

1. Summary information					
School	Fountaindale				
Academic Year	2017/18	Total PP budget	£21,000	Date of most recent PP Review	July 17
Total number of pupils	73	Number of pupils eligible for PP	22	Date for next internal review of this strategy	July 18

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 2016/17	88%	88%
% Semi-formal & Formal pupils achieving expected or better progress in English 2016/17	82%	71%
% Semi-formal & Formal pupils achieving expected or better progress in Maths 2016/17	88%	62%
% Semi-formal & Formal pupils achieving expected or better progress in English at end of Key Stage 2016/17	100%	100%
% Semi-formal & Formal pupils achieving expected or better progress in Maths at end of Key Stage 2016/17	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 alterative 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		2017/18			
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 shows that PP pupils are much more likely to be identified with communication and interaction difficulties. All 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 school.	Class based observations of staff implementation of the approach. Review of pupil progress	Vice Principal for Pre-formal Curriculum	July 2018

B. Improved levels of independence, confidence and self-esteem	Semi-formal and Formal Key Stage 5 pupils to be offered opportunity to undertake DofE Award. Staff CPD provided on appropriate support of pupil activities	The introduction of DofE 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 will take part in 2017/18	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	Vice Principal for Formal Curriculum	July 2018
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.	Vice Principal Semi-formal Curriculum	July 2018 – completed after a 1 year trial of provision
Total budgeted cost					£5,000
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 and formal (mental health and well-being) 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	TA's will accompany pupils to sessions to record 'magic moments'. Vice Principal will monitor these over time. Therapist will provide a written evaluation report on each child for SLT	Vice Principal for Pre-formal curriculum	July 2018

A. 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 of SALT programmes within the classroom for targeted PP pupils	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	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.	Principal TA Manager	July 2018
C. Improved progress in English & Maths for formal PP pupils.	Provision of 1-1 and small group support from specialist TAs	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.	Pupil progress will be tracked termly and impact of all interventions will be reported to SLT as part of termly monitoring procedures	Vice Principal for Formal Curriculum	July 2018
C. Improved progress within English and Maths accreditation for identified PP pupils	Weekly small group sessions in maths and English for high-attaining pupils with Assistant Head replacing tutor time or assembly.	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.	Monitoring of pupil progress through regular graded assessment. Reported to SLT termly.	Vice Principal for Formal Curriculum	July 2018

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 2018
Total budgeted cost					£11,000
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.	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 2018

E. Improved levels of parental engagement with school to support child's learning	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)	Our monitoring shows that historically less parents of PP pupils attend parent's evenings and EHCP Reviews, compared parents of non PP pupils. However a comparable number of parents of PP pupils and non PP pupils attended an activity day	Attendance and engagement will be further monitored, including attendance at formal and informal events.	Extended Provision Co-ordinator	July 2018
Total budgeted cost				£4,000	