

Pupil Premium Impact Statement 2016 -2017

1. Summary information					
School	Rowan Gate Primary School			Type of SEN	SLD/PMLD/ASD/ MLD/ MSI
Academic Year	2016-2017	Total PP budget	£99,565	Date of most recent PP Review	July 2017
Total number of pupils	158	Number of pupils eligible for PP	57 (Jan 2017)	Date for next internal review of this strategy	Easter 2018

2. Current achievement 2016-2017			
	Pupils eligible for PP (your school)		Pupils not eligible for PP
22/27 made two or more levels of progress KS1-KS2 –Reading (84%)	14/16 (87.5%) made two or more levels progress		8/11 (73%) made two or more levels progress
25/27 made two or more levels of progress KS1-KS2 –Writing (92%)	15/16 (94%) made two or more levels progress.		10/11 (90%) made two or more levels progress
20/25 made two or more levels of progress KS1-KS2 – Number (80%)	12/15 (80%) made two or more levels progress		8/10 made two or more levels progress (80%)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Complexity of individual pupil's learning needs and diagnoses – each pupil has individual barrier to learning.
B.	Pupil's communication and social skills are often poor leading to frustration and avoidance.
C.	Pupil's readiness to engage in learning due to complexity of issues, sometimes from home, leading to behavioural dysregulation.
External barriers	
D.	Lack of parental engagement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils in need will access high quality SALT sessions.	Pupils are supported to develop appropriate communication skills.

B.	Pupils in need will access ASD specific strategies to improve social skills and reduce anxiety- Social Detectives, Anxiety Toolkit.	Pupils can use learned strategies in school – reduction in anxiety.
C.	Family engagement with the school will improve to support pupils learning.	Parental involvement increased.
D.	Pupil's mental health and well-being is supported effectively.	Decrease in exclusions and behaviour incidents.

5. Planned expenditure					
Academic year	2017 -2018				
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 further develop pupil's communication skills in a wide variety of ways.	Employ a SALT Assistant to deliver sessions 1:1 or in small groups.	Observations of pupils indicate that communication is a priority for all pupils. SALT service is insufficient for all pupils.	Observe sessions and monitor pupil progress.	J.C/J.R	July 2018
To further develop pupil's communication skills in a wide variety of ways.	Music Therapy, interaction groups and Drama groups.	Observations of pupils indicate that communication is a priority for all pupils.	Observe sessions and monitor pupil progress.	J.C/J.R	July 2018
Total budgeted cost					£27,000
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?
Pupils' sensory needs are well met, enabling greater focus on learning, and independent regulation.	Commission OT service to carry out sensory assessment and write programmes for pupils.	Pupils' sensory needs are barriers to learning for several pupils.	Observe and monitor sessions	J.C/J.R	July 2018
Pupils develop more appropriate social skills, confidence and self esteem.	Nurture Groups	Pupils need intense support to be able to access learning.	Observations and Marjorie Boxhall Award applied for.	S.M	July 2018
Pupils develop Social Skills and reduce anxiety.	ASD specific Strategies for KS2 – commission Autism Know How.	Pupils need structured teaching to develop important social skills, and skills to reduce anxiety.	Observe and monitor Pupil Progress.	J.C/J.R	July 2018
Total budgeted cost					£35,860
iii. Other approaches (including links to personal, social and emotional wellbeing)					
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?
Pupils are more able to self-regulate in school, and develop attachments.	Theraplay	Home circumstances may be impacting on the child's progress.	Meetings with Therapists, pupil's engagement in class improves.	J.C/J.R	July 2018

Parents engage in “Come..... with me” and experience high quality, relaxed events in school.	Family Liaison Team to organise events,	Pupils make better progress in school if parents are engaged.	Monitor events and feedback from parents.	K.E	July 2018
To ensure positive support and activities are organised for families to engage with their children in school	Expand Family Liaison Team	Families engage in activities with their child – aiming to boost pupil progress through higher levels of parental engagement	Monitor events and feedback from parents	K.E/JR	July 2018
Total budgeted cost					£20,000

6. Review of expenditure				
Previous Academic Year		2016 -2017		
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
Improve communication skills for most complex pupils	Music Therapy, interaction groups and Drama groups.	Pupils have made progress in communication.	This approach needs supporting with more SALT, an Assistant will be appointed for 17/18 academic year.	£47000
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
Pupils' sensory needs are well met, enabling greater focus on learning, and independent regulation.	Commission OT service to deliver sensory integration programmes (Thrive)	This is beginning to impact, Pupils who have been assessed and worked with show greater levels of regulation.	This work will be continued.	£13000

Pupils develop more appropriate social skills, confidence and self esteem .	Nurture Groups	Pupils in Nurture Group Provision made at least good progress.	This work will continue and the quality mark applied for again.	£20000
Pupils Develop Social Skills and reduce anxiety	Social Detectives/Anxiety Toolkit	Pupils in KS2 continued to make accelerated progress, and observations show that they are able to use the strategies to manage anxiety.	This work will continue.	£7000
iii. Other approaches (including links to personal, social and emotional wellbeing)				
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
Pupils are more able to self-regulate in school, and develop attachments.	Theraplay	Pupils work with therapists to develop attachments which are key to future development. All families involved in Theraplay report positive outcomes.	This work will continue, in some cases two therapists are required per session.	£10000
Parents engage in "Come..... with me" and experience high quality, relaxed events in school.	Events in school	Parents work alongside their child to understand approaches and enjoy time in school.	This work will continue, feedback from parents is very positive.	£2565

7. Additional detail

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

Pupil Premium funding has also been used to buy some equipment which has been necessary to introduce the approaches, such as chew buddies, stress putty and cushions to meet sensory needs. These costs are included.