

# Pupil premium strategy

1. Summary information					
<b>School</b>	Palmerston School			<b>Type of SEN</b>	SLD, PMLD, ASD
<b>Academic year</b>	2017-2018	<b>Total PP budget</b>	<b>£51,695</b>	<b>Date of recent PP review</b>	July 2017
<b>Total number of pupils</b>	109	<b>No of pupils eligible for PP</b>	<b>55</b>	<b>Review of PP Strategy</b>	July 2018

## 2. Current attainment and strategy

*All pupils at Palmerston School have severe or profound and multiple learning difficulties. Progress and attainment are measured in a variety of ways that are appropriate for the individual's particular learning profile.*

*Data shows that pupils who are disadvantaged or who are looked after do as well as their peers when compared to pupils from the same starting points. We believe this is partly due to our effective, individualised approach to supporting learning and in removing barriers to learning for all pupils. The pupil premium supports us in this by enabling us to provide additional resources to meet need for relevant groups. We combine the deprivation pupil premium and the catch up Year 7 premium to provide a coherent approach for Year 7 pupils, Some funding from the LAC premium that is not used for individual needs outlined in their PEPs is used for services such as the provision of coaching/mentoring, art therapy and nurture groups.*

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers

	Specific mental health and behavioural issues linked to disability or life experience
	Delay in development that requires significant “catch up” in learning in the secondary phase
<b>C.</b>	Communication difficulties linked to level and type of disability

### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Lack of access to social, educational, cultural activities within and outside school to enrich understanding of the World
<b>E.</b>	Health issues or parental response to disability that limit attendance in school

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
	All pupils make at least expected progress as defined by the schools assessment processes	100% expected progress
	Target group of pupils to achieve at least Entry level 1 qualifications in 2 subjects	Accreditation record
	Reduction in incidents related to behaviour and mental health involving target pupils	Incident records

## 5. Planned expenditure

• Academic year	2017-18
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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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils will access teaching groups that meet their needs and provide the correct degree of challenge	Targeted learning support provided to ensure pupil/pupils engage in teaching groups that match their learning needs. Funding for specialist training for support staff. <b>35@£54 £1890</b>	For learning support to be effective it needs to be targeted and undertaken by skilled staff.	Learning walks and observations  Pupil progress meetings and Key Stage meeting reviews.	Key Stage leads and senior LSOs	Termly monitoring at progress meetings

All staff have a range of ASC strategies to teach/support pupils with ASC	Whole school staff training from AET (Autism Education Trust) and completion of AET standards file to evidence training and implementation. <b>£995 for training £2,630 for 1 Year TLR 3 point for teacher to implement</b>	AET standards are a comprehensive free resource that allows schools to audit and evidence how their setting is providing education/therapy/support for pupils with ASC of all ages and abilities.	TLR point given to an experienced middle manager teacher to ensure evidence is collated and actions are put in place. Update meetings with SMT and feedback to Governors.	Jen B to lead with A.Wheeler to monitor.	Regular update meetings. End of year review.
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**Total budgeted cost £5,515**

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identified pupils show accelerated progress and meet all IEP and termly targets	“Booster sessions” for identified pupils in Maths English and Communication <b>30% UPS3 x 2 = £22,950</b>	Regular, specific teaching in small groups or to individuals has demonstrated effectiveness over time for our cohort of pupils	Case study evidence from target pupils. Pupil progress files	Key Stage leads and “Booster session” staff	Termly monitoring at pupil progress meetings
Target pupils show a reduction in intensity and frequency of incidents and improved mental health (reduced anxiety, calmer, reduced distress)	Identified pupils access individual support sessions and/or art therapy sessions. <b>Cost of Art Therapist 1 day per week £7,600 20% Senior LSO £4,531</b>	Previous years data shows that this can be effective for our most challenging pupils. Research evidence shows art therapy can be beneficial for pupils with limited or no spoken language	Reports from therapists and senior LSO  Incident logs and staff team reports  More time spent in class and on task	Art Therapist Senior LSO Supervised by Alison Wheeler	Termly monitoring of incident logs Key Stage meetings feedback from staff

Identified pupils who access Nurture group to gain confidence, increased self-esteem and improve education outcomes.	Weekly nurture base sessions with access to relevant therapies such as lego, sand etc. <b>Training for 1 staff practitioner in a range of therapies £2,000 approx</b>	Research and visits to similar settings show excellent outcomes for pupils with low self-esteem. Increasing ability to adapt to society and engage with education.	Assistant head to take the lead and continue to monitor through assessments and behaviour logs.	Kath Harvey – Ass Head to support Senior LSO	Termly monitoring activities. Feedback from pupils. Feedback from staff.
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**Total budgeted cost**

**£37,081**

### 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>
All pupils have access to an overnight stay or holiday in a seaside location. All pupils attend outdoor pursuits or more suitable residential experience linked to the curriculum irrespective of parental ability to fully fund	Provision for pupils to access caravan either as part of a class group or as a family holiday <b>£6,253.45 caravan fees (including upkeep)</b>  Provision for assistance with residential costs subject to assessment of ability to pay <b>£300</b>	Increasing parental engagement has been shown to impact positively on pupil progress (The pupil premium making it work in your school-City of York Council). Facility to use caravan promotes this. Enriching and shared experiences give pupils something to communicate about and promotes meaningful conversations.  Adventurous residential experiences support the promotion of independence and prepare pupils for adult life	School visits records Caravan booking records  Reports from staff at Key Stage meetings  Communication progress records	Key Stage leads School visits co-ordinator Admin Team	Summer report to Governors

<p>All pupils in KS3 to have access to horse-riding as a therapeutic and/or education experience</p>	<p>Identified pupils to access horse riding lessons as part of a therapy support or an education session to increase self-esteem, communication and sense of well-being. <b>£1536 per year.</b></p>	<p>Evidence from Riding for the Disabled charity shows pupils can develop not only educational skills (looking after the horse, tack cleaning etc) but from a therapy point of view it enables pupils to exercise in a calm environment, increase participation, improve self-esteem and increase communication.</p>	<p>Reports from TA's who support the weekly session.  Communication progress reports.  Key Stage progress meetings.</p>	<p>Kath Harvey – Key Stage manager.</p>	<p>Termly and yearly for financial reasons.</p>
<p>Pupils in 16+ to have access to work related learning including work placements outside of the school. Pupils to be independently travel trained to access placement.</p>	<p>Identified pupils to access a work placement outside school on a weekly basis with support from staff. Weekly travel training from trained school staff. <b>£1000 approx</b></p>	<p>Pupils who have work placements experience an increased sense of independence and self-worth. Pupils who access the travel training programme are more likely to travel independently to-from college when left school and meet up with friends at the weekend increasing social life and preparation for adult life.</p>	<p>Reports from TA's who support the placements and travel training.  Key stage progress meetings.  Reports from parents.</p>	<p>Martin McKenna – Key Stage manager.</p>	<p>Termly monitoring.</p>
<b>Total budgeted cost</b>					<b>£ 9,089.45</b>

In this section you can annex or refer to **additional** information which you have used to support the sections above.

“The pupil premium:making it work in your school”, City of York Council

[https://www.york.gov.uk/download/downloads/id/708/pupil\\_premium\\_oxford.pdf](https://www.york.gov.uk/download/downloads/id/708/pupil_premium_oxford.pdf)

“The pupil premium:an update”, GOV.UK-OFSTED 2014

Riding for the disabled

<http://www.rda.org.uk/about-rda/>

Impact report

<http://www.rda.org.uk/assets/ImpactReport2017.pdf>

Quality of teaching for all

<b>Desired outcome</b>	<b>Review of implementation</b>	<b>Impact</b>
All pupils will access teaching groups that meet their needs and provide the correct degree of challenge.	Change of curriculum ensures that all pupils are having specific learning needs met throughout the day. Certain groups are more staff intensive and include a number of 'therapy support' sessions.	Pupils behaviour had decreased and they have named staff to see when upset and/or in need of support.  Pupils are getting holistic needs met through a variety of areas but includes self-care and play based activities.
All staff have a range of ASC strategies to teach/support pupils with ASC	AET training for whole staff team as an INSET day.  Whole staff consultation on the AET standards generating an action plan to be implemented in 18-19	All staff have received training and support on AET.  All training needs highlighted through the action plan and rated high, medium and low.  Some interventions and support put in place but to be carried forward to next year.

Targeted Support:

<b>Desired outcome</b>	<b>Review of implementation</b>	<b>Impact</b>
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<p>Identified pupils show accelerated progress and meet all IEP and termly targets.</p>	<p>Booster sessions taking place on a weekly basis with targeted pupils (maths, English, communication).</p> <p>Half termly review with Data manager.</p> <p>Termly review when staff are re-writing IEP's and reporting to parents.</p>	<p>Increase in progress for highlighted pupils taking part in booster sessions.</p>
<p>Art Therapist - Target pupils show a reduction in intensity and frequency of incidents and improved mental health.</p>	<p>Regular feedback from Art therapist – at least half termly or as and when needed.</p> <p>Feedback from staff and parents during reviews or as and when needed.</p> <p>Termly reports of IRIS behaviour logs to Governors.</p>	<p>3 pupils were discharged from therapy due to reaching objective.</p> <p>Reports from parents stating a marked improvement in self-esteem and behaviours.</p> <p>Decrease in IRIS reports for 2 pupils. Other pupils were not behaviour related issues.</p> <p>One pupil now on school council, accessing the gym, work placement and travel training.</p>
<p>Identified pupils who access nurture group to gain confidence, increased self-esteem and improve education outcomes.</p>	<p>Monthly verbal reports.</p> <p>SMT part of the nurture group lead.</p> <p>End of year report on self-esteem indicators.</p> <p>Parental reports in as part of annual review process.</p>	<p>Self-esteem indicators show 4 out of 6 pupils made excellent progress including communication and interaction.</p> <p>Pupils who exceeded progress are now not part of nurture group but can still access Rainbow room as and when needed.</p>

Other approaches:

<b>Desired outcome</b>	<b>Review of implementation</b>	<b>Impact</b>
<p>All pupils have access to at least an overnight stay in the school caravan or a residential experience irrespective of parental ability to fully fund.</p>	<p>All classes had at least 1 visit to the caravan with 11 out of the 14 having overnight stays.</p> <p>20 pupils in 16+ had a 5 night stay in Calvert Trust in the Lake District.</p>	<p>Disadvantaged pupils had an overnight stay in the school caravan.</p> <p>Pupils with challenging behaviour had the opportunity to stay overnight and experience a holiday when parents couldn't/wouldn't be able to access this.</p> <p>Increase in independent living skills as all pupils are expected to get involved in cooking, cleaning, own personal care etc.</p>
<p>All pupils in KS3 (who it is appropriate for) to have access to horse-riding.</p>	<p>Weekly review of pupils who attend.</p> <p>Termly change of pupils.</p>	<p>Pupils able to access horse-riding on a weekly basis show increase in participation, self-esteem and communication</p>
<p>Work related learning placement for 16+ pupils and travel training for appropriate pupils.</p>	<p>Weekly feedback in 16+ meetings.</p> <p>Feedback from employers, parents and staff during the annual review process.</p>	<p>3 (out of 4) pupils who accessed the training are travelling independently to town at the weekend and accessing college independently.</p> <p>Increase in confidence, communication, self-esteem and independence.</p>