

Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	RACHEL MADOCKS SCHOOL			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD
Academic Year	2017/18	Total PP budget	£39,025	Date of most recent PP Review	July 2017
Total number of pupils	89	Number of pupils eligible for PP	43	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication	73% (KS2 3 and 4)	76%
% achieving UQ targets in maths	85% (KS2 3 and 4)	81%
% progress specific to school setting (IEP Progress)	88% (whole school)	89%
% Early Years Steps of Progress	100%	
% KS 5 Accreditation	100%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers – Pupils enter the school with a range of PMLD, SLD, complex medical/health needs and a high proportion with Autism. All are supported by an Education, Health & Care Plan	
A.	Poor attendance due to complex medical issues
B.	Behaviour issues linked to attachment, low self-esteem and self-confidence
C.	Communication difficulties, non-verbal, limited language and understanding, social communication difficulties
External barriers	
D.	Communication and behaviour strategies not always being used at home and independence not fostered within families
E.	Extra-curricular opportunities beyond the school environment being inaccessible
F.	Social isolation and lack of enrichment opportunities for some pupils at home

4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Accelerate progress of all PP pupils	Pupils make above or at least expected progress
B.	Communication – pupils able to use AAC means of communication to aid their understanding and expressive communication skills	Pupils make progress in line with non PP peers
C.	Independence – pupils to develop in independence to extend and hone their overall skills in preparation for the next phase of their education and life	Achieve success in their PSD IEP targets
D.	Wellbeing – pupils to be safe, happy and secure in all areas of their life, be resilient to change and able to make informed choices	Pupils to participate in outdoor/offsite learning activities

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?
Maximise learning opportunities for pupils to make at least expected progress	High staffing ratio	Well trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles and individual need.	Analysis of progress relative from starting points and in line with their peers.	LMT	Termly PP meetings
Reduce challenging behaviours and anxieties so pupils are on task for learning.	Sensory Integration	Strategies are planned in consultation with our SI OT. These calm pupils and reduce their anxieties. Past successes are our evidence base. The OT is highly skilled and effective.	Regular reviews and updates of programmes.	AF	Termly review meetings and weekly consultations
Functional communication skills developed enabling choice making, increased understanding, vocabulary and expressive communication	Low and high tech AAC equipment and methodologies	Evidence from past success and international research related to communication for children with LD.	Ongoing teacher assessment, regular professional discussion and pupil progress meetings.	DH	Termly
Improve access to learning and develop functional core skills and skills of life	ICT equipment	Pupils show great interest and aptitude with ICT especially iPads. Functional apps and programmes can increase engagement levels and skills development.	Regular evaluation of progress in lessons and next steps of learning.	MA	Termly
Broaden experiences in their local community or places further afield	Outdoor / off site Learning	Pupils' independence and engagement levels have been shown to expand when away from their usual routines and home. Very often parents unwittingly promote 'learned helplessness'.	Oversight from ICT manager	CM	Annually after all trips/visits have taken place

Total budgeted cost

6. Review of expenditure

Previous Academic Year

In the financial year 2016/2017 Rachel Madocks received £35,260

i. Quality of teaching for all

Desired outcome	Chosen 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
Improvement in P level scores through increased use of PECS & Makaton along with discreet small group teaching.	Enhanced staffing levels through 'booster' sessions supporting core subjects.	Success criteria were met. Progress is equal between PP and non PP.	This approach is relevant for all pupils and central to our work. Staff skills are grown through reflection and analysis of success. Resources and planning created impact on pupils in to the future.	£12,000
Pupils access to off-site learning opportunities to impact on progress in PSD & Communication. Post 16 have a wider range of accreditation opportunities open to them.	Purchase new mini bus with charitable match funding.	Off-site learning opportunities for all pupils has increased considerably this year, especially for P 16 students.	This was a worthwhile investment. Our vehicles are very important and their servicing and sustainability needs consideration moving forward. Our pupils need access to community facilities to hone skills and prepare them for adulthood and learning beyond their school career.	£4,000

Improved progress with English & communication across the school using PECS correctly at snack times and across the school day.	Provide all pupils with free healthy snack provisions to support communication, choice and social interaction.	PECS use has increased both in number of pupils developing their skills and in use across all areas of learning. Staff skills and expectations of pupils has increased.	Increased communication acts on our pupils both at school and home. Parent feedback has been very positive. Some families report much improved home life as a result of PECS use. High impact for small spend across the entire school.	£500.00
ii. 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
Improved engagement levels and behaviour for learning. Improved progress in all areas.	Continuing to fund a sensory integration programme (SI OT consultancy ½ day each week for programme development, advice and CPD)	Reduction in challenging behaviour & physical interventions. Improved learning conditions for all pupils. Improved learning environment across the whole school.	Our partnership working with the SI OT is essential to a lot of our core work. Her skills are shared with staff which is invaluable for their CPD and continuity of approach for our pupils. Her input with strategies for both home and school changes pupil behaviour dramatically for the better.	£7,000
Maximising pupil comfort & maintenance of physical skills and good health ensuring maximum participation during all learning activities.	Investment in prescribed, appropriate accessible seating, trays and other equipment.	Pupil well-being and levels of contentment ensured. Sustained physical skills and good health maintained. Positive interactions peer-peer and with staff. Improved levels of engagement and independence. Sometimes other pupils may benefit if equipment is outgrown by original pupil if equipment is transferrable.	Rising costs of this vital but expensive equipment needs to be considered in future financial planning. Our increasing number of physically impaired pupils will require numerous pieces of equipment as they move through school over time.	£11,000

<p>Building confidence and resilience through new experiences beyond school and home. Positive development of existing and new relationships. Developing new skills and preparing for independence and life beyond school.</p>	<p>Introduction of Duke of Edinburgh Scheme to a group of P16 students. Investment in staff CPD, off-site learning and a range of supporting resources/equipment.</p>	<p>Young people developed core skills alongside independence, confidence and life skills. Pupil access to off-site learning opportunities has impacted on PSD & Communication progress. All P16 students now have a wider range of opportunities and accreditation open to them e.g. D of E Bronze Award D of E Skills Award (Makaton) D of E students' pride and self-esteem on return from their final 'independent' expedition was immeasurable and priceless. The pride of their families was amazing!</p>	<p>The foundations and success of this initial year are a building block for the future of this initiative at our school for an appropriate Year 14 group annually. We need to succession plan for the team of leaders and consider their CPD going forward.</p>	<p>£1.000</p>
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