

## **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	2018-2019	Total PP budget	£61,320	Date of most recent PP Review	September 2018
Total number of pupils	153	Number of pupils eligible for PP	51	Date for next internal review of this strategy	September 2019

2. Current attainment			
KS1	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP</i>
% achieving targets in reading	100%		100%
% achieving targets in writing	100%		100%
% achieving targets in number	100%		100%
% achieving targets in geometry	100%		100%
KS2			
% achieving targets in reading	83%		88%
% achieving targets in writing	94%		92%
% achieving targets in number	72%		80%
% achieving targets in geometry	88%		96%
KS3			
% achieving targets in reading	69%		59%
% achieving targets in writing	88%		85%
% achieving targets in number	75%		74%
% achieving targets in geometry	94%		88%
KS4			
% achieving targets in English	100%		70%
% achieving targets in Maths	100%		80%

### 3. Barriers to future attainment (for pupils eligible for PP )

In-school barriers	
	Emotional and Mental Health and Wellbeing
	Social Skills and misinterpretation/mis-reading others' intentions
	Language and Communication skills
External barriers	
	Parental engagement
	Access to enrichment activities
	Attendance (for some specific pupils)

### 4. Outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Access to a wider package of mental health and wellbeing support	Pupils are able to emotionally self-regulate and build their resilience enabling them to be happier, more confident, better able to deal with life's challenges and therefore more ready for learning
Increased targeted social skills support and opportunities to build on skills	Pupils will develop their self- esteem, assertiveness and understanding and awareness of social situations and others' behaviour and intentions and therefore more ready for learning
Develop language and communication skills through enabling technology	Pupils will increase their language usage and develop their communication skills. They will have more independence in choices made.
Improved attendance for those students for whom attendance is an issue	Pupils will attend school regularly and therefore make better progress
Improved engagement in enrichment and residential activities	Increase in 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?
Pupils will develop their self- esteem, assertiveness and understanding and awareness of social situations and others' behaviour and intentions	Implement 'Talkabout' Programmes- A series of social and communication programmes and resources aimed at improving listening conversational skills body language awareness assertiveness	This is an area that pupils particularly struggle in which has significant barriers to learning as they are unable to move on from problems and misunderstandings with their peers and outside of school. Many also lack self-esteem and assertiveness which can lead to a lack of self-belief in their academic abilities or aspirations	Initial training for Speech, Language and Communication Lead (LQ) to then roll out to key staff and then the wider staff team. It will also become a Joint Professional Development project and be built into a targeted implementation group's appraisal targets.	LQ	Termly reviews of pupil progress
Develop language and communication skills through enabling technology- My Choice Pad	Purchase Pro Unlimited Site License allowing for unlimited users and devices.	The technology is developed by Speech and Language therapists and routed firmly in evidence.	Initial roll out by Speech, Language and Communication Lead (LQ) and HOW team (SM) and then rolled out to wider staff team  Feed into JPD implementation groups to ensure wider impact across school	LQ, SD	Termly reviews of pupil progress

Develop language and communication skills, track progress and implement interventions	Renewal of Language Links Program	SMART and visual way to track progress and collate data over time. Develops understanding and skills base of staff. Resources and session plans. Gives 'next steps', opportunities to involve parents with activities that can be sent home	LQ to lead. DHT to support with roll out to wider staff team.  Feed into JPD implementation groups to ensure wider impact across school		Termly reviews of pupil progress
Improve teaching and inclusive practices across school by committing to Joint Professional Development training which will give teachers and teaching assistants the opportunity to observe and learn from excellent practice across school and	As part of JPD, teachers and teaching assistants will observe other colleagues within school and work as part of implementation groups to	Implementation groups are proven to have more impact on School Improvement- where groups are working together towards a common goal  Opportunities for peer observation and feedback is crucial to improving quality of teaching and learning for all	HT and DHTS to plan JPD training. JPD linked to appraisal targets- to ensure commitment from all. JPD training to take place in Spring term.		Following completion of Spring term's project and then again at end of Summer term to look at how practice has improved.
Improve attainment in reading comprehension by continuing to encourage access to higher quality and more age-appropriate texts which will foster a greater enthusiasm for reading	Purchase books from Barrington-Stoke - dyslexic-friendly and more age-appropriate- and specifically target boys' reading	Students across school 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
<b>Total budgeted cost</b>					£8320
<b>ii. Targeted support</b>					
<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>
Maintain Wellbeing support within school through the HOW (Hazel Oak Wellbeing) team and Psychotherapy provision.	Continue to maintain capacity within HOW team to offer wellbeing support to our pupils who are eligible for pupil premium	HOW team work across school and much of their work is with pupils who are eligible for pupil premium and their families	Continue to target HOW caseload to provide specific pupil premium support	SD/CG	Annually

Additional targeted mentoring/coaching SEMH support for those pupils for whom attendance is an issue- hopefully learning to improved attendance as pupils all have increased motivation to attend school to access this additional support.	Provide additional targeted support for identified students through Dare2Dream organisation - offering bespoke SEMH support/ alternative curriculum approaches	SEMH needs are a major debilitating factor for many of our pupils and this leads to increased disaffection- poor attendance and engagement. It is hoped that this will offer them something to 'buy into' and an increased motivation to attend school whilst also having their SEMH needs met.	DHT to co-ordinate students and timetables	SD	Review after 8 week trial period
Provide targeted to support to individuals and groups with sensory needs by providing sensory resources	Purchase sensory rocker chairs and blankets	Students with sensory needs benefit from sensory interventions and sensory diets within the class to enable them to re-focus on learning	HOW team to co-ordinate	CG	Annually
<b>Total budgeted cost</b>					£45,000
<b>iii.Other approaches (including links to personal, social and emotional wellbeing)</b>					
<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>
Access to a wider package of mental health and wellbeing support- provide therapeutic interventions	Staff to be trained in Narrative Based Therapy to then carry out 1:1 supportive work across school  1/2 day training for staff  Increase staffing capacity to deliver NBT by increasing a trained member of staff to deliver for an extra day a week	Over 60% of pupils eligible for pupil premium are identified as having a significant SEMH need and this appears to be on the increase	Training from Chief Educational Psychologist for identified implementation group in school. It will also become a Joint Professional Development project and be built into the group's appraisal targets	SD to coordinate work of DC, DP, KG, SR-G, JC	Termly reviews of pupil progress

Set individualised and achievable targets for social and emotional aptitudes, use strategies and resources to help develop identified areas, review and track progress  Produce strengths and difficulties reports for multi-agency working	Implement an assessment tool for social, emotional and behavioural difficulties (The Boxall Profile) Use this to set individualised, achievable targets for social and emotional aptitudes	This will allow us to better track progress in SEMH, identify gaps and provide interventions	The assessment tool will be accessed through i-pads and therefore easily accessible for staff	SD/ CG	Termly reviews of pupil progress
Develop and expand breakfast club for all pupils who are in receipt of pupil premium	Breakfast club to be developed further with a focus on healthier eating and 'themed mornings'. All pupils in receipt of pupil premium to be invited to breakfast club. (This could lead to needing to increase staffing).	All students who attend breakfast club, benefit from the meal as well as the opportunity to socialise with peers and talk through any worries with staff.	TAS to lead under direction of Cookery Teacher	LP/ SD	Mid year review
Continue to offer financial support for extra-curricular activities (trips, visits, residential)	Improved access to extra-curricular activities for PP pupils	Pupils who are in receipt of pupil premium may have access to less extra-curricular/cultural opportunities than their peers yet deserve the same opportunities	Class staff and trip organisers to be aware of which children are in receipt of pupil premium and therefore eligible for financial support	SD/ Office	Annually
<b>Total budgeted cost</b>					£8000
<b>Overall budgeted cost</b>					61,320

## 7. Additional detail

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

