

Castle Wood's Pupil's Premium Strategy and Action plan					
Head's name		Yvonne McCall			
Chair of Governor's name		Julie Atkins			
1. Summary information					
School	Castle Wood School			Type of SEN (eg.PMLD/SLD/MLD etc.)	Broad Spectrum
Academic Year	2016 - 17	Total PP budget	£81,840	Date of most recent PP Review	July 17
Total number of pupils	139	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Feb 17
<p><b>Our strategy:</b>            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.</p> <p><b>The overall aims of the plan are to:</b>            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.</p>					

2. Barriers to future attainment (for pupils eligible for PP )	
In-school barriers	
A.	Pupils with PMLD with restricted movements had limited opportunities to explore the environment. This affected their rates of learning in their thinking and communication skills.
B.	Literacy skills for pupils with severe learning difficulties eligible for PP were lower than for other pupils of similar abilities. This will affect their speaking, listening and language development, and reading progress in subsequent years. There was also no Speech Therapy involvement due to a reorganisation of their structure
C.	A particular cohort of children with profound autism with challenging behaviours and sensory processing needs had an impact on and restricted their ability to communicate and to learn.
External barriers	

<b>D.</b>	Parental knowledge and understanding of their child's learning difficulties and how to support their learning was limited (ASC; PMLD; development of early learning skills)
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<b>3. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve functional movement for children with PMLD with restricted movement impacting on physical wellbeing, communication, cognitive (problem solving) and independence skills.	Pupils eligible for PP make as much progress as pupils not eligible for PP.
<b>B.</b>	Improve oral language and Literacy skills for pupils eligible for PP for pupils with severe learning difficulties.	Pupils eligible for PP with severe learning difficulties make rapid progress by the end of the year relative to their starting points.
<b>C.</b>	Improve social communication skills for pupils with profound autism, challenging behaviours and sensory processing difficulties.	Pupils eligible for PP make rapid progress in communication and a notable decrease in incidents of challenging behaviours.
<b>D.</b>	Increase parental knowledge of how to support their child's learning through implementing a range of strategies.	Parental feedback from pupils eligible for PP demonstrates greater knowledge and understanding of how to support their child's development and apply strategies in everyday activities: <ul style="list-style-type: none"> <li>- Total communication</li> <li>- Early mark making</li> <li>- Oral language</li> <li>- Learning through play</li> </ul>

#### 4. Planned expenditure

**Academic year**

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?
Improve oral language and Literacy skills for pupils eligible for PP for pupils with severe learning difficulties.	<p>Implementation of structured phonic programme.</p> <p>Staff training on See and Learn (developments) Write Dance (and the development of mark making), Funky fingers and Dough Gym</p> <p>Extending continuous provision opportunities outside the classroom.</p>	<p>Evidence from EEF toolkit suggests “moderate impact for very low cost based on extensive evidence”. They are effective ways of improving progress as approaches that we can embed across the school.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress However, for pupils with severe learning difficulties phonics may only provide a functional approach to decoding words and has been supplemented with other approaches to aid understanding.</p> <p>Specialist support</p> <p>Meta cognition and self-regulation (sustained shared thinking) approaches “have consistently high levels of impact, with pupils making an average of eight months’ additional progress.” Learning is in real life activities and pupils can generalise and apply their learning from one environment to another which is a difficulty for children with severe learning difficulties.</p>	<p>Peer observation to embed learning</p> <p>Learning journal trawl to monitor children’s progress</p> <p>Monitoring of lessons and post observations discussions to analyse pupil responses.</p> <p>Monitoring by Lead Early Years practitioner to ensure consistency and development across the school.</p>	<p>Asst Head</p> <p>Early Years Lead Practitioner</p> <p>Phase Leader (Early Years)</p> <p>Phase Leaders (Middle and Upper)</p>	<p>Half year review – February 17</p> <p>Full review – July 17</p>
<b>Total budgeted cost</b>					£45,900

##### 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?
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<p>Improve opportunities for functional movement for children with PMLD and restricted movement.</p>	<p>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.</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."</p>	<p>Quality Mark to be achieved.          Monitoring by MOVE coordinator          Learning journal trawl          Collaborative work with parents e.g. interviews and sharing of videos.</p>	<p>MOVE coordinator</p>	<p>Half year review – February 17          Full review – July 17</p>
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<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>This particular cohort of children have sensory processing difficulties which means that their ability to process sensory information and their ability to learn is severely compromised. A programme of sensory processing (integration) validated by research by occupational therapy will be introduced to targeted groups. The SCERTS<sup>®</sup> Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS<sup>®</sup> focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings</p>	<p>Monitoring of the implementation and impact of sensory diets as evidenced by children's readiness to learn.</p>	<p>Middle phase</p>	<p>Half year review – February 17  Full review – July 17</p>
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<b>Total budgeted cost</b>					£30,740
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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>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>
<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>EEF toolkit (parental involvement) highlights the need for a flexible approach. We will ensure we offer a bespoke package to our parents so that a joint discussion can be had about the appropriate strategies to implement to improve outcomes for the child.  In order to impart knowledge to parents we used interpreters from MGSS service to ensure that parents heard the messages in their home languages.</p>	<p>Parental feedback in learning journals  Parental comments following meetings and workshops  Evidence of parental engagement through learning journals, parental emails and home school diaries.</p>	<p>Asst Head  Early Years Lead Practitioner  Phase Leader (Early Years) Phase Leader (Middle and Upper)s</p>	<p>Termly.</p>

<b>Total budgeted cost</b>					£5,200.00
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5. Review of expenditure				
Previous Academic Year		2015-16		£79,200
<b>i. Quality of teaching for all</b>				
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 children's reading skills for pupils eligible for PP throughout the school.	See and Learn reading packs Modelling by classes proficient in the approach. Purchase talking photo albums and make into talking books. Training for BRP for 4 members of staff. Development of chatter cards to use for transition purposes. Reading Recovery	Children able to match object to picture, object to object and correlating text and so improve their reading ability. Children enjoy reading and investigate different types of reading material. Children's whole word recognition improves.	Practitioners trained for BRP have reduced through retirement and movement. Reading Recovery training has meant that research and approaches have been shared with practitioners and implemented in classes. Reading Recovery to continue next year. The School Library has been remodelled so that books have supporting resources and dispersed to appropriate classes. Chattercards and transition cues are used to aid smooth transition from one setting to another.	£15,000.40
Improve communication and understanding of Early Years practice, principles and pedagogy so that the curriculum and environment will support learning for children with developmental delay who are cognitively at the early stages of learning.	CPLD from expert Lead Practitioners.  Targeted support and consultancy from Expert Lead Practitioner.  Learning Outside the Classroom <ul style="list-style-type: none"> <li>- Forest School training</li> <li>- Educational visits training.</li> </ul>	Bespoke training has improved practitioners knowledge, understanding and practice of Early Years principles and pedagogy, in particular sustained shared thinking, scaffolding learning and the importance of different learning environments e.g. <ul style="list-style-type: none"> <li>- investigation areas for problem solving,</li> <li>- creative areas to develop mark making and cognitive processes,</li> <li>- Role play to develop language skills.</li> </ul> Most practitioners have an understanding of the pre requisites of learning. Educational visits have enhanced enrichment opportunities	The use of an expert Lead Practitioner has deepened practitioner knowledge and enabled the practice to be embedded through coaching and modelling approaches with the children. The impact on children's levels of engagement have increased and learning stems from the children's interests Incidents of disengagement, resulting in outbursts have reduced. Children are more focused in continuous provision. This approach will continue next year.	£36, 874.00
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
Improve progress for pupils eligible for PP in early number, counting and application.	<p>First class number training for support staff.</p> <p>Whole School training by Les Staves on early number, counting and application.</p> <p>Targeted modelling of practice by Les Staves, working alongside and with the class teams.</p> <p>Whole school training on the practice and principles of Numicon followed by targeted support by a leading consultant.</p>	<p>High - Staff were upskilled to have the mathematical knowledge underpinning principles of early number, counting and application.</p> <p>A positive approach which had high impact for children with PP.</p> <p>Each class was supplied with Numicon resources and everyday items for development of early number and counting skills.</p> <p>Training and cover costs for First Class Number and resources, were provided.</p> <p>Periodic time for discussion to reflect and review pupil progress.</p>	<p>Jump from 38% (2015) to 65% (2016) for pupils entitled to Pupil Premium achieving above expected progress in Maths.</p> <p>Investment in high quality training which identifies underpinning principles in the teaching and learning processes involved in early counting means that all staff are secure in their knowledge base and can teach effectively. Modelling by experts in class teams ensures that the approach is embedded. This approach will be continued across other interventions.</p>	£27, 325.60