

Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	HAZEL OAK SCHOOL			Type of SEN (eg.PMLD/SLD/MLD etc.)	MLD/ASD
Academic Year	2017-2018	Total PP budget	£55,150.00	Date of most recent PP Review	September 2017
Total number of pupils	161	Number of pupils eligible for PP	56	Date for next internal review of this strategy	September 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
KS2		
% achieving UQ targets in English	100%	86%
% achieving UQ targets in Maths	100%	100%
KS3		
% achieving UQ targets in English	43%	39%
% achieving UQ targets in Maths	94%	89%
KS4		
% achieving UQ targets in English	75%	50%
% achieving UQ targets in Maths	100%	93%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
	Speech, Language and Communication needs
	Mental health and well-being support
	Parental support for pupil engagement in extra-curricular activities
External barriers	

Access to specialist provision (Health) for speech, language and communication and mental health

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Improved speech language and communication skills	Increase in pupils achieving their challenging targets
	Prompt access to support strategies for mental health and well-being	Pupils attend school regularly, are more resilient and are able to access appropriate support for their mental health and well-being in a timely way
	Improved progress in identified curriculum areas (whole-school focus- Literacy, but also targeted interventions for groups and individuals.	Increase in pupils achieving their challenging targets
	Improved engagement in the extended curriculum	Increase in PP pupils participating in extra-curricular activities

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?
Access to higher quality and more age-appropriate texts fosters greater enthusiasm for reading	Purchase books from Barrington-Stoke - dyslexic-friendly and more age-appropriate	Older students reading at lower reading levels are in need of a greater variety of age-appropriate texts	Literacy leads to audit provision and source books	SD, ED	Annually
Implement accelerated reader program across school to develop reading skills and motivation for reading	Purchase Accelerated Reader scheme Deliver training to staff and parents	Improved motivation to read across school will lead to improved progress in literacy and communication skills . Whole-school focus, making literacy and reading a priority. Improved home-school links with reading.	Key staff trained in delivery in Summer 2017, ready to launch and train other staff and parents in 2018.	LP, ED	Termly
Implement consistent handwriting scheme across school. With clear continuity developing fine motor skills through to cursive	Purchase Pen Pals scheme for all year groups Deliver training to all staff	Literacy is a focus for all pupils. Less students achieve in the Upper Quartile in this area than maths.	English SIP group to deliver training to rest of staff. English lead to monitor.	ED	Annually
Total budgeted cost					4000
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?

Fixed term targeted 3-day pupil premium role within the HOW team ensures that students who are eligible for Pupil Premium benefit from personalised interventions and make good progress in highlighted areas	Create a Fixed term 3-day support role within the HOW team specifically to support students who benefit from Pupil Premium with specific intervention programmes personalised to their needs	The HOW team needs to increase capacity to further support students who benefit from pupil premium. This role will enable us to be creative in the way interventions are approached for students. It may involve 1:1 support, small group working or targeted support within the classroom.	Role to be advertised internally and begin early Spring 2018. Role to be designed to draw on current staff strengths.	SD	Summer 2018
Improved mental health, well-being, social and life skills support for pupils	CBT, Life-Coaching, EP, HOW team support	Life coaching, CBT, mindfulness, EP, mentoring and social skills interventions provide enhanced support for individuals	Regular monitoring of interventions on a weekly basis	CG	Termly
Improved mental health and well-being support for pupils	Offer 1 day a week play therapy role (fixed term)	Play therapy helps children with emotional literacy, behaviour or mental health problems.	Role to be carried out by Psychologist in training-under supervision from our EP	LS	Termly
Pupils who are already making good or better progress are given further challenge and stretch through accessing Gifted and Talented groups.	Gifted and Talented groups to run on rotation throughout the year targeting specific pupils in areas of special interest	Our data shows that students who are eligible for pupil premium already make good or better progress. We want to stretch and challenge these students further.	Specialist Leader in Education to co-ordinate groups.	SK	Termly
Support less confident readers through Book Club	Book club to run twice weekly. Students to write reviews for the website	Increased support and opportunities for reading for pleasure will enable literacy skills to improve	Termly monitoring.	JA	Termly
Total budgeted cost					44506
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?
Students to develop play and social skills and stronger bonds with their parents and siblings	Run extra-curricular club, teaching games and family activities	Parental engagement in certain extra-curricular activities can be a barrier, this scheme endeavours to find more creative ways of breaking down those barriers-providing refreshments, possible transport and resources.	Key staff trained in the delivery . Programs to be delivered to target groups (Lower/ Upper School) in 7-8 weekly slots	JA, SM, AW	8 weekly
Students to have increased opportunities for sensory and communication activities	Colourscape' Booking- May term. Art instalment.	Students to benefit from experiencing an immersive sensory/arts installation.	DHT to co-ordinate and liaise with the Arts organisation	SD	After event
All PP pupils will be able to access Breakfast Club	Provide breakfast club on a daily basis	Well-nourished and hydrated children are better prepared for learning	Weekly monitoring	CG	Termly
Improved access to extra-curricular activities for PP pupils	Provide alternative means of access to clubs	Improved engagement in school life and improvement in health and fitness	Termly monitoring	SLT	Termly
Total budgeted cost					6644