

e Pupil premium strategy statement 2018-19 – SEN schools

(Includes review of 2017-18 PPG spending)

1. Summary information					
School	Fort Royal			Type of SEN (eg. PMLD/SLD/MLD etc.)	10% PMLD 75% SLD 15% MLD
Academic Year	2017-18	Total PP budget £99,500 (estimated) NB +8.5% from last year		Date of most recent PP Review	External: April 2017 Internal: September 2018
Total number of pupils	218	Number of pupils eligible for PP	83 (38% of total)	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% Expected or better progress in Literacy	100%	100%
% Exceeding expectations in Literacy	70%	72%
% Expected or better progress in Maths	100%	98%
% Exceeding expectations in Maths	69%	61%

3. Attendance 2017-18		School		National Average for special schools	
% of sessions missed due to Overall Absence School <ul style="list-style-type: none"> 2/3s of our pupils who have medically complex needs and require a lot of time off school attending medical appointments or recovering from illness are also in receipt of FSM and form the majority of absences of our group of poorest attendees. The attendance of pupils in receipt of FSM but who do not have medically complex needs is on par with the corresponding Non-FSM group. 	All pupils	7.63	All pupils	9.7	
	FSM*	9.12*	FSM	n/a	
	Non	6.6	Non-FSM	n/a	

4. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Difficulty accessing learning due to health needs
B.	Difficulty accessing learning due to physical needs
C.	Difficulty accessing learning due to social/emotional needs
D.	Difficulty accessing learning due to communication needs
External barriers	
E.	Consistency of approach to communication strategies and emotional regulation between home and school

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> Health and physical needs of pupils are supported so they can access learning and are ready to learn. Measured via impacted assessed targeted interventions. 	<ul style="list-style-type: none"> Improved or maintained physical skills and core strength. Improved posture, stamina, concentration and confidence improves access to learning
B.	<ul style="list-style-type: none"> Sensory and Social/emotional needs of pupils are supported so they can access learning and are ready to learn. Measured via impacted assessed targeted interventions. 	<ul style="list-style-type: none"> Improved regulation, self-esteem, relationships and ability to self-regulate extends learning potential, attention, concentration and Improved confidence in all learning environments
C.	<ul style="list-style-type: none"> Communication needs of pupils are supported so they can access learning and are ready to learn. Measured via impacted assessed targeted interventions. 	<ul style="list-style-type: none"> On target development in communication skills, improved relationships, confidence, pupil voice. Improved access to learning and learning outcomes in all curriculum areas.
D.	<ul style="list-style-type: none"> Parents are more skilled in understanding their child's communication and behaviours and are provided with strategies to development further in a consistent approach with the school. Measured via parental questionnaire. 	<ul style="list-style-type: none"> Improved communications and relationships at home. Improved communication between home and school

6. Planned expenditure

Academic year 2018-19

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	Cost	When will you review implementation?
<ul style="list-style-type: none"> Staff skills developed further and utilised in classroom. Staff expertise to work with pupils on communication and EHCP targets is enhanced. An increase of attainment in Communication skills as measured by FRS APP framework is noted in end of year pupil progress report 	<p>1. Whole school training in PECS and communication standards/expectations for all learners – Part 3 via an enhanced SLA with the NHS Speech and Language Therapy service</p>	<ul style="list-style-type: none"> Poor or underdeveloped communication skills is a key barrier to learning for all our pupils. This was identified as one of the 4 key priorities in our analysis for the rationale for our PPG spending plan document (see website). Developing communication skills will maximize engagement and address significant barriers to learning for our most vulnerable pupils group. 	<ol style="list-style-type: none"> Plan and review implementation is scheduled at communication team meeting Via school monitoring schedule in reference to standards Make part of standard induction programme for new staff Early communication training for parents so is a consistent approach and parents are provided with skills and strategies to communicate effectively with their child. 	<p>LC/JD/VS via SALT team</p> <p>VS/LH</p> <p>LC</p>	<p>£3000</p>	<p>All actions on this plan will be reviewed at the end of each term.</p> <p>Its impact will be reviewed in conjunction with the planning for next year's PPG spending plan</p>

<ul style="list-style-type: none"> • Pupils knowledge, skills, understanding and experiences are extended in the motivating and multi-sensory out door environment • Skills learnt in the classroom are generalised and made more relevant when the topic or curriculum theme is extended into the outside environment • Pupils are able to make links in their learning so that concepts are made more concrete and meaningful. 	<p>2. Specialist outdoor learning TA to bring specialist skills to each phase planning PPA sessions and lead or support weekly outdoor learning sessions linked to each classes/Phase curriculum theme for each half term to enhance learning utilising the school's 3 forest school areas.</p>	<ul style="list-style-type: none"> • Pupils known to find outdoor learning engaging and motivational which enables an extension of concentration and team work/co-operation and encourage exploration and discovery skills. • The outside environment helps pupils with emotional issues to regulate and engage in learning for longer and more meaningfully. • This will generally enhance and extend curriculum delivery 	<ol style="list-style-type: none"> 1. Feedback from classes in form of survey to inform future plans 2. Support and Guidance from AHT for T&L 3. Attendance at phases planning stage for each half term 4. Outdoor learning clearly visible at planning scrutiny 	VS via NL	£1000	
<ul style="list-style-type: none"> • Pupils communication targets reviewed more regularly and supported or changed required by SALT service • All pupils have clear and sensible communication targets set at EHCP review • Teachers able to gain support and guidance from SALT service as and when required 	<p>3. Extended SALT liaison and support for teachers with enhanced individual assessments and communication target setting & review in each class via enhanced SLA with NHS Speech and Language therapy service</p>	<ul style="list-style-type: none"> • Impact of SALT liaison extension last year notable in school communication data at review of last year's pupils outcomes including for those with PPG • This analysis also indicated more work could be done to further improve outcomes in comparison to other core areas • The PPG group of pupils is 2% behind their peers in terms of Upper quartile progress in communication-it is hoed this will close the gap 	<ol style="list-style-type: none"> 1. Implementation planned at half termly communication team liaison meeting with meeting with SLT 2. Staff survey on effectiveness and time scales 	JD/L C with SALT S	£12000	

<ul style="list-style-type: none"> Staff have more awareness of the condition and strategies to utilise to develop wellbeing and learning. 	<p>4. Whole school training in Autism awareness</p>	<ul style="list-style-type: none"> Increasing numbers of pupils in each new cohort with ASD and Sensory regulation issues including many who receive the PPG Whole staff awareness of issue required as many staff have joined the school as it has grown and have received no formal training in this area. 	<ol style="list-style-type: none"> Monitoring as part of school monitoring cycle. Discussion at individual appraisal linking to further training where required. 	SR/V S Via AD VS/L H	£1000	
<p>ii. Targeted support</p>						
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	cost	When will you review implementation?
<ul style="list-style-type: none"> Pupils have quality learning resources designed to support communication as prescribed by SALT or communication team quickly available for use in school Improved communication attainment 	<p>5. Specialist Communication resources designed by specialist communication TA to support SALT set communication targets (Communication boards/books, PECS, key</p>	<ul style="list-style-type: none"> These resources are essential for pupils communicative development but do require some specialism to create quickly and efficiently Without this support the turnover would be much slower reducing the time that pupils are able to access and uses these resource significantly to express their needs etc. 	<ol style="list-style-type: none"> Monitoring via communication team Monitoring as part of school monitoring cycle Survey classes to understand scope of as yet unaddressed communication needs that require specific resources and opinions on time frames for completion 	JD/L C Via JW LH	£6000	As above

<ul style="list-style-type: none"> Developing communication skills specially, <ul style="list-style-type: none"> ✓ Early communication ✓ Oral motor ✓ Social communication skills <p>is essential to improve assess to all learning and will help to improve and develop all educational and social outcomes</p>	<p>6. Early Communication and Language group's with Specialist Communication TA. Small group or individual interventions working on children's SALT targets. This includes individual Intensive Interaction sessions, early communication skills, receptive/ expressive language, phonological awareness and speech production sessions.</p>	<ul style="list-style-type: none"> Specifically trained staff need to lead individual and small language groups where SALT is unable Improved communication outcomes noted last year we hope this will continue this year. 	<ol style="list-style-type: none"> Monitoring via communication team Monitoring as part of school monitoring cycle As part of each pupil's Annual review of their EHC Plan. Outcomes recording meeting and then review of same with T&L HLTA placed on data base Staff survey 	<p>JD/L C Via JkD</p> <p>LH</p>	<p>£11000</p>	
<ul style="list-style-type: none"> Pupils able to access learning safely and comfortably whilst maintaining good body posture 	<p>7. Provision of specialist equipment to meet physical needs of specific pupils to access learning such as classroom seating and sensory regulation resources.</p>	<ul style="list-style-type: none"> Increase in numbers of pupils who require this support Pupil motivation increases when are at eye level of peers or are able to access learning resources and materials with our loosing balance Attention to all tasks increases with greater focus on learning provided by the equipment 	<ol style="list-style-type: none"> Monitoring via Physical TA and Physiotherapists Via a rag rated questionnaire for class and physical TAs to compete after a set period in use. Record analysis of above in the interventions data base 	<p>SR via JW and OT servi ce</p>	<p>£13000</p>	

<ul style="list-style-type: none"> • Pupils able to seek self or supported regulation to avoid distress and rising anxiety • So are able to attend to learning positively and form positive and supportive relationships 	<p>8. Sensory integration programmes designed by specialist OT via SLT. Provides sensory assessments and parent and class support pupil with clear programmes/sensory diets and advice. Recommendation of specialist equipment to Improve pupil's self-regulation and, concentration and general ability to cope in class and develop learning.</p>	<ul style="list-style-type: none"> • Increasing numbers of pupils in each new cohort with ASD and Sensory regulation issues including many who receive the PPG • Specialist qualified support required to assess pupils, devise sensory diets, recommend equipment and work with class teams and parents. 	<ol style="list-style-type: none"> 1. Review of internal expertise to be utilised and referral system with clear flow chart to identify routs for pupil 2. Review of target pupils outcomes on plans –places on interventions data base 3. As part of each pupil's Annual review of their FHC Plan. 	<p>SR via AD</p> <p>Phase leade</p>	<p>£9000</p>	<p>As above</p>
<ul style="list-style-type: none"> • Pupil's physical needs are provided for in school. This improves access to learning and learning outcomes 	<p>9. Individual and small group physical interventions by 2 specialist physical TAs in liaison with NHS allocated Physiotherapists and OTs</p> <ul style="list-style-type: none"> • Morning club • Trikes club • Sensory Swimming sessions • Wheel chair skills • Smart Moves • Walkers club • Specialist equipment – posture support/assessment and review. 	<ul style="list-style-type: none"> • Numbers of pupils who require physical support in school (including those who receive the PPG) has grown without a corresponding rise in Physiotherapy hours. • Many pupils have fine and gross motor difficulties listed on their EHCP plans but not at level which would qualify for Physiotherapy support • Physiotherapy programmes now expect classes to carry the programmes which Physiotherapists monitor. • Individual classes to not have the capacity or experience/confidence in many cases to do this satisfactorily 	<ol style="list-style-type: none"> 1. Monitoring as part of school monitoring cycle 2. As part of each pupil's Annual review of their EHC Plan. 3. Via outcomes recording meeting and then review of same with T&L HLTA placed on data base 	<p>SR via JW</p> <p>Phase leade rs</p> <p>LH</p>	<p>£17000</p>	<p>As above</p>

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	Cost	When will you review implementation?
<ul style="list-style-type: none"> Pupil routines in school are maintained through the holidays ensuring easier and quicker transition back into school and learning when term starts Relationships with and in families maintained over school holidays 	<p>10. Assess to school holiday play scheme. This is subsidised for pupils who receive the PPG</p>	<ul style="list-style-type: none"> Pupils have found it very difficult to return to routine of school after holidays slowing their own learning and disrupting that of others. Pupils who require a lot of routine and structure at all-times have found holidays difficult for long periods at home Pupils with these type of needs are increasing in school as proportion and number of pupils with AS increases many receive the PPG 	<ol style="list-style-type: none"> Close liaison between school and play leaders Close discussion with Social services re referrals Parental and class survey against desired outcomes 	<p>SR</p> <p>Play leads</p>	£1500	As above
<ul style="list-style-type: none"> Pupils have quality learning resources designed to support communication as prescribed by SALT or communication team quickly available for use at home Improved communication attainment Pupils have consistent communication approached between home and school 	<p>11. Communication resources prepared and manufactured for use by parents and others at home by Specialist communication TA. This is provided free of charge for all parents when need is identified</p>	<ul style="list-style-type: none"> Pupil require consistent approaches between home and school These resources are essential for pupils communicative development but do require some specialism to create quickly and efficiently Without this support pupils ability to access these quality these resource at home would be significantly reduced leading to poorer communication outcomes 	<ol style="list-style-type: none"> Monitoring via communication team Monitoring as part of school monitoring cycle As part of each pupil's Annual review of their EHC Plan. Parent Survey 	<p>JD/LC Via communication team</p> <p>Phase leads</p>	£ 500	As above

<p>A. Maintenance and development of core stability, posture coordination and balance which will have a positive impact on all educational outcomes in class</p> <p>B. Activity assist in pupils ability to self-regulate ensuring improved access to learning in school</p>	<p>12.Horse riding at RDA centre (two groups A and B) this is subsidised or free for PPG and vulnerable pupils</p>	<ul style="list-style-type: none"> Activity noted to develop all stated aims in most cases at previous impact measuring points 	<ol style="list-style-type: none"> Monitoring as part of school monitoring cycle As part of each pupil's Annual review of their EHC Plan. Outcomes recording meeting and then review of same with T&L HLTA placed on data base 	<p>SR via ST</p> <p>Phase leads</p> <p>LH</p>	<p>£8500</p>	<p>As above</p>
<ul style="list-style-type: none"> To ensure pupils who reieve the PPG have access to a broad range of learning experience available to other pupils to enhance the curriculum and allow for generalisation of skills in new contexts 	<p>13.Financial support to access school trips and visits this is subsidised or free for PPG pupils.</p>	<ul style="list-style-type: none"> Activities noted to develop all stated aims in most cases at previous impact measuring points 	<ol style="list-style-type: none"> Via RAG assessment on Educational visit evaluation forms against intended learning outcomes 	<p>Phase leaders in liaison with EVC LH to place data on data base</p>	<p>£3000</p>	<p>As above</p>
<ul style="list-style-type: none"> Parents are supported/empowered / educated and offered sustainable outcomes Pupils progress is supported by strategies provided to parents (e.g sleep/behaviour/communication) which supports their learning 	<p>14. Family support/training and liaison via the family support worker this work is targeted at vulnerable and PPG pupils</p>	<ul style="list-style-type: none"> Need identified from Parent feedback from annual EHCP Reviews, parent survey and other meetings Elf referral from parents into the service and Referral from school staff and agencies outside the school such as health and social care 	<ol style="list-style-type: none"> Support and monitoring via AHT Report to governors and governor monitoring Evaluations on discharge and analysis there of 	<p>LC</p>	<p>£6000</p>	<p>With governors report each term</p>

<ul style="list-style-type: none"> Family relationship and dynamics are improved contributing to esteem confidence and wellbeing for parents and their child 						
<ul style="list-style-type: none"> To ensure pupils have access to healthy nutrition and are not hungry so are ready to learn. 	<p>15.Provision of school milk, snacks, morning club toast and uniforms for identified pupils who would otherwise not be provided. This is subsidised or free for PPG and vulnerable pupils</p>	<ul style="list-style-type: none"> Pupils are more able to attend to learning and have improved concentration when they are not hungry Pupils feel part of the school and equal footing with peers 	<ol style="list-style-type: none"> Via observation and reports from class staff collected by T&L HLTA placed on interventions data base 	Phase leaders/HLTAs LH	£2000	As above
<ul style="list-style-type: none"> To promote emotional self-regulation, to develop relationships and team work and self-esteem and confidence. Also Forest skills for more able pupils 	<p>16.Specialist outdoor learning TA to provide intervention work for individuals and small groups. This is targeted on vulnerable and PPG pupils.</p>	<ul style="list-style-type: none"> Monitoring of outcomes shows that Pupils are more able to attend to learning and have improved concentration after these sessions with better self-regulation Trusting and quality relationships have developed 	<ol style="list-style-type: none"> Via monitoring of intervention plans Monitoring of Behaviour records Outcomes recording meeting and then review of same with T&L HLTA placed on data base 	VS with NL LH	£11000	As above
<ol style="list-style-type: none"> To address family anxieties in the morning having to get children to different schools at same time. Ensure pupils have breakfast and do not start the day hungry 	<p>17.Breakfast club –This is subsidised or free for pupils who receive the PPG</p>	<ul style="list-style-type: none"> Monitoring of outcomes shows that Pupils are more able to attend to learning and have improved concentration after these sessions with better self-regulation Pupils are ready for learning after morning activities 	<ol style="list-style-type: none"> Via observation and reports from class Feedback Survey from parents and class staff 	VS via ST	£6000	As above

Total planned budgeted Expenditure 2018-19	£ 99,500
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1. Review of expenditure Previous Academic Year -2017-18

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/ What next? (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Staff skills developed further and utilised in classroom. Staff expertise to work with pupils on communication and EHCP targets is enhanced. An increase of attainment in Communication skills as measured by FRS APP framework is noted in end of year pupil progress report 	<ol style="list-style-type: none"> Whole school training in early communication skills- part 2 and PECS via enhanced SLA with Speech and Language Therapy service. 	<ul style="list-style-type: none"> These Speaking and listening scores for 2017-18 have improved there are now very few pupils who are performing below expectations (was 15% last year) but in KS2 there is still a relatively smaller proportion who are achieving above the above expected levels compared to other subjects. Observations demonstrate increased confidence and use of communication strategies such as by by staff More consistency of approach across school in use of PECS, structured learning, total communication 	<ol style="list-style-type: none"> This development was clearly a successful whole school intervention Continue with PECS role out training for remaining classes and new staff Provides confidence for further similar initiatives Need to monitor CPD record to ensure staff are trained in key initiatives such as early communication Consider introduction of communication standards and Early communication training for new staff inductions Sign-along training for new staff. 	£4500

<ul style="list-style-type: none"> • Pupils knowledge, skills, understanding and experiences are extended in the motivating and multi-sensory out door environment • Skills learnt in the classroom are generalised and made more relevant when the topic or curriculum theme is extended into the outside environment • Pupils are able to make links in their learning so that concepts are made more concrete and meaningful. 	<p>2. Specialist outdoor learning TA to bring specialist skills to each phase planning PPA sessions and lead or support weekly outdoor learning sessions linked to each classes/Phase curriculum theme for each half term to enhance learning utilising the school's 3 forest school areas.</p>	<ul style="list-style-type: none"> • Mixed feedback from classes due to increasing range of need amongst pupil group • Currently is working better for more able and older learners while • more thought is required for less able (especially non ambulant) and younger learners 	<ol style="list-style-type: none"> 1. Cross phase ability streamed outdoor learning groups work well in KS1 could consider extending this to other Key Stages 2. Creation of specialist sensory garden is one initiative that has been sparked by this. This will provide a more suitable and tailored outdoor learning environment for these learners 3. Produce an evaluation form for staff so they are clearly able to express where could improve and discuss at phase PPA meetings 4. Record analysis of above in the interventions data base 5. Teachers now have more confidence to skills plan their own outdoor learning provision. 	<p>£900</p>
<ul style="list-style-type: none"> • communication targets reviewed more regularly and supported by SALT service • All pupils have clear and sensible communication targets set at EHCP review <p>Teachers able to gain support and guidance from SALT service as and when required</p>	<p>3. Extended SALT liaison and support for teachers and enhances individual assessments and communication target setting and review in each class via enhanced SLA with NHS Speech and Language therapy service</p>	<ul style="list-style-type: none"> • See point above re developments in pupil outcomes in Speaking and listening • Better communication between therapists and teachers. • Positive feedback following attendance parents' evenings. Additional time from Nicky B has been very beneficial. Approach in Nursery is more consistent having one therapist. • Approach in nursery is more consistent having one therapist. 	<ol style="list-style-type: none"> 1. This developments was clearly a successful whole school intervention 2. Provides confidence for further extension in 2018-19 3. Extend communication survey (below) to provide feedback on staff view of the effectiveness of this initiative and where could improve further. 4. Dysphagia training to be prioritised. 5. Audit in each class as to what they are receiving. 	<p>£1050</p>

<ul style="list-style-type: none"> Pupils able to seek self or supported regulation to avoid distress and rising anxiety So are able to attend to learning positively and form positive and supportive relationships 	<p>4. Whole school training in sensory integration</p> <p>approaches and diets via specialist Occupational therapist as part of SLA</p>	<ul style="list-style-type: none"> Observations demonstrate increased use of sensory diets and increased confidence and use of communication strategies such as by staff 	<ol style="list-style-type: none"> This is proving to be an extremely effective method of supporting pupils with sensory processing issues and autism who are now becoming our majority cohort in school This work needs to continue 	<p>£500</p>
<p>ii. Targeted support</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/what next? (and whether you will continue with this approach)</p>	<p>Cost</p>
<ul style="list-style-type: none"> Pupils have quality learning resources designed to support communication as prescribed by SALT or communication team quickly available for use in school Improved communication attainment 	<p>5. Specialist Communication resources designed by specialist communication TA to support SALT set communication targets (Communication boards/books, PECS, key word activities, Symbol/picture communication key rings etc.)</p>	<ul style="list-style-type: none"> Pupils have materials ready to access their learning. Working well at low tech at direction of therapists, ready for moving to high tech. These Speaking and listening scores for 2017-18 have improved there are now very few pupils who are performing below expectations expectations Observations demonstrate increased confidence and use of communication strategies by staff. 	<ol style="list-style-type: none"> Ensure this work is prioritised by SLT and SALT liaison meetings 	<p>£4000</p>

<ul style="list-style-type: none"> Developing communication skills specially, <ul style="list-style-type: none"> ✓ Early communication ✓ Oral motor ✓ Social communication skills <p>is essential to improve access to all learning and will help to improve and develop all educational and social outcomes</p>	<p>6. Early Communication and Language group's with Specialist Communication TA. Small group or individual interventions working on children's SALT targets. This includes individual Intensive Interaction sessions, early communication skills, receptive/ expressive language, phonological awareness and speech production sessions.</p>	<ul style="list-style-type: none"> These Speaking and listening scores for 2017-18 have improved there are now very few pupils who are performing below expectations Strong achievement of SALT set communication target set at EHCP noted 	<p>1. Specialist TA has been frequently been used for cover consider safeguarding position with use of supply</p>	<p>£4500</p>
<ul style="list-style-type: none"> Pupils able to access learning safely and comfortably whilst maintaining good body posture 	<p>7. Provision of specialist equipment to meet physical needs of specific pupils to access learning such as classroom seating and sensory regulation resources.</p>	<ul style="list-style-type: none"> Pupils are positioned correctly/supported appropriately to access learning. Also maintains posture/prevent deformities. Storage issue identified last year has now been partially solved storage and access to old or 	<p>1. Continue to monitor suitability of equipment as pupils grow and needs change</p> <p>2. Work with county to identify centralised storage area for equipment and facilities a shared pool of reusable equipment to help reduce costs</p>	<p>£6000</p>

<ul style="list-style-type: none"> • Pupils able to seek self or supported regulation to avoid distress and rising anxiety • So are able to attend to leaning positively and form positive and supportive relationships 	<p>8. Sensory integration programmes designed by specialist OT via SLT. Provides sensory assessments and parent and class support pupil with clear programmes/sensory diets and advice and specialist equipment for class staff to Improve pupils self-regulation and, concentration and general</p>	<ul style="list-style-type: none"> • This initiative has been extremely effective for those who have been assessed and had sensory diets produced. • Pupils are regulated, able to access learning. Anxieties are reduced and incidents of extreme behaviour are lessened. 	<p>1. Audit/data collection before and after sensory ladders are implemented</p>	<p>£9100</p>
<ul style="list-style-type: none"> • Pupil's physical needs are provided for in school. This improves access to learning and learning outcomes 	<p>9. Individual and small group physical interventions by 2 specialist physical TAs in liaison with HNHS allocated Physiotherapists and OTs</p> <ol style="list-style-type: none"> 3. Morning club 4. Trikes club 5. Sensory Swimming sessions 6. Wheel chair skills 7. Smart Moves 8. Walkers club 9. Specialist equipment – posture 	<ul style="list-style-type: none"> • These interventions have been extremely effective in terms of success with individual pupils' outcomes and impact statements in regard to access for learning • However, many pupils' physio plans and targets are still out of date. Information currently being collated ready for meeting with physios. • TA's still supporting pupils following individual plans and small groups. 	<p>1. Audit date of reviews and current plans prior to physio meeting</p>	<p>£9000</p>

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 /what next? (and whether you will continue with this approach)	Cost
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<ul style="list-style-type: none"> • Pupil routines in school are maintained through the holidays ensuring easier and quicker transition back into school and learning when term starts • Relationships with and in families maintained over school holidays 	<p>10. Subsidised assess to school holiday play scheme</p>	<ul style="list-style-type: none"> • Parents very positive and report has help maintain routines and family cohesion over the long summer break • Pupils entering class more calmly and able to readapt to routines ready to learn at the start of term 	<ol style="list-style-type: none"> 1. Create a questionnaire for parents to compete 2. Play staff to survey teachers after long holiday to record how each pupil has settled back into class. 3. Record analysis of above in the interventions data base. 	<p>£11000</p>
<ul style="list-style-type: none"> • Pupils have quality learning resources designed to support communication as prescribed by SALT or communication team quickly available for use at home • Improved communication attainment • Pupils have consistent communication approached between home and school 	<p>11. Communication resources prepared and manufactured for use by parents and others at home by Specialist communication TA</p>	<ul style="list-style-type: none"> • Feedback from parents positive but not exhaustive 	<ol style="list-style-type: none"> 1. Need to make a better effort to seek views of parents on the impact of prepared materials via questionnaire and 2. record in school data base 	<p>£1300</p>

<ul style="list-style-type: none"> • Maintenance and development of core stability, posture coordination and balance which will have a positive impact on all educational outcomes in class • Activity assist in pupils ability to self-regulate ensuring improved access to learning in school 	<p>12. Horse riding at RDA centre</p>	<ul style="list-style-type: none"> • Pupils are supported with either core stability or sensory regulation. • Provides opportunities for more focused learning opportunities in the classroom. 	<p>1. Continue to review pupils bi-annually</p>	<p>£8560</p>
<ul style="list-style-type: none"> • To ensure pupils who revieve the PPG have access to a broad range of learning experience available to other pupils • to enhance the curriculum and allow for generalisation of skills in new contexts 	<p>13. Financial support to access school trips and visits</p>	<ul style="list-style-type: none"> • We only have word of mouth information on the impact of this investment 	<p>1. Record RAG assessment against indented learning outcomes on visit form</p>	<p>£3420</p>

<ul style="list-style-type: none"> To ensure parents have necessary skills to communicate with their child using the signs they use in school To more firmly establish singing in pupils for use in learning 	<p>14 Parent Sign-a-long communication training</p>	<ul style="list-style-type: none"> Positive feedback from parents via evaluation form, felt they could communicate better with their children 	<p>1. Rolling programme supported by Family Liaison officer</p>	<p>£963</p>
<ul style="list-style-type: none"> To ensure pupils have access to healthy nutrition and are not hungry so are ready to learn. 	<p>15. Provision of school milk, lunches, snakes, morning club toast and inform for identified pupils who would otherwise not be provided</p>	<ul style="list-style-type: none"> Pupils are receiving a balanced diet. Those pupils not receiving breakfast at home are provided with a meal to ensure they are ready to learn. 	<p>1. Audit pupils entitled to FSM to see if they are drinking it and alter order accordingly</p>	<p>£1669</p>
<ul style="list-style-type: none"> To promote emotional self-regulation, to develop relationships and team work and self-esteem and confidence. Also Forest skills for more able pupils 	<p>16. Specialist outdoor learning TA to provide intervention work for individuals and small groups.</p>	<ul style="list-style-type: none"> These interventions are effective in terms of success with individual pupils outcomes allowing increased access for learning 	<p>1. Review method of setting an objectives and reviewing for impact recorded on the interventions data base.</p>	<p>£8292</p>
<p>Total Actual budgeted Expenditure 2016-17</p>				<p>£ 96800</p>