

Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	Wyvern Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD, PMLD
Academic Year	2019-20	Total PP budget	£27,330	Date of most recent PP Review	July 2019
Total number of pupils	87	Number of pupils eligible for PP	24	Date for next internal review of this strategy	27.11.19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication	70%	41%
% achieving UQ targets in maths	100%	70%
% progress specific to school setting	6.67% improvement	9% improvement against behaviour measures

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Communication
B.	Sensory regulation
C.	Emotional regulation
D.	Engagement
External barriers	
E.	Access

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils' communication ability is improved as evidenced in DOLA and MAPP communication, language and literacy progress tracking and <i>communication bands</i> .	All identified pupils make progress in line with whole school progress. Whole school progress increased.
B.	Pupils' ability to self-regulate sensory stimulation issues has a positive impact on engagement with learning and general well-being.	Behavioural scatterplots (where used) show reduced arousal patterns.
C.	Pupils' attention spans increased, concentration, general learning resilience increased.	Learning progress measures reflect improvements in rate of progress.
D.	Pupils able to self-manage to avoid emotional outbursts more frequently.	Decrease in behaviour incident measures. Increase in behaviour progress measures.

E.	Physical access barriers to learning for specific students are overcome; regular access to off-site learning and the local community facilitated	Full curriculum participation for identified students; access to off site learning for all PPG students.
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5. Planned expenditure					
Academic year					
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?
Improved communication outcomes	<ul style="list-style-type: none"> Increased SALT therapist hours 100% school SALT caseload AAC equipment 	<p>SALT therapy outcomes underpin literacy outcomes at this school. Extending the reach and impact of SALT targets for every class with PPG students not only increases communication progress rates but also literacy.</p> <p>AAC equipment provides the effective modality for students with restricted physical/motor ability.</p>	Weekly review meetings with SALT therapist. Year plan for effective working. 3 x a year pupil progress checks – including all subgroup breakdowns of data.	BD	January 2020 April 2020 July 2020
Neurodevelopmental Literacy curriculum delivered effectively across school	<ul style="list-style-type: none"> SALT training for staff Literacy training for staff 	All staff will be involved in moving over to a neurodevelopmental approach to teaching literacy. This will be especially important for PPG students where underperformance factors can be exacerbated by traditional teaching methods.	CLL in SDP 2019-20. Training compulsory. Impact measures in school assessment system.	BD, DT	January 2020 April 2020 July 2020
Improved engagement and emotional regulation	Higher staff ratios at specific times in week for identified pupils.	Skilled emotional support for students by experienced staff who are able to operate behaviour plans and attention and listening strategies.	Regular monitoring through classroom observation and learning walks.	DT, RH, BD	January 2020 April 2020 July 2020
Total budgeted cost					£12,130
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?
Improved engagement in ASC classes	Attention Autism sessions	AA is an established effective intervention across UK. All staff who have used this approach report its effectiveness.	Specific school-wide focus on AA along with all non-subject curricular elements as part of SDP 2019-20.	LW	£2,000
Improved curricular outcomes in EYFS	Enhanced EYFS staff ratios at specific sections of timetable.	The new EYFS curriculum includes an increased amount of pupil-led, play-based activities and a focus on establishing early communication skills.	Regular monitoring as part of SDP and appraisals	BD	£6,700
Total budgeted cost					£8,700
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?
Community access for specific student	<ul style="list-style-type: none"> Bus fares for additional adult Enhanced staffing ratios 	Community access fulfils both social and sensory regulation needs. Two adults are required for this student.	Daily staffing records. Off-site visit records. Behaviour records.	DT	£300
Becoming a mental health friendly school.	<ul style="list-style-type: none"> Mental health champion role ELSA training 	Incidence of MH problems well established link with deprivation. MH champion a proven, effective and recommended strategy.	MH team meetings. Appraisal.	AC	£6,200
Total budgeted cost					£6,500

6. Review of expenditure					
Previous Academic Year					
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	
Pupils' communication ability is improved as evidenced in DOLA and MAPP communication, language and literacy progress tracking and <i>communication bands</i> .	<ul style="list-style-type: none"> Extra SaLT therapist hours £7500 AAC switch access to programmes and games.(RH) £100 Extra SaLT assistant hours £4000 	<ul style="list-style-type: none"> Communication progress across the whole school was good in the PPG group, better than non-PPG. Access to switch programmes via Chooseit Maker subscription has been highly successful Extra SALT assistant hours also contributed to increased progress measures; for targeted pupils and across school. 	<ul style="list-style-type: none"> Increasing SALT to 2 days a week was necessary but we are clear that this is not adequate for the broader needs in school. This should be budgeted annual expenditure from now on. School needs to train up a larger group of TAs with SALT intervention skills. 	£7500	£50
				£4000	
Pupils' ability to self-regulate sensory stimulation issues has a positive impact on engagement with learning and general well-being.	<ul style="list-style-type: none"> Sensory diet items £120 (£120) (£120) (£230) 	<ul style="list-style-type: none"> Sensory diet items have contributed to a continued reduction in behavioural incidents. 	<ul style="list-style-type: none"> These should be annually budgeted for if possible. 	£170	£120
				£160	
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	

<p>Pupils' attention spans increased, concentration, general learning resilience increased.</p>	<ul style="list-style-type: none"> • Attention Autism sessions – 19 days STA = £1805 • Interactive books (£50) • iPad for specific student £319 • Car Kit (£150) 	<ul style="list-style-type: none"> • AA sessions have made an impressive contribution to the progress in all areas and especially in Primary. • iPad – increased engagement and motivation. Moving study to pupil, rather than vice versa supports this. • Car kit – challenging problem-solving activity for engagement and language development. 	<ul style="list-style-type: none"> • This must continue in the coming year. • • • 	<p>£2300</p> <p>£250</p> <p>£122</p>
<p>Pupils able to self-manage to avoid emotional outbursts more frequently.</p>	<ul style="list-style-type: none"> • Dramatherapy £2,160 • Rowing machine and mat. £240 	<ul style="list-style-type: none"> • Change of therapist mid-year did not mean this was as effective as it might have been. • Rowing machine highly successful intervention, used daily and contributing to self-regulation learning 	<ul style="list-style-type: none"> • We await return of original therapist. • We might consider more machines where there is space. 	<p>£4711</p> <p>£240</p>
<p>iii. Other approaches (including links to personal, social and emotional wellbeing)</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Physical access barriers to learning for specific students are overcome; regular access to off-site learning and the local community facilitated</p>	<ul style="list-style-type: none"> • Minibus £3,000 (contribution) • Adult sized Trike and helmet for specific student £680 PLUS child sized trike for specific student £650 • Child-sized trike • Laptop for specific student £300 • Bus pass to enable access to community £300 	<ul style="list-style-type: none"> • An enabling contribution that meant the purchase could go ahead. The impact for all students is incalculable in terms of inclusion and community access as well as flexibility in curriculum delivery. • Trike has given a magical new dimension to this students school experience every day and they are now getting out and about with all the health benefits and well-being positives. • Ditto above • Bus pass has meant student can have regular community access even though they are 2:1 staffing. 	<ul style="list-style-type: none"> • This represents the maximum number of vehicles school can sustain. • There will be more pupils who can benefit in this way. • As above • This will need to be sustained for the next few years. 	<p>£3000</p> <p>£700</p> <p>£570</p> <p>£230</p>
				<p>£24,123</p>