

Pupil premium strategy

1. Summary information					
School	Palmerston School			Type of SEN	SLD, PMLD, ASD
Academic year	2018-2019	Total PP budget	£63,710	Date of recent PP review	July 2018
Total number of pupils	124	No of pupils eligible for PP	68 @ 937 per p	Review of PP Strategy	Oct 2019

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, in general, 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
C.	Communication difficulties linked to level and type of disability

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

D.	Lack of access to social, educational, cultural activities within and outside school to enrich understanding of the World
E.	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 some form of external accreditation	Accreditation record
	Reduction in incidents related to behaviour and mental health involving target pupils	Incident records

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 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 pupils engage in teaching groups that match their learning needs. Funding for specialist training for support staff.	For learning support to be effective it needs to be targeted and undertaken by skilled staff. MSLD INSET 43 @ £54 £2322.	Learning walks and observations Pupil progress meetings and Key Stage meeting reviews.	Key Stage leads and senior LSOs	Weekly during Curriculum meetings and Termly monitoring at progress meetings

Mindfulness is used throughout the school for pupils and staff.	Appropriate training for staff on Mindfulness and mental health and well-being. Train a member of SMT to deliver 'Leading a healthy school'. Staff trained in a number of approaches to deliver across the curriculum e.g. Yoga, Massage, breathing techniques etc.	For pupils to learn effectively, their emotional well-being needs to be stable. Staff deal with challenges throughout the day and might need support to ensure they are mentally healthy and strong. JS – Trainer for LHS 5x day supply = £149 per day plus admin time £1043. LC – Delivering Yoga sessions. 2 staff – Massage in schools programme = £600 EC – Mindfulness training. Sessions for staff – head massage etc £500	Lesson observations and learning walks. Feedback from staff Improved attendance.	Julie Suffield. SM	Termly assessment reporting. Weekly meetings with staff.
Total budgeted cost					£4,465
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?
All staff have a range of ASC strategies to teach/support pupils with ASC	AET standards file to be completed throughout the year working through the action plan created last academic year. Training to be on-going delivered by ASC co-ordinator.	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. The file is a working document and is constantly being updated with additional training support. £2,630 for 1 Year for teacher to implement.	Middle manager teacher to ensure evidence is collated and actions are put in place. Update meetings with SMT and feedback to Governors. Staff meeting minutes and regular feedback from all staff	Jen B to lead with A.Wheeler to monitor.	Regular update meetings. End of year review.

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.	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. Cost of Art Therapist 1 day per week £7,600 20% Senior LSO £4,531	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 and/or THRIVE interventions to gain confidence, increased self-esteem and improve education outcomes.	Weekly nurture base and/or THRIVE sessions with access to relevant therapies such as lego, sand etc.	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. On-going therapy training for staff and 10 days THRIVE training = £5142 Supply for instructor to complete observations etc £3000 approx	Assistant head to take the lead and continue to monitor through assessments and behaviour logs. Co-ordination of all therapies to look at impact.	Kath Harvey – Ass Head to support Senior LSO	Termly monitoring activities. Feedback from pupils. Feedback from staff.
Pupils with communication difficulties to access a range of devices and app to support their independence and outcomes.	HLTA on CAAT Team so referrals are quicker and resources and equipment put in place sooner. Appropriate resources can then be put in place.	CAAT team take referrals for pupils with communication difficulties. If pupils are referred from Palmerston HLTA can pick up, assess and put things in place. CAAT team meetings – supply costs = 6 x £149 = £894 Time for observations, sourcing, implementation etc = 20% of HLTA = £5400 Equipment and/or apps to support pupils communication = Approx £2000	Regular meetings with HLTA on referrals made and action taken. Discussions with parents/carers and feedback from staff. Improved communication should see increase in pupil self-esteem, involvement and progress.	L.Swift and A.Wheeler	Half termly basis. CAAT meetings attended by A.Wheeler on a termly basis.

Pupils with sensory processing difficulties have access to appropriate provision and support from services.	Sensory circuit to be well resourced with a variety of equipment to ensure all pupils can benefit. If needed a referral to Shine Therapy services for a sensory diet/ analysis.	Pupils with sensory processing will find it very difficult to engage in learning if their processing needs haven't been met. A dedicated room will ensure pupils can access it any time throughout the day with relevant support and equipment. Cost of equipment and referrals to Shine therapy £10,000 approx	Pupil updates from weekly PAWs board, termly progress and yearly EHCP meetings. Sensory room log monitored half termly to ensure appropriate use and resources are effective.	SMT	Termly through staff meetings and SMT.
Total budgeted cost					£41,197
iii. Other approaches					
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 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 Provision for assistance with residential costs subject to assessment of ability to pay	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 £6,618 caravan fees (including upkeep) £1,000 for support to pay residential costs.	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	End of the academic year.

All pupils in KS3 to have access to horse-riding as a therapeutic and/or education experience	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.	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. £1536 per year.	Reports from TA's who support the weekly session. Communication progress reports. Key Stage progress meetings.	Kath Harvey – Key Stage manager.	Termly and yearly for financial reasons.	
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.	Identified pupils to access a work placement outside school on a weekly basis with support from staff. Weekly travel training from trained school staff.	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. £2,000 approx	Reports from TA's who support the placements and travel training. Key stage progress meetings. Reports from parents.	Martin McKenna – Key Stage manager.	Termly monitoring.	
Pupils/families have access to items/resources that will improve communication, behaviour, outcomes for out of school life.	Pupils and/or families can request items that may have an impact and improve on home life that has an educational outcome	Some parents need support to meet the needs of pupils at home. Parents can request use of PP for items that could help support education, mental health and/or behaviour as this enables the pupils to access education. £2,000 approx.	PP paperwork monitored by SMT on a yearly basis. Reported on to Govs.	Alison Wheeler	End of year.	
Total budgeted cost					£ 13,154	
					Overall costs	£58,816

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

“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

Desired outcome	Review of implementation	Impact
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:

Desired outcome	Review of implementation	Impact
Identified pupils show accelerated progress and meet all IEP and termly targets.	Booster sessions taking place on a weekly basis with targeted pupils (maths, English, communication). Half termly review with Data manager. Termly review when staff are re-writing IEP's and reporting to parents.	Increase in progress for highlighted pupils taking part in booster sessions.

<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:

Desired outcome	Review of implementation	Impact
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<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>