

Pupil Premium Strategy 2018/19

1. Summary information					
School	Millwood Primary Special School			Type of SEN	ASC/PMLD/ SLD/MLD
Academic Year	2018/19	Total PP budget	£70,900	Date of most recent PP Review	October 2018
Total number of pupils	139	Number of pupils eligible for PP	63 including: 7 adopted from care, 3 CYPIC, 2 early years and 6 Ever 6.	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% making above expected progress 2017/18	31%	22%
% making expected progress 2017/18	65%	75%
% making below expected progress 2017/18	4%	3%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Missing teaching time due to challenging behaviour.
B.	Sensory issues need to be managed before children can be ready to learn. For some children this is daily but for others it may be every few minutes.
C.	Communication is a huge barrier. All our disadvantaged children need AAC and additional support to develop their communication skills.
External barriers	
D.	Complex medical needs which effects attendance in school.
E.	Transport issues delaying children arriving at school.
F.	Family issues.

4. Outcomes		
		<i>Success criteria</i>
A.	To narrow the gap in English and Maths between PPG children and Non-PPG children.	Solar data shows an increase in PPG children meeting their targets in Maths and English. Planned Interventions every half term. Training
B.	To use out of school services to broaden the experiences of PPG children.	For example, Twinklboost and Feel Theatre.
C.	To use out of school services to reduce barriers to learning for PPG children with sensory processing difficulties.	Shine Therapy

5. Planned expenditure					
Academic year		2018/19			
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?
To narrow the gap in English and Maths between PPG children and non-PPG children.	<ul style="list-style-type: none"> Employ 2 teachers with responsibility for PPG – 1 full time and 1 part time. 	<ul style="list-style-type: none"> To ensure all the children receive extra support which is tailored to meet their individual needs. 	<ul style="list-style-type: none"> Monitored by SMT; Pupil Progress is monitored and 'dippers' identified; Teacher Appraisal system. End of year data 	NPT SMT	Half termly with a larger action plan review in July 2019
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?
To increase the amount of PPG children making at least expected progress in Maths by developing and running a Maths Language group.	<ul style="list-style-type: none"> Planned interventions delivered by a teacher and a TA targeting each child's next steps. Numicon 	<ul style="list-style-type: none"> The results in 2017/18 have shown that the language of Maths hinders progress as they progress up the P-scales into the National Curriculum. 	<ul style="list-style-type: none"> Planning is monitored by SMT; Pupil Progress is monitored and 'dippers' identified; Use of assessment tools such as Solar, post it notes, IATS. 	NPT SMT	Half termly with a larger action plan review in July 2019

<p>To increase the amount of PPG children making at least expected progress in Reading by developing and running a Reading Comprehension group.</p>	<ul style="list-style-type: none"> Planned interventions delivered by a teacher and a TA targeting each child's next steps. 	<ul style="list-style-type: none"> Children with additional needs find reading comprehension more challenging than sight word recall. 	<ul style="list-style-type: none"> Planning is monitored by SMT; Pupil Progress is monitored and 'dippers' identified; Use of assessment tools such as Solar, post it notes, IATS. 	<p>NPT SMT</p>	<p>Half termly with a larger action plan review in July 2019</p>
<p>To increase the amount of PPG children meeting their targets in National Curriculum Spelling.</p>	<ul style="list-style-type: none"> Planned interventions delivered by a teacher and a TA targeting each child's next steps. Get Spelling Training. 	<ul style="list-style-type: none"> More Children working within the National Curriculum failed to meet their expected targets in Spelling compared to the other aspects of writing. 	<ul style="list-style-type: none"> Planning is monitored by SMT; Pupil Progress is monitored and 'dippers' identified; Use of assessment tools such as Solar, post it notes, IATS. 	<p>NPT SMT</p>	<p>Half termly with a larger action plan review in July 2019</p>

<p>To use out of school services to broaden the experiences of PPG children.</p>	<ul style="list-style-type: none"> • Twinklboost • Feel Theatre 	<ul style="list-style-type: none"> • Linked to the Reading element of the school improvement plan - PMLD and Sensory focus 	<ul style="list-style-type: none"> • Use of assessment tools such as Solar, post it notes, IATS. • Observation • Children's enjoyment. 	<p>NPT SMT</p>	<p>Half termly with a larger action plan review in July 2019</p>
<p>To use out of school services to reduce barriers to learning for PPG children with sensory processing difficulties.</p>	<ul style="list-style-type: none"> • Shine Therapy 	<ul style="list-style-type: none"> • Linked to School Improvement Plan. 	<ul style="list-style-type: none"> • Use of assessment tools such as Solar, post it notes, IATS. • Better understanding of Sensory processing in relation to specific PPG children. 	<p>NPT SMT</p>	<p>Half termly with a larger action plan review in July 2019</p>

6. Review of expenditure			
Previous Academic Year		2016/17	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
To ensure that at least 95% of PPG children make more progress in Maths this year compared to 2016/17.	<ul style="list-style-type: none"> 1 Teacher and 1 TA to deliver interventions in school. Teacher on Maternity leave from October 2017 to October 2018. 	15% of PPG children were below target. 57% were on target and 28% exceeded their targets this year compared to non-PPG where 6% were below target, 63% expected and 31% exceeded.	More Maths Interventions needed especially focussing on the Language of Maths.
To ensure that at least 95% of PPG children make more progress in Writing this year compared to 2016/17.	<ul style="list-style-type: none"> Planned writing interventions delivered by a teacher and a TA targeting each child's next steps. Use of ICT; Regular monitoring. 	5% made below expected progress in Writing compared to 4% of Non-PPG children. 54% made expected progress compared to 64% of Non-PPG children and 41% exceeded their targets compared to 32% of Non-PPG children.	Writing interventions and linking targets to the school improvement plan and teacher appraisals has worked well this year.
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
To arrange for Twinkleboost to run weekly story sessions for groups of 6 PPG children.	Twinkleboost story sessions once a week	All the children enjoyed their additional sessions and were keen to attend each week. These additional sessions had a positive impact on standards with 6 disadvantaged children making at least expected progress in Reading.	Continue as an enrichment activity as the children really enjoyed the sessions.

To organise for Technola Education to run weekly ICT-based sessions for 2 groups of Gifted and Talented PPG boys.	Technola – Robotics – linked to Maths and Computing.	Technola ran throughout the year and was a huge success as the groups challenged the boys and reduced challenging behaviour which allowed them to make progress. The sessions were well planned and well resourced. There was a slight increase in boys meeting their targets in Maths, Spoken Language and Computing.	Continue to use out of school services
To arrange for Oily Cart to run sensory workshops for PPG children with PMLD and ASC.	Kuhbla Khan – September 2017	Oily Cart was a huge success for the children that took part as it broadened their experiences and reduced challenging behaviour. All the children were engaged throughout the performance.	Continue to use out of school services

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
To prepare children to learn by reducing barriers to learning.	<ul style="list-style-type: none"> Sensory integration and diets led by an experienced HLTA; Additional communication support by an experienced HLTA. 	<p>By providing additional communication and sensory support, barriers to learning were reduced. This meant that the children were in a better position to learn.</p> <p>All PECs users received extra support from a communication HLTA. Many of the signers participated in an additional signing group to develop their skills. Sensory diet plans and Intensive Interaction sessions help prepare children to learn.</p>	<p>Putting the foundations in place ensured that all children with Pupil Premium funding could access the curriculum at the correct level. Preparing them to learn is vital and time needs to be made in class timetables for this to happen as often as each child needs.</p>

7. Additional detail

As of October 2018, 63 (of 139) Millwood pupils are eligible for Pupil Premium funding – 7 adopted from care, 3 CYPIC and 53 disadvantaged children on free school meals (47 FSM) and free school meals ever 6 (6 pupils). We have 2 early years PPG children.

Currently, the school receives: £1,300 for children in receipt of free school meals and free school meals ever 6, £1,900 for CYPIC, £1,900 for adopted from care and £300 for early years pupils. This funding is used to pay for 2 teachers (1 part-time and 1 full time) to support English and mathematical development throughout the school. In addition to this any remaining Pupil Premium Funding is used to buy additional resources and pay for out of school services such as: Twinklboost and Shine Therapy to work with specific individuals and groups of children.