

<b>Castle Wood's Pupil's Premium Strategy and Action plan</b>					
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<b>Chair of Governor's name</b>	<b>Julie Atkins</b>				
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<b>1. Summary information</b>					
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<b>School</b>	Castle Wood School			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	Broad Spectrum
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£85,800	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	136	<b>Number of pupils eligible for PP</b>	64 (April to August 2017) 49 on roll – Sept 17	<b>Date for next internal review of this strategy</b>	January 18

**Our strategy:**  
 Is firstly to identify barriers that impact on pupil progress and outcomes. A key aspect for our pupils is fostering a readiness to learn through developing increasing levels of independence, removing or reducing behavioural barriers which can be due to sensory processing difficulties and attachment issues , physical disabilities which impacts on a child's ability to physically learn about the environment through movement , encouraging pupils to use self-help techniques where possible and most importantly developing our pupil's communication to enable them to engage with others in order to learn, be safe and be part of their school and local community.  
 The overall aims of the plan are to:  
 Reduce progress gap between the school's disadvantaged pupils and others nationally  
 Raise the in-school attainment and progress of both disadvantaged pupils and their peers  
 This plan is reviewed annually or sooner if new interventions are found which prove more beneficial to our pupils.

<b>2. Barriers to future attainment (for pupils eligible for PP )</b>					
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<b>In-school barriers</b>					
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<b>A.</b>	A particular cohort of children with profound sensory needs related to autism which impacts on their readiness to learn.				
<b>B.</b>	The current physical curriculum does not meet the needs of our changing population.				
<b>C.</b>	New staff who are unfamiliar with the principles, practice and pedagogy of Early Years in a special school context.				

<b>External barriers</b>					
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<b>D.</b>	In school movement – children from different settings.				
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<b>3. Outcomes</b>					
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	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	To reduce impact of profound sensory needs which inhibits pupils' ability to focus, concentrate, communicate and learn.			Sensory processing difficulties are reduced and we see calmer behaviours which allows pupils to engage in learning.	

<b>B.</b>	Embedding functional movement programme for children with PMLD. Using the physical curriculum for pupils with profound to severe autism, who have difficulties participating and engaging to develop supported participation, active involvement, motivation and functional skills.	We will see alert pupils ready to, participate and engage in learning activities.
<b>C.</b>	Embed the practice, principles and pedagogy of Early Years to ensure improved progress for pupils who are cognitively functioning below their age related expectations.	Improved progress for children in communication, language and literacy, numeracy and independence skills.
<b>D.</b>	Children who transfer to Castle Wood School make a smooth transition without causing anxiety which impact on their ability to learn.	Data shows progress from their starting points. Children are confident and less anxious.

4. Planned expenditure					
Academic year		2017-18			
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?
Embed the practice, principles and pedagogy of Early Years to ensure improved progress for pupils who are cognitively functioning below their age related expectations.	<p>CPLD from expert Lead Practitioners.</p> <p>Targeted support and consultancy from Expert Lead Practitioner.</p> <p>Learning Outside the Classroom</p> <ul style="list-style-type: none"> <li>- Forest School training</li> <li>- Educational visits training.</li> </ul> <p>Focus on:</p> <ul style="list-style-type: none"> <li>- role of the adult</li> <li>- Key groups</li> <li>- Sustained shared thinking.</li> </ul> <p>Training for interventions to develop early literacy and</p>	<p>Descriptive and correlational evaluations of the Reggio Emilia approach, which emphasises child-led play, indicate that such approaches can have longer term benefits, including benefits to academic outcomes in primary school. (EY EEF Toolkit)</p> <p>We will ensure that learning environments for play are literacy-rich (for example, by providing writing materials or written props for role play activities), and balancing more structured, adult-directed activities with opportunities for child-initiated play. (EY EEF Toolkit)</p> <p>Goswami, U. and Bryant, P. (2007) <i>Children's Cognitive Development and Learning</i>. London: Esmée Fairbairn Foundation/University of Cambridge (accessed 12.1.12).</p> <p>Evangelou, M., Sylva, K. and Kyriacou, M., Wild, M. and Glenny, G. (2009) <i>Early Years Learning and Development: Literature Review</i>. Annesley: DCSF Publications (accessed 12.1.12).</p>	<p>Expert Lead Practitioner to deepen practitioners' knowledge and train new staff in the practices, principles and pedagogy of Early Years.</p> <p>Review of planning so there is a comprehensive offer of enrichment.</p> <p>Learning journals</p> <p>Observations and professional dialogue to disseminate research on key themes.</p>	<p>Early Years Lead Practitioner</p> <p>LOTC co-ordinator</p> <p>Team Leads</p>	Termly
<b>Total budgeted cost</b>					£ 40,000
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?

<p>To reduce impact of profound sensory needs which inhibits pupils' ability to focus, concentrate, communicate and learn.</p>	<p>Whole school training from therapists          Targeted support which involves OT assessing pupils with profound sensory needs across 4 classes.          Designing a programme through collaboration with the class team of sensory approaches for proprioception and vestibular hyper and hypo behaviours.          Action research to evaluate          Purchase resources to provide sensory feedback</p>	<p>Interception tells us about sensory information about our bodies. Proprioception gives us information about our muscles and our bodies. Exterception tells us about sensations from our environment. This group of children have difficulties filtering sensory processing and this impact on their ability to learn.</p> <p>EEF states that Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.</p> <p>Sensory integration (SI) theory was originally developed by A. Jean Ayres to focus on the neurological processing of sensory information (Ayres, 1991; Baranek, 2002; Watling &amp; Dietz, 2007). SI theory is based on the understanding that interferences in neurological processing and integration of sensory information disrupt the construction of purposeful behaviors (Schaaf &amp; Miller, 2005; Watling &amp; Dietz, 2007). Treatment is designed to provide controlled sensory experiences so that an adaptive motor response is elicited (Baranek, 2002).</p>	<p>OT visits weekly for half a day to assess pupils across the classes with a baseline.          Discussion are held with class teams about children's sensory processing difficulties and how to address.          A programme will be devised to reduce sensory behaviours based on observations.          Learning journals will document progress made by the children.          All evidence will be documented through action research under the guidance of OT with a member of school staff team so the research model can be implemented again.</p> <p>Depending on the outcome we will be targeting other classes in the future.</p>	<p>Phase Leader (Middle)          Asst Head          Head          LINKS Therapy          Middle class teams.          Lead for Autism.</p>	<p>Weekly meetings with class team and OT.          Half termly review meetings.</p>
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<p>Embedding functional movement programme for children with PMLD. Use the physical curriculum for pupils with profound to severe autism, who have difficulties participating and engaging to develop supported participation, active involvement, motivation and functional skills.</p>	<p>Embed MOVE practice and principles for identified children across the school. Lead expert to plan daily provision in conjunction with class teams to implement individual programmes. Purchase resources</p>	<p>MOVE is based on research about children with profound and multiple learning difficulties developing their communication, cognition and physical skills if they are given opportunities to develop their functional movement e.g. sitting, standing, transferring and walking to the best of the child's ability. The benefits are:</p> <ul style="list-style-type: none"> <li>- Reduce barriers to learning</li> <li>- Upright position gives greater opportunities for learning and access.</li> <li>- Communication and cognition skills improve</li> </ul> <p>Here at Castle Wood, we take a holistic approach and the benefits for social and emotional aspects are:</p> <ul style="list-style-type: none"> <li>- Less time needed for routine care</li> <li>- - more time for social activities</li> <li>- - better quality of life</li> <li>- Increased independence</li> <li>- Inclusion ie able to join in with family and friends</li> </ul> <p>For the child's health there are improvements in:</p> <ul style="list-style-type: none"> <li>- - the control of deformities</li> <li>- - bone density</li> <li>- - muscle tone</li> <li>- - severity of dislocations</li> <li>- - breathing circulation and digestion.</li> <li>-</li> </ul> <p>"Moving to learn and learning to move." (MOVE)</p> <p>We aspire for our children to be "Better Movers and Thinkers" (BMT Education Scotland 2015)</p>	<p>Lead Expert for MOVE to monitor provision through planning analysis, observation and discussions with parents.</p> <p>MOVE passports Learning Journals Mobility Plans Photo and video evidence</p> <p>Functional movement skills improve and are demonstrated at home and at school impacting positively on children's communication and cognitive skills.</p>	<p>MOVE co-Ordinator</p> <p>Independent Special Education Consultant</p> <p>Phase leader (Middle)</p>	
<b>Total budgeted cost</b>					£38,000

**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?
<p>Children who transfer to Castle Wood School make a smooth transition without causing anxiety which impact on their ability to learn.</p>	<p>Focus on attachment theory through research and THRIVE through workshops by Lead Expert.</p> <p>Visits to child's setting by 2 lead practitioners,</p>	<p>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.(EY EEF)</p>	<p>Practitioners to attend THRIVE course and disseminate to colleagues with the aim of becoming a THRIVE school in the future.</p> <p>Observations of new children once they have transitioned.</p>	<p>THRIVE leads</p> <p>Head ASC</p>	<p>Termly</p>

	along with a visit to Castle Wood. Home visit to parents. Bespoke transition package planned for and evaluated. SCERTS – baseline for new children.		Workshops with new parents to impart knowledge on Early Years practice, principles and pedagogy. Monitoring of data.		
<b>Total budgeted cost</b>					<b>£7,000</b>

5. Review of expenditure				
Previous Academic Year		2016-17		
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 PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve oral language and Literacy skills for pupils eligible for PP for pupils with severe learning difficulties.	Implementation of structured phonic programme.  Staff training on See and Learn, Write Dance (and the development of mark making), Funky fingers and Dough Gym  Extending continuous provision opportunities outside the classroom.	Phonic programme was introduced to Yellow phase by a Team Lead. Children within these classes are more enthusiastic about their learning and can recognise phonemes within their environment. They are recognising graphemes and matching objects to the initial phoneme. The children are more vocal as their curiosity and inquisitive nature leads them to discover and explore their environments. Children in Green phase were exposed to early language development through See and Learn with the focus being on recognising nouns through objects and photographs. The success was high for all children because staff knowledge and competence was increased and they used this to ensure maximum impact in the different environments. High impact was demonstrated through modelling and professional discussion regarding Write Dance, Funky Fingers and Dough Gym.	The approach where an intervention is taught by a highly skilled practitioner to the children in their class and then disseminated to other practitioners with children who need a similar approach, is a highly motivating approach. Staff's confidence has increased because their knowledge has increased. We will continue with the approach and refine it when new staff arrive. Funky Fingers and Dough Gym focus on developing physical fine motor skills, their shoulder stability and their hand eye co-ordination, which mark making is dependent on. Our work with Write Dance has led to practitioners being part of a research project by Canterbury University which was published September 17. The EEF Early Years Toolkit says that there are positive outcomes for improving early learning including vocabulary development. By empowering practitioners to enhance the environments based on the children's interests, they have been able to foster the children's curiosity and this is an approach we will continue.	£45,900

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve opportunities for functional movement for children with PMLD and restricted movement.	MOVE Programme Research and purchase equipment to aid movement. Training for Practitioners Under pinning training and practice from expert, enabling staff to implement and continue to embed practice for improved outcomes.	MOVE was implemented with a target group of 8 children in 4 classes. They had opportunities to work on becoming more upright and independent with their movements. One child is now able to walk with a gait trainer for a sustained period of time and this made a difference to his self- help skills and his ability to access the environment. 15 further children have been identified as those who could benefit from the MOVE programme or similar physical programme. The target group have MOVE mobility passports which are shared with families. 15 practitioners have been trained to become MOVE practitioners and within The Lacey's suite there is now a room dedicated to physical and self-help initiatives.	In 2017-18 we will be working towards a collaborative transformational approach that involves all practitioners working with the child and their family to improve their outcomes for a more fulfilled life.	Expert practitioner - £13,500  Equipment £3,000  Parental workshops £500

<p>Improve social communication skills for pupils with profound autism, challenging behaviours and sensory processing difficulties.</p>	<p>Implementation of sensory diets Sensory circuits to be established. Sensory processing routines, such as the use of bikes and body boards, to be routinely used following a sensory baseline assessment. Training for SCERTS assessments and resources</p>	<p>6 practitioners were trained in SCERTS with the Lead for Autism taking the role of implementation. The 2 day training covered the rationale and framework for SCERTS (social, communication and emotional regulation and transactional support) It addressed the core challenges faced by children with autism focusing on building competence in social communication, emotional regulation and transactional support. Practitioners are more reflective and analyse children's behaviours so that maximum progress is made. As a school we have modified the programme to reduce the intensity and to address the family's needs. We have aligned it to other assessment tools used within the school.</p>	<p>During 2017-18 we will look at using the SCERTS as part of our assessment toolkit to measure progress made with social communication and emotional regulation. We will be looking at reducing sensory processing in other areas of the school and will be looking at using SCERTS to establish a baseline.</p>	<p>SCERTS - £5,200  Equipment £8,540</p>
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**iii. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Increase parental knowledge of how to support their child's learning through implementing a range of strategies.</p>	<p>Parental workshops chaired by lead practitioner.  Targeted weeks during the year where parents can visit their child's class.  Regular meetings with parents to share information, knowledge and approaches.</p>	<p>Our Lead Practitioner has led 11 parental workshops, co-ordinated 5 targeted weeks where parents worked alongside children in their classes. Over 55 meetings were held with parents to prepare for the transfer of statements to EHCPs. Parents have welcomed the workshops and meetings, finding them informative and an opportunity to share information.</p>	<p>Our parent workshops will continue but with different themes following feedback from parents. We will also be targeting specific parents to improve the outcomes for our children. Parents valued seeing their children in the classroom environment and we have already held a targeted week where parents and children were working together to generalise learning. We want to focus on the practitioner modelling play based interactions with the children for parents.</p>	<p>£5,200.00</p>