

1. Summary information					
School	Fountaindale				
Academic Year	2016/17	Total PP budget	£20,618	Date of most recent PP Review	Sept16
Total number of pupils	68	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Sept17

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>School Average</i>
% EYFS pupils making one or more aged stage of development by end of EYFS	100%	66%
% Pre-formal pupils demonstrating progress in Communication in 2015/16	88%	88%
% Semi-formal & Formal pupils achieving expected or better progress in English 2015/16	82%	71%
% Semi-formal & Formal pupils achieving expected or better progress in Maths 2015/16	88%	62%
% Semi-formal & Formal pupils achieving expected or better progress in English at end of Key Stage 2015/16	100%	100%
% Semi-formal & Formal pupils achieving expected or better progress in Maths at end of Key Stage 2015/16	100%	90%
% Formal pupils achieving accreditation at Entry Level 1 and above in English & Maths	100%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor interaction and communication skills of PP pupils with complex needs (Pre-formal & Semi-formal)

B.	Poor self-esteem, independence and confidence	
C.	Provision of appropriate additional support to enhance learning in Maths and English, including gifted & talented	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low access to enrichment activities (after school clubs, holiday schemes, residential trips)	
E.	Low parental engagement (parents evenings, EHC Plan Reviews, school based parental activities)	
F.	Low levels of support and encouragement with home based self-study	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Pre-formal and Semi-formal PP pupils to demonstrate progress in interaction and communication	Pre-formal Pupil progress data shows progress along the Learning Continuum for islands within the Routes for Learning framework, relevant to communication & interaction, Semi-formal pupils show progress along the school's 'STEP' indicators for Communication, Literacy and Social & Emotional Development. Formal pupils with communication difficulties demonstrate improved independence in use of augmentative and alternative communication approaches.
B.	PP pupils to demonstrate Improved levels of independence, confidence and self-esteem	Expected or better progress levels within PSD, DofE achievements, increased access to residential based activities
C.	Improved progress within English and Maths for formal PP pupils, including accreditation for identified G&T pupils	Expected or better progress, including accreditation level attainment
D.	Increased access to enrichment activities for PP pupils	Increased uptake of PP pupils and families in enrichment activities
E.	Improved levels of parental engagement with school to support child's learning	Improved parental attendance rates at parents evenings, Reviews and school based parental activities

F.	Improved provision in place to support self-study	Homework and coursework completed on time and to required standard. Expected or better than expected progress demonstrated within core areas.
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5. Planned expenditure

Academic year	2016/17
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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?
A. Pre-formal pupils to demonstrate progress in communication and interaction	To train a member of staff as an Intensive Interaction Co-ordinator	Research (See outcomes of the Better Communication Research Programme (BCRP) 2012) shows that PP pupils are much more likely to be identified with communication and interaction difficulties. All 12 of our Pre-formal PP pupils have identified communication and interaction difficulties Our practice shows that Intensive Interaction approaches have a significant beneficial effect on the development of interaction and communication. A trained co-ordinator would be able to provide in house training to teachers, support staff and parents across the	Class based observations of staff implementation of the approach. Review of pupil progress	Assistant Head for Pre-formal Curriculum	July 2017

B. Improved levels of independence, confidence and self-esteem	Semi-formal and Formal Key Stage 5 pupils to be offered opportunity to enrol for DofE Bronze or Silver Award. Staff CPD provided on appropriate support of pupil activities	The introduction of DofE last year demonstrated clear gains in independence, self-esteem and resilience to failure. It also taught staff to take a step back and allow students to learn from mistakes. 4 PP pupils took part in 2015/16 and 4 pupils will take part in 2016/17	SLT involvement in activities. Use of external advisers and assessors. Time built into curriculum timetable. Parents to be well informed and encouraged to support. Free transport & residential costs offered to parents of PP children	Assistant Head for Formal Curriculum	July 2017
B. Improved levels of independence, confidence and self-esteem	To complete enquiry based research into the impact of Forest Schools on the learning of pupils with complex needs.	The school has an ideal location for a Forest Schools approach. Evidence from mainstream provision has suggested that it has led to improved confidence, independence, self-esteem and team working skills. Before investing in this we wish to research the impact of a Forest School approach within special school environments.	Staff and pupils will visit special schools offering a Forest School approach. A report will be written for SLT and Governors regarding the potential benefits, logistics of implementation and costs.	Assistant Head for Semi-formal Curriculum	April 2017
Total budgeted cost					£5,475
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?
A. Pre-formal and Semi-formal pupils to demonstrate progress in communication and interaction	A music therapist employed to provide 1-1 and small group sessions on a weekly basis	Research shows that music therapy can have a significant effect on the communication and social behaviour of non-verbal and verbal children with complex learning needs (JJ Havalat (2006), SN Ghasemtabar (2015))	TA's will accompany pupils to sessions to record 'magic moments'. Assistant Head will monitor these over time. Therapist will provide a written evaluation report on each child for SLT	Assistant Head for Pre-formal curriculum	July 2017

<p>A. PP pupils to demonstrate progress in communication and interaction</p>	<p>A specialist TA for Communication to be employed for 0.1 FTE to support the implementation of SALT programmes within the classroom for targeted PP pupils</p>	<p>SALT provision in school has decreased and now largely provides assessment and a written programme. The specialist TA will work alongside the SALT therapists and then assist the introduction of a child's programme into the classroom by supporting and advising class staff</p>	<p>This provision will be monitored by both SALT and our TA Manager to ensure programmes are being fully implemented. Pupil progress analysis and SALT reports will be used to measure progress.</p>	<p>Principal</p>	<p>July 2017</p>
<p>C. Improved progress in English & Maths for formal PP pupils.</p>	<p>Provision of 1-1 and small group support from specialist TAs</p>	<p>4 formal PP pupils have been identified as requiring additional support in order to reach expected targets in English and/or Maths. Additional 1-1 or smaller group sessions will allow for more intensive support.</p>	<p>Pupil progress will be tracked termly and impact of all interventions will be reported to SLT as part of termly monitoring procedures</p>	<p>Assistant Head for Formal Curriculum</p>	<p>Termly (Oct 16, Jan 2017, April 2017, June 2017)</p>
<p>C. Improved progress within English and Maths accreditation for identified G&T PP pupils</p>	<p>Weekly small group sessions in maths and English for high-attaining pupils with Assistant Head replacing tutor time or assembly.</p>	<p>2 PP Pupils have been identified as having the potential to increase their GCSE grade potential, but lack the space and skills for self-supported additional study. An additional smaller group session will allow for more intensive support.</p>	<p>Monitoring of pupil progress through regular graded assessment. Reported to SLT termly.</p>	<p>Assistant Head for Formal Curriculum</p>	<p>Termly (Oct 16, Jan 2017, April 2017, June 2017)</p>

F. Improved provision in place to support self-study	Additional Mid-day care assistant employed to release a Teaching Assistant to provide lunchtime homework club	Space and time to complete homework within the home environment can be an issue for pupils due to personal social and physical circumstances	TA Manager to complete regular observations of sessions to ensure effectiveness of provision. Teacher reports to Assistant Heads and then to SLT regarding levels and standards of completed work.	Principal	July 2017
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Total budgeted cost **£11,233**

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?
D. Increased access to enrichment activities	To provide free access for PP pupils to enrichment activities, including after school clubs, holiday schemes, family days, Saturday swims, offsite visits, in-school residential, and residential trips. Free transport to be provided for holiday schemes.	Enrichment activities outside of school time provide valuable additional learning opportunities, including the further development of independence skills, confidence and team working skills. Our monitoring shows that 17 out of 22 (77%) PP pupils are now attending these sessions since free access was introduced.	Annual monitoring of attendance. Parental and pupil feedback will be collected to evaluate sessions and give ideas for future provision. An annual report will be provided to governors. PP pupil progress will be monitored	Extended Provision Co-ordinator	July 2017

<p>E. Improved levels of parental engagement with school to support child's learning</p>	<p>To offer free transport to school based meetings where lack of available transport is highlighted as a difficulty. To offer follow up meetings or home visits for parents not attending Annual Reviews. To provide more informal parent events in school for support (coffee mornings, activity days)</p>	<p>Our monitoring over 2015/16 shows that only 41% of parents of PP pupils attend parents evenings, compared with 66% of parents of non PP pupils. 77% attend their child's Annual Review compared with 96%. However a comparable number of parents of PP pupils and non PP pupils attended an activity day last summer (22% and 25 % respectively)</p>	<p>Attendance and engagement will be further monitored, including attendance at formal and informal events.</p>	<p>Extended Provision Co-ordinator</p>	<p>July 2017</p>
Total budgeted cost					£3,910

C. Review of expenditure				
Previous Academic Year		2015/16 Pupil Premium £19,195		
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
Improved levels of independence, confidence and self-esteem	Semi-formal and Formal Key Stage 5 pupils were offered opportunity to enrol for DofE Bronze Award. Staff CPD provided on appropriate support of pupil activities	11 pupils, including 4 PP pupils achieved DofE Bronze awards and demonstrated clear gains in independence, self-esteem and resilience to failure. Pupil presentations were applauded by local and regional DofE officers and copies requested as exemplars for other schools. All pupils received certification at an award ceremony. All semi-formal and formal PP students completing DofE (4) made expected or better than expected overall progress in PSD against annual targets.	The DofE scheme provided valuable opportunities for developing team working and independent problem solving skills and raised pupil, parent and staff expectations of what our pupils are capable of. Student successes received a high level of acclaim and were reported in DofE regional newsletters. The approach also proved to be a good source of professional development for staff with respect to 'stepping back' and allowing pupils to build resilience from learning from mistakes. The approach will be continued for 2016/17 with 8 students following the Bronze Award and 7 students progressing towards Silver award. This will include 4 PP students	£2,725
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
Improved progress in English & Maths for Formal PP	Provision of 1-1 support from specialist TAs	7 PP pupils received 1-1 and small group support for intervention. All 7 pupils made expected or better progress against annual targets in Maths and 6/7 pupils made expected or better progress in English. All PP pupils at the end of their Kay stage in 2015/16 made expected or better progress at the end of their key stage. 6 non-PP pupils were also included within the small groups.	The provision is ensuring that PP pupils keep on track with annual and end of key stage targets and therefore will be continued for 2016/17. However, specialist TAs do not have the detailed knowledge of GCSE subjects to provide interventions for identified gifted & talented PP students. Specialist Teacher input will be provided for this in 2016/17	£5,234

Pre-formal pupils to demonstrate progress in communication and interaction	A music therapist employed to provide 1-1 and small group sessions on a weekly basis	6 PP pupils received blocks of music therapy over 2015/16. Therapy reports along with observation records and Routes for Learning Tracking documents demonstrate the positive impact this has had on the communication and interaction of these pupils.	More pupils meet the criteria for music therapy provision than there are available sessions. Agreed that SLT, Assistant Heads for Pre-formal and Semi-formal curriculum and Specialist Sensory TA will meet with music therapist in early autumn term to discuss priorities and appropriate groupings.	£5,260
PP pupils to demonstrate progress in communication and interaction	A specialist TA for Communication to be employed for 0.1 FTE to support the implementation within the classroom of SALT programmes for targeted PP pupils	3 PP pupils received specific support with their use of augmentative and alternative communication aids	Specialist TA requires non-contact time when SALT is in school for planning. This will be ensured for 2016/17	£2,617
iii. Other approaches				
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
Increased access to enrichment activities	Provision of free access for PP pupils to enrichment activities, including after school clubs, holiday schemes, family days, Saturday swims, in school residential, and residential trips. Free transport provided for holiday schemes for PP children	Over 2015/16 17 out of 22 PP pupils (77%) attended after school or out of school enrichment activities. This compares with 84% of non-PP pupils. This represents an increase from 2014/15 when 8/20 (40%) of PP pupils attended. Evaluations and feedback from pupils and parents were extremely positive.	There has been an increase in take up. However, some pupils are failing to attend sessions that they have signed up for. This could be a hazard of giving the sessions free. A strategy towards combatting this will need further Leadership discussion. 4 PP pupils have been identified as not attending any enrichment activities. This will be discussed with the individual parents concerned to ascertain how they might be further supported.	£3,359