

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School	Castle Wood School			Type of SEN (eg.PMLD/SLD/MLD etc.)	Broad Spectrum
Academic Year	2018-19	Total PP budget	£85,800	Date of most recent PP Review	
Total number of pupils	139	Number of pupils eligible for PP	50	Date for next internal review of this strategy	
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving UQ targets in communication					
% achieving UQ targets in maths					
% progress specific to school setting					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Attachment issues are manifesting itself in challenging and disruptive behaviour.				
B.	New staff who are unfamiliar with the principles, practice and pedagogy of Early Years in a special school context.				
C.	The current physical curriculum does not meet the needs of our changing population.				
External barriers					
D.	In school movement – children from different settings, at different times of the year.				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	
A.	Develop a whole school trauma sensitive approach to aid the social and emotional development of children.			Children communicate when they are feeling distressed knowing that the familiar adult will be able to support and help them.	
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.	

C.	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.
D.	Children who transfer to Castle Wood School make a smooth transition without causing anxiety to themselves or to their new class which impact on the ability to learn for all.	Data shows progress from their starting points. Children are confident and less anxious.

5. Planned expenditure

Academic year **18/19**

The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

<p>CPLD from expert Lead Practitioners.</p> <p>Targeted support and consultancy from Expert Lead Practitioner.</p> <p>Focus on:</p> <ul style="list-style-type: none"> - role of the adult - Key groups - Sustained shared thinking. <p>Training for interventions to develop early literacy and communication numeracy skills.</p>	<p>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>	<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>Monitoring of learning journals by SLT / SMT.</p> <p>Observations and professional dialogue to disseminate research on key themes.</p>	<p>Early Years Lead Practitioner</p> <p>Team Leads</p> <p>SLT</p> <p>Phase Leaders.</p>	<p>Termly</p>
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<p>Total budgeted cost</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>Monitoring of learning journals by SLT / SMT.</p> <p>Observations and professional dialogue to disseminate research on key themes.</p>	<p>Early Years Lead Practitioner</p> <p>Team Leads</p> <p>SLT</p> <p>Phase Leaders.</p>	<p>Termly</p>
Total budgeted cost				£36118	

ii. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Dance classes for identified children to enable them to communicate through movement, led by independent lead expert.</p> <p>Audit of school needs by independent special education consultant, and drafting a curriculum that extends school theory of learning, providing further support and guidance for practitioners.</p>	<p>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.</p>	<p>Participating in a dance class is influential in the development of creativity, imagination and communication as well as increasing fitness levels, muscular endurance and core stability. It also provides a means for participants to connect with another and for children with special needs who are limited in their verbal communication, this opens up the possibility of building a relationship with another.</p> <p>Jennifer Monique Dabalsa.(Dec 2017) Dance for Special Needs Students: Building Confidence and Motor Skills.. University of Northern Colorado – Scholarship and Creative Works @ Digital UNC https://digscholarship.unco.edu/cgi/viewcontent.cgi?article=1113&context=theses</p> <p><i>“A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully....Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.</i></p> <p><i>“PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.”</i></p>	<p>Children identified through provision maps and pupil progress meetings who would benefit from the expertise of a dance specialist and outcomes created.</p> <p>Curriculum reflects the needs of the school population, with the input from team leads and an independent special education consultant. Teaching and learning will be monitored by the phase leaders in line with school procedures. Progress will be documented using the school assessment system and reflected in tracking grids.</p>	<p>Independent Special Education Consultant</p> <p>Phase leaders</p>	<p>Termly pupil progress meetings. Termly data collection Learning walks in line with school routines.</p> <p>£9887.50</p> <p>£6,200</p>

reflection ensures that our curriculum is responsive and reflects current ideology.

Total budgeted cost

£16,087

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

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Whole school induction – half a day.</p> <p>10 days of training for 5 members of staff over the year.</p> <p>Overview training for senior leads.</p>	<p>Develop a whole school trauma sensitive approach to aid the social and emotional development of children.</p>	<p><i>“The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip you to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.”</i></p> <p>https://www.thriveapproach.com/the-thrive-approach</p> <p>Children at Castle Wood School have complex learning difficulties, often accompanied by other issues such as autism, communication difficulties and sensory difficulties. We are finding that our children also have emotional issues, often formed by attachment difficulties or by nature of their difficulties.</p> <p>The THRIVE approach is a neurological approach designed to help children with attachment; it is a developmental approach to help children’s emotional well-being. It provides practitioners with a focussed assessment which pinpoints missed learning. Practitioners are trained to provide the necessary experiences so that the child learns to emotional regulate, develop resilience and resourcefulness, and become more ready to learn.</p>	<p>Classes to have a designated area for them to go to when de regulation is needed.</p> <p>Each phase to have a lead THRIVE person to go to for support and professional discussion.</p> <p>PSHE curriculum to be supported by THRIVE approach.</p>	<p>THRIVE leads Head</p>	<p>Termly</p>
<p>Focus on attachment theory through research and</p>	<p>Children who transfer to</p>	<p>Existing evidence suggests that SEL strategies can have a positive impact on</p>	<p>Monitoring of new pupils and their classes when the child</p>	<p>THRIVE leads Head</p>	<p>Following new child starting and then at pupil progress meetings.</p>

<p>THRIVE through workshops by Lead Expert and THRIVE training.</p>	<p>Castle Wood School make a smooth transition without causing anxiety to themselves or to their new class which impact on the ability to learn for all.</p>	<p>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>See evidence for THRIVE above.</p>	<p>arrives following a bespoke transition programme.</p> <p>Workshops with new parents to impart knowledge on Early Years practice, principles and pedagogy.</p> <p>Monitoring of data.</p>		
Total budgeted cost					£10162.46,
Achievement for all					£4150.00
Links therapy – Occupational therapy – sensory processing					£7800.00
Total to date					.74317
Review additional support from Thrive					

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	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
<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"> - Forest School training - Educational visits training. <p>Focus on:</p> <ul style="list-style-type: none"> - role of the adult - Key groups - Sustained shared thinking. <p>Training for</p>	<p>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>	<p><i>Expert Lead Practitioner to deepen practitioners' knowledge and train new staff in the practices, principles and pedagogy of Early Years.</i> Expert Practitioner led workshops and bespoke training for individuals and for groups of practitioners to deepen their knowledge and bolster confidence. Impact has been a marked increase in children's engagement in learning. Parents have commented that interaction has improved and that children are "playing" with their siblings.</p> <p><i>Review of planning so there is a comprehensive offer of enrichment.</i> Planning review needs to continue as new staff, ideas and research come on board. Planning review highlighted issue of coverage which was addressed by Phase Leaders and SLT.</p> <p><i>Monitoring of learning journals to ensure that children receive a broad and balanced curriculum that evidences learning in line with the Early Years pedagogy.</i> Monitoring to continue. Sharing of journals with other class teams has meant that good practice has been disseminated easily, in the knowledge that it is based on known children.</p> <p><i>Observations and professional dialogue to disseminate research on key themes.</i> Outcome to continue. By focussing on the child observations</p>	<p>Approach to be continued. Monitoring has been completed by the Phase Leaders and is disseminated to SLT. However, SLT need to be more fully involved in the monitoring process.</p> <p>Expert Lead Practitioner has led workshops and training with colleagues and parents on the approach. This will need to continue as new staff come on board.</p>	

		have stressed the impact of teaching and learning using the Early Years approach.		£40,000
ii. Targeted support				
Action	Intended outcome	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
<p>Whole school training from therapists</p> <p>Targeted support which involves OT assessing pupils with profound sensory needs across 4 classes.</p> <p>Designing a programme through collaboration with the class team of sensory approaches for proprioception and vestibular hyper and hypo behaviours.</p> <p>Action research to evaluate</p> <p>Purchase resources to provide sensory feedback</p>	<p>To reduce impact of profound sensory needs which inhibits pupils' ability to focus, concentrate, communicate and learn.</p>	<p><i>OT visits weekly for half a day to assess pupils across the classes with a baseline.</i></p> <p><i>Discussion are held with class teams about children's sensory processing difficulties and how to address.</i></p> <p><i>A programme will be devised to reduce sensory behaviours based on observations.</i></p> <p><i>Learning journals will document progress made by the children.</i></p> <p><i>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.</i></p> <p><i>Depending on the outcome we will be targeting other classes in the future.</i></p>	<p>The plan had to be amended half way through the year, but the research was detailed and helped to enhance thinking.</p> <p>In the Autumn Term 2018 2 OT students will undertake a research project with selected children to ascertain sensory needs and provision. Strategies will be shared with parents.</p>	£38,000

<p>Embed MOVE practice and principles for identified children across the school.</p> <p>Lead expert to plan daily provision in conjunction with class teams to implement individual programmes.</p> <p>Purchase resources</p>	<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><i>Lead Expert for MOVE to monitor provision through planning analysis, observation and discussions with parents.</i> The Move Programme is an element of the whole school Physical Curriculum and is embedded into children's daily timetable</p> <p><i>MOVE passports</i></p> <p><i>Learning Journals</i></p> <p><i>Mobility Plans</i></p> <p><i>Photo and video evidence</i></p> <p>There are currently six children on the Move Programme who have set goals agreed with parents and other professionals as a whole team approach is essential. The children's Move goals are incorporated into their individual physio plans as agreed with the Physiotherapists. Children are encouraged to develop their physical skills in all aspects of the curriculum as postural management and equipment is planned for daily. Children are reviewed with Physiotherapists and Move assessments take place which is documented in the children's Move journals. The journal, physio and functional activity plans provide comprehensive information and guidelines for all staff to use. Each child has an individual Move journal which demonstrates and shows what the children's goals and aspirations are, where their Move journey began along with a termly review of progress.</p> <p><i>Functional movement skills improve and are demonstrated at home and at school impacting positively on children's communication and cognitive skills.</i></p> <p>Having movement at the foundation of our learning has not only developed physical skills but also cognition and communication skills. The children feel more confident and are moving freely which has developed their ability to access the environment and explore in a completely different way.</p>	<p>Next steps are to work closely with families and therapist to continue supporting the children but to also train more school staff and increase the number of children on the programme. Pupils will engage in a high quality individualised curriculum that meets their physical, postural and independent needs. Move training will be delivered teaching staff the theoretical knowledge and an understanding of MOVE and the principles that underpin it.</p>	
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iii. Other approaches (including links to personal, social and emotional wellbeing)				
Action	Intended outcome	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
<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, along with a visit to Castle Wood.</p> <p>Home visit to parents.</p> <p>Bespoke transition package planned for and evaluated.</p> <p>SCERTS – baseline for new children.</p>	<p>Children who transfer to Castle Wood School make a smooth transition without causing anxiety which impact on their ability to learn.</p>	<p><i>Practitioners to attend THRIVE course and disseminate to colleagues with the aim of becoming a THRIVE school in the future.</i> This will be developed fully 2018-19.</p> <p><i>Observations of new children once they have transitioned.</i> Transitions are bespoke and time is given to ensure that the child and family are settled.</p> <p><i>Workshops with new parents to impart knowledge on Early Years practice, principles and pedagogy.</i> Expert Lead Practitioner has led workshops with parents and colleagues detailing why this approach is sustainable and the impact it has on teaching and learning.</p> <p><i>Monitoring of data.</i> Phase Leaders and team leads are more accountable for data and use it more effectively to aid planning.</p>	<p>Whole school training on principles of Thrive to take place September 2018.</p> <p>5 members of staff to undertake 10 days of training.</p>	
				£8,000
7. Additional detail				