

# Pupil premium strategy statement – SEN schools

1. Summary information					
School	The Coppice School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD/ Complex needs
Academic Year	2017-18	Total PP budget	£21,235	Date of most recent PP Review	July 2017
Total number of pupils	66	Number of pupils eligible for PP	19	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% making progress in communication	20% of pupils made above expected progress. 80% of pupils made expected progress.	20% of pupils made above expected progress. 68% of pupils made expected progress. 12% of pupils made below expected progress
% making progress in maths	7% of pupils made above expected progress. 93% of pupils made expected progress.	16% of pupils made above expected progress. 68% of pupils made expected progress. 16% of pupils made below expected progress

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Capacity of class based staff to oversee and plan for the development of gross motor skills for pupils with physical difficulties
B.	Budget limitations mean that the school needs to source additional funding to secure 2 days of music therapy per week
C.	Pupil achievement data shows that pupils make less progress in Mathematics than they do in English.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
D.	Pupils are not accessing many after school opportunities due to financial, transport or social barriers.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	MOVE trainer to continue to assess children's physical development and support class staff in the implementation of the MOVE programme.	Class staff further supported Additional capacity to assess need, plan programmes and deliver the programme Regular information sharing between MOVE trainer, class staff and parents/carers
<b>B.</b>	To provide pupils with access to music therapy for 2 days each week.	Pupils eligible for pupil premium will be able to access regular music therapy Observations show improvements in pupil emotional well being and their ability to communicate through musical interaction
<b>C.</b>	To begin to improve pupil achievement in mathematics.	Pupil achievement data will evidence an improvement in pupil progress Staff will feel more confident in the teaching and learning of mathematics
<b>D.</b>	To offer an after-school provision.	Pupils to attend and participate in an after-school provision

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-18</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and 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>
<b>To begin to improve pupil achievement in mathematics.</b>	Invest in staff CPD and resources (Numicon) to support teaching and learning in mathematics	Pupil achievement data Staff feedback given at subject leader meetings	Mathematics subject leader to attend Numicon training Whole school training in Numicon Provision of Numicon resources and teacher handbooks	Vicky Lloyd	March 2018
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>

<b>MOVE trainer to continue to assess children's physical development and support class staff in the implementation of the MOVE programme.</b>	MOVE trainer to continue to liaise with physios and class staff to ensure that pupils have access to appropriate opportunities to develop their physical skills.	Meetings with physio Team meetings with class staff MOVE sessions with MOVE trainer Postural management plans in classes Progression of individuals through the MOVE framework Physical Development Programmes	Teacher Appraisal objectives School Improvement Plan	Wendy Haworth	March 2018
<b>To provide pupils with access to music therapy for 2 days each week.</b>	Mel Rowe to continue to provide music therapy for 1 day per week (funded through PPG) and the remaining day supplemented by additional funding streams.	School budget information Application to Jessie's Fund  Many of our pupils benefit from the one to one support provided by Mel.	Case studies as part of the funding requirements from Jessie's Fund	Sarah Seddon	March 2018
<b>To offer an after-school provision.</b>	1 after school club provision per week.	Feedback from parents, e.g. parent forum Pupil needs identified , e.g. through the annual review process	Feedback from leading staff Observations undertaken by SLT	Debbie Gaskell	March 2018

**Total budgeted cost** £20,217

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>
Some money to remain unallocated directly, to be able to be directed towards individual personalised opportunities as they arise throughout the year	See section 6	Class staff to use individual applications for specific funding, e.g. subsidising educational visits; purchase of equipment	Class staff to baseline pupils before any intervention and then monitor progress throughout. Monitored by headteacher	Sarah Seddon	March 2018

**Total budgeted cost** £1,018

## 6. Additional detail

Pupil Premium spending at an individual level is documented but not uploaded to the website due to personal information and data protection.

7. Review of expenditure				
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
To ensure that all staff access training in total communication to improve overall provision	Liaise with the SALT to arrange training that meets the needs of the school, e.g. those identified by the NAS accreditation process.	INSET day training delivered by SALT service in April 2017 for all school staff. Training resulted in an increase in staff knowledge and understanding of total communication and specific strategies (Feedback from training) Training had a positive impact on all pupils.	Training highlighted the need to refresh staff knowledge more frequently especially when considering staff movement, e.g. new staff,  Consider revisiting this as part of a training/ INSET programme	£621
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
<b>To successfully lead and co-ordinate the MOVE programme for specific individual pupils</b>	Wendy Haworth to liaise with physios and class staff to ensure that pupils have access to appropriate opportunities to develop their physical skills.	All pupils have continued to develop their gross motor and physical development through the implementation of the MOVE programme.  MOVE programmes completed. See individual student MOVE booklets to evidence progress.	The success of the MOVE programme and the additional time allocated to support class staff in the development of gross motor skills means that this approach will be continued in 2017-18.	£10,750
<b>To provide pupils with access to music therapy for 2 days each week.</b>	Mel Rowe to continue to provide music therapy for 1 day per week (funded through PPG) and the remaining day supplemented by additional funding streams.	24 pupils accessed 1:1 music therapy sessions. 9 of these are Pupil Premium  Music therapy had a positive impact on all pupils and provided them with the opportunity to develop and support emotional wellbeing and communication through interactions with music.  See case studies.	Pupils will continue to access music therapy for 1 day per week funded through PPG. The school will work in partnership with the music therapist to source additional funding streams to finance the other day throughout 2017-18.	£6,840

<b>To train a TA3 in the delivery of the Soundwrite programme</b>	Sharron Smith to attend 5 day training. Once accredited, identify pupils for whom the intervention is suitable. Organise into individual/ paired sessions.	14 pupils accessed the Sounds-Write programme. 6 of these are Pupil Premium and made an average of 12 points progress on the Sounds-Write assessment system.	The intervention will continue within school and will benefit all pupils. Now that the TA3 is suitable qualified there will be no further associated costs with training.	£430
<b>To provide suitable inclusion links with local primary and secondary settings</b>	Teaching assistant support to provide pupils with the opportunity to develop their social and interaction skills alongside peers in mainstream settings. This is also tailored to extend learning opportunities and build upon existing strengths of our learners.	5 pupils on Pupil Premium accessed inclusion links at local schools  Inclusion links supported the progress of all pupils both academically, e.g. access to specialist learning environments and socially, e.g. successful integration in to PE activities with mainstream peers.	This approach will continue in 2017-18. The school will continue to work closely with link partners in identifying ways to develop existing links, e.g. extend an inclusion session to include a lunchtime to provide valuable social opportunities for identified pupil(s)	£2011.00  (TA1 x 1hr x38 weeks  TA2b x 2hrs x 38 weeks  TA3 x 1hr x 38 weeks)
			Total Budget cost	£20,031

### iii. Other approaches

<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>
Some money to remain unallocated directly, to be able to be directed towards individual personalised opportunities as they arise throughout the year	Individual Pupil Premium request forms			£4,039