

## 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	2019/20	Total PP budget	£54,000.	Date of most recent PP Review	July 2019
Total number of pupils	90	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication	<b>76% (KS2 3 and 4)</b>	69%
% achieving UQ targets in maths	<b>88% (KS2 3 and 4)</b>	80%
% progress specific to school setting (IEP Progress)	<b>82% (whole school)</b>	74%
% Early Years Foundation Stage Moderation		
% KS 5 Accreditation		

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	Attendance due to medical wellness
B.	Experience and training on recruitment
C.	Retention of trained experienced staff
<b>External barriers</b>	
D.	Communication and behaviour strategies not being used at home
E.	Extra-curricular opportunities beyond the school environment being inaccessible
F.	Social isolation

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

<b>A.</b>	Overarching targets here at each Key Stage	
<b>B.</b>	Communication	
<b>C.</b>	Independence	
<b>D.</b>	Wellbeing	

### 5. Planned expenditure

**Academic year**      **2019-2020**

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

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Maximise learning opportunity for pupils to make at least expected	High staffing ratio (£25,000)	Well trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles	Analysis of progress relative from starting points and in line with	LMT	Termly pupil progress meetings.
Reduce challenging behaviours and anxieties so pupils are on task for learning.	Sensory Integration (£7,500)	Strategies are planned in consultation with our Sensory Integration specialist. These calm pupils and reduce their anxieties. Past successes are our evidence base. The SI specialist we employ 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 (£5,000)	Evidence from past success and international research related to communication for children with SEND.	Ongoing teacher assessment, regular professional discussion and pupil progress meetings.	LMT	Termly
Improve access to learning and develop functional core skills and skills of life.	ICT equipment (£10,000)	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.	LMT	Termly
<b>Total budgeted cost</b>					<b>£47,500.00</b>

#### 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?
Broaden experiences outdoors in the playground, in the local community and places further afield.	Outdoor / Off-Site Learning (£700)	Pupils' independence and engagement levels have been shown to expand when outside and away from their usual routines and home. Very often parents/carers unwittingly promote 'learned helplessness'.	Teaching staff training in Outdoor Learning (January 2019) All teachers are Outdoor Leaders. Regular evaluations on pupil progress and behaviour	LMT	Termly and in off-site cases after trips/visits have taken place.
Allowing our young people the opportunity to gain this Accredited qualification.	AQA Unit Award Accredited Course (£1000)	Accredited Award with bespoke units offering small steps of progress to enable our pupils and students the opportunity to gain this qualification.	2 Senior Teachers to be trained, to implement and deliver.	LMT	On completion by the number of bespoke units and though annual pupil/student pass rates.

**Total budgeted cost £1,700.00**

### 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?
Improved engagement levels and behaviour for learning. Improved progress and wellbeing in all areas.	<p>1. <b>ELSA training</b> (£1500)</p> <p>2. <b>Mental Health &amp; Wellbeing ASDAN course</b> (£500)</p> <p>3. <b>Rights Respecting Schools Award</b> (£650)</p> <p>4. <b>Reiki and Misa</b> (or equivalent) training for staff to deliver therapeutic sessions (£1500)</p> <p>5. <b>Wellbeing Award</b> (£1800)</p>	<p>Supporting young people with complex emotions such as puberty, self-guarding, family breakdown, grief or frustration supports them in their engagement, learning, deals with confidence self-esteem and self-worth in a meaningful context and clear and bespoke communication.</p> <p>There will be a reduction in negative behaviours and more opportunities for positive reinforcement. Staff will feel empowered in dealing with pupils who are exhibiting high anxiety, low moods etc in a way that is appropriate and can be recorded. This not only has an impact on student wellbeing but also staff. The rationale is that staff absence and staff turnover will also reduce creating a more stable working environment.</p>	Wellbeing working group Formal accreditation through ASDAN, RRSA and Mental Health Award (formal school recognition nationally) Pupil progress, independent skills, reduction in negative or violent incidents to staff	LMT	Through regular mental health working group meetings (minutes) Self-evaluation form and formal process for RRSA and Mental Health Award. Students gain ASDAN accreditation Clinical and referrals made by trained therapeutic staff and led by Wellbeing lead for the school. Rock challenge performance

**Total budgeted cost £5,950.00**

<b>6. Review of expenditure</b>				
<b>Previous Academic Year : 2018/2019 £47,264.00</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Maximise learning opportunities for pupils to make at least expected progress	High staffing ratio	Most students across the school make at least expected progress due to high staff ratios meaning more 1 to 1 teaching of new skills.	Approach will continue across the school community to ensure maximum progress is being made	£25,000.00
Reduce challenging behaviours and anxieties so pupils are on task for learning.	Sensory Integration	Increased engagement from the most challenging pupils. Reduced physical incidents and the need for physical interventions from staff.	Approach to be continued with those students who need it and particularly with our growing numbers of ASD students	£6,581.00
Functional communication skills developed enabling choice making, increased understanding, vocabulary and expressive communication.	Low and high tech AAC equipment and mythologies	Most students make at least expected progress due to additional functional communication systems. Reduced physical incidents due to improved communication skills.	Approaches and resources to be continually used across the whole school	
Improve access to learning and develop functional core skills and skills of life	ICT equipment Subscription to Helpkidzlearn, Busythings and Mymaths	Increase engagement and availability to all students. A variety of technological approaches to core subjects with a variety of engaging activities. Students are motivated to persist, as they are interested in the approach offered.	Approach will continue with all students' school wide.	£6,585.00

Broaden experience in their local community and places further afield	Outdoor and off-site learning	Students were able to complete up to 3 sections of their Bronze Duke of Edinburgh Award; skill, physical and voluntary. It gave them an increased sense of worth. Challenged them out of their comfort areas. Promoted good health and wellbeing. Engaged learners with different activities away from their local area with activities not readily available to all.	Students need more time than specified by DofE guidelines to gain their potential in each section.  Approach will continue with the existing cohort and some of the new Post 16 students entering in 2019-2020	£5,100.00
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## 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
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.	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.	Success criteria met Students achieved up to 3 units towards their DofE Bronze award. New skills developed of archery, birdwatching and photography. Students increased stamina and resilience through repeated visits and activities Students encouraged each other and built new relationships	Approach will continue with the existing cohort and some of the new Post 16 students entering in 2019-2020	£500.

## 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
Maximising pupil comfort and maintenance of physical skills and good health ensuring maximum participation during all learning activities.	Investment in prescribed, appropriate accessible seating, trays and other equipment.	Improved physical comfort and physical development with appropriate seating for specific pupils to support their MOVE targets	MOVE programme being rolled out to more pupils over the coming year therefore more equipment will be needed to support individual needs	£6,000.00

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- As we strive to continue to raise our pupils' attainment whilst addressing the barriers they face, wellbeing is the main focus of all the approaches we have chosen above.