organiser to facilitate extra 1:1 time for pupil premium pupils in Elephant class with lead TA.</p>
Specialist Equipment	£501	<ul style="list-style-type: none"> - Purchase of equipment – Ear Defenders & Squeeze Machine. - Supports students with fine and gross motor needs and sensory integration disorders. 	<p>Individual's profiles reflect impact of personalised strategies. Increase in 'sensory circuits' on ASD class timetables making regular use of equipment.</p>
ICT	£600	<ul style="list-style-type: none"> - iPads 	<p>Used to support children to engage with the topic based curriculum particularly within the 'topic area' of our curriculum.</p>

<p>Attendance Support for Pupils & Families – Led by Deputy Head (5 hours per week From Easter until end of term.)</p>	<p>£2159</p>	<p>-Pupil Premium students often have lower attendance than their peers. - Deputy Head will dedicate 5 hours per week until the end of term working closely with pupil premium students and their families in order to increase their attendance.</p>	<p>Attendance for Pupil Premium children is 88.6% although this is lower than the schools target a number of strategies have been put in place. Early Help Assessment paperwork and meetings completed. The attendance of two children in particular has had a huge impact on the above figures and this is due to holidays previous arranged which have been unauthorised. Attendance letters have been sent out to families where the attendance is a cause for concern. As a result there was an improvement towards the end of the term. Home visits have also taken place and work continues with some of our more vulnerable children</p>
<p>Pastoral Targeted Support – Led by Assistant Head (3 hours per week).</p>	<p>£5476</p>	<p>- Assistant Head aims to break down barriers to learning for pupil premium students. - Assistant Head will carry out home visits and regularly target pupil premium students in order to boost their attendance. - Assistant head will aim to build positive relationships with all pupil premium students and their families e.g phone calls to encourage attendance at parent events. - Targeted support to ensure pupil premium families access charitable offers e.g family fund.</p>	<p>60% of pupil premium parents have attended 1 or more parent event this school year. 3 families have been supported to access charity funding/ courses. 1:1 family work in place This has led to increased engagement by families in attending school events with positive feedback from parents that they feel better informed about their child’s learning.</p>
<p>Elklan Training</p>	<p>£340</p>	<p>Proportion of the cost associated with Assistant Head ½ total 30 hr Lead TA ½ day release 30 hr</p>	<p>Some strategies from the course have been implemented and as evidenced in learning journeys and pen portraits had a positive impact on pupil progress.</p>
<p>Attendance at Literacy session at local theatre</p>	<p>£110</p>	<p>Staffing and trip costs to ‘World inside exhibit’</p>	<p>Impact on pupil engagement with the literacy curriculum/PSED as evidence in the learning journey.</p>

Total spend	£30,234	
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Impact

The vast majority of pupils allocated the premium made good or outstanding progress in the areas of communication and PSED the targeted, making this progress due both to quality first teaching and the pupil premium interventions. Pupils made very similar progress to others in school in communication. Directly impacted upon by the weighting on communication that the pupil premium targeted this year. The focus on communication will continue in the next academic year so continuing the positive impact. Intervention to narrow the gap in PSED will be the focus for the academic year 19/20.

PSED	pupil premium	Non pupil Premium	All pupils
Outstanding	57%	73%	67%
Good	38%	27%	31%
Satisfactory	5%		2%

Comm	Pupil Premium	Non Pupil Premium	All pupils
Outstanding	61%	70%	67%
Good	34%	30%	31%
Satisfactory	5%		2%

Updated July 2019