

Pupil Premium Impact Statement 2017 -2018

1. Summary information					
School	Rowan Gate Primary School			Type of SEN	SLD/PMLD/ASD/ MLD/ MSI
Academic Year	2017-2018	Total PP budget	£90,416	Date of most recent PP Review	July 2018
Total number of pupils	176	Number of pupils eligible for PP	60 (Jan 2017)	Date for next internal review of this strategy	14/01/19

2. Current achievement 2017-2018	Pupil Premium Pupils	All Pupils
KS1 Average step progress: Reading	2.7	2.8
KS1 Average step progress: Writing	2.9	2.8
KS1 Average step progress: Number	3.7	3.3
KS2 Average step progress: Reading	2.9	2.5
KS2 Average step progress: Writing	2.3	2.2
KS2 Average step progress: Maths	3.4	3.1

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 barriers 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, individual SALT sessions, drama sessions or structured interaction 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 and progress.	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

2018 -2019

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.	To continue to employ a SALT Assistant to deliver sessions 1:1 or in small groups.	Observations of pupils indicate that developing effective 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 2019
To further develop pupil's communication skills in a wide variety of ways.	Music Therapy, interaction groups, Sunshine Circles 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 2019
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	July 2019
Pupils develop more appropriate social skills, confidence and self-esteem.	Build on the success of Nurture Groups and increase provision.	Pupils need intense support to be able to access learning and manage low self-esteem and emotional dysregulation.	Observations and Marjorie Boxhall Award applied for.	S.M	July 2019 Cost to train AWB/E.J and set up Apricots East.
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 and access learning effectively.	Observe and monitor Pupil Progress.	J.C to audit	July 2019
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 2019
Pupils' wellbeing is improved	Counselling for children	Many pupils do not meet the criteria for Camhs, but need support to build their sense of well-being in order for them to access learning opportunities more effectively.	Commission services to meet this need.	S.M	July 2019
More 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.	J.R	July 2019
To further improve parental engagement in learning in EYFS classes.	To lend structured play activities to families to enjoy with their child. Boromi resources.	Parents are keen to engage in EYFS classes, and it is important to encourage this positively in order to support pupil progress.	Monitor uptake and engagement.	J.C	July 2019
Total budgeted cost					£20,000

6. Review of expenditure				
Previous Academic Year		2017 -2018		
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.	Analysis of EHC targets has shown that the vast majority of pupils have met their communication targets and as such have made good progress in communication.	This strategy has been very effective in boosting progress and will continue, with focus on the development of AAC.	£25800
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)	Pupils who have been assessed and worked with show greater levels of regulation, and better engagement in class activities – this is evidenced in EHC reviews.	This work will be continued, and resources improved at RGW.	£13000
Pupils develop more appropriate social skills, confidence and self esteem	Nurture Groups	Pupils in Nurture Group Provision made at least good progress in curriculum areas, and Boxall Profiles indicate that all pupils have made good progress in Personal and Social development.	This work will continue and expand to form another group at RGE.	£20000
Pupils Develop Social Skills and reduce anxiety	Social Detectives/Anxiety Toolkit	Pupils in KS2 continue to make accelerated progress, and observations show that they are able to use the strategies to manage anxiety and regulate behaviour.	This work will continue, the leadership team agree that specialist support in this area is essential in building capacity and understanding of ASD.	£8800
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- Theraplay is requested by external professionals – for example for LAC pupils or pupils on CP plan.	£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 and engagement in the sessions is high.	£816
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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.