

## +Statement of pupil premium strategy – SEN schools

1. Summary information					
School	Fox Wood School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD, ASD, PMLD
Academic Year	2023-24	Total PP budget	£60,480	Date of most recent PP Review	March 2023
Total number of pupils	109	Number of pupils eligible for PP Primary 33 x £1385 Secondary 15 x £985	48 in March 2023	Date for next internal review of this strategy	March 2024

2. Current attainment		
	<i>Pupils eligible for PP (your school) Average % progress made Sept 21 – Feb 22</i>	<i>Pupils not eligible for PP Average % progress made Sept 21 – Feb 22</i>
Number - average attainment using B Squared (Sept 2022 - Feb 2023)	<b>15%</b>	<b>15%</b>
Reading - average attainment using B Squared (Sept 2022 - Feb 2023)	<b>14%</b>	<b>15%</b>
Spoken Language - average attainment using B Squared (Sept 2022 - Feb 2023)	<b>11%</b>	<b>9%</b>
Writing - average attainment using B Squared (Sept 2022 - Feb 2023)	<b>13%</b>	<b>13%</b>

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	Some pupils experience behaviour challenges, Ready to Learn programme alongside personalised Sensory Steps used to teach pupils to self-regulate
B.	
C.	
<b>External barriers</b>	
D.	There are a small number of pupils eligible for PP whose attendance is lower than may be expected due to the impact of their medical condition(s)
E.	

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase progress in English for all pupils in receipt of PP funding	All pupils in receipt of PP funding will access Focused Support in class/1:1/small group during the academic year. Progress evidenced using B Squared and Evidence for Learning
<b>B.</b>	Increase progress in Maths for all pupils in receipt of PP funding	All pupils in receipt of PP funding will access Focused Support in class/1:1/small group during the academic year. Progress evidenced using B Squared and Evidence for Learning
<b>C.</b>	Increase progress in functional communication for identified pupils in receipt of PP funding	Identified pupils in receipt of PP funding will have received a block of Focused Support during the academic year. Progress evidenced using B Squared, Evidence for Learning
<b>D.</b>	Provide opportunities for musical development through music lessons led by an experienced music tutor.	Pupils will have increased opportunities for musical development to promote wellbeing.
<b>E.</b>	Provide appropriate resources for identified pupils in receipt of PP funding to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit/s paid for	Pupils have appropriate equipment and opportunities to enable them to access the wider curriculum
<b>F.</b>	Provide Art Therapy for pupils with a need for therapeutic support identified via SEMH panel referrals	Pupils will have increased opportunities for therapeutic support to promote positive mental health and wellbeing.
<b>G.</b>	Provide Music Therapy for pupils with a need for therapeutic support identified via SEMH panel referrals	Pupils will have increased opportunities for therapeutic support to promote positive mental health and wellbeing.

5. Planned expenditure					
Academic year	2023-24				
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 have wider opportunities to increase and accelerate their progress in identified strands throughout the day/term/year	Focused support TAs employ evidenced based approaches and share with class for continuation of program	Focused Support sessions driven by evidence-based approaches for pupils with SEND alongside in-depth data reviews Evidence from past progress and good practice is built upon and shared with class teams	Termly data review Focused Support quality assurance measures Half termly Focused Support meetings Work scrutiny through EfL	LB	Half termly meetings Termly QA and data review
<b>Total budgeted cost</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?
Increase and accelerate progress in communication for identified pupils in receipt of PP funding	Communication TA's trained by SALT working with identified pupils	Communication lead identifies pupils and liaises with SALT to set/review targets. Past progress has been monitored- communication support has yielded positive results for all. This has been implemented for many years.	Termly data review Termly monitoring of communication TAs Termly meetings with TLR lead	LP	Termly  £2632
Increase and accelerate progress in identified strand/s of English for all pupils in receipt of PP funding	Focused Support TAs working with PP pupils for half a term block using evidenced based approach	Past progress has been monitored- focused support has yielded positive results for all. TA's work in class with pupils (or 1:1/small group depending on activity) and ensure best practice is continued by class teams. Focused support TAs in place since Sep 2017.	Termly data review Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads	LB/LP	L3 TA Termly £6,330  £19,000 per year
Increase and accelerate progress in identified strand/s of Maths for all pupils in receipt of PP funding	Focused Support TAs working with PP pupils for half a term block using evidenced based approach	Past progress has been monitored- focused support has yielded positive results for all. TA's work in class with pupils (or 1:1/small group depending on activity) and ensure best practice is continued by class teams. Focused support TAs in place since Sep 2017.	Termly data review Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads	LB/DH	L3 TA Termly £6,330  £19,000 per year

<b>Total budgeted cost</b>					<b>£40,632</b>
<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>
Provide appropriate resources for pupils in receipt of PP funding to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit paid for etc.	PP to be used to provide resources if parents are unable to do so	This ensures that no pupil is disadvantaged in their access to school and its opportunities	Requests by staff must be countersigned by DHT	LB	Termly  £250 clothing, trips, snack
Provide tutor led music session on a weekly basis	PP used to pay for a music tutor to deliver music lessons	Increased opportunities to promote pupil wellbeing through music, the vast majority of our pupils enjoy music sessions	Led by an experienced music tutor from 'Live Music Now'	JW	Termly  £3800
Provide Art Therapy for identified pupils	PP used to pay for Art Therapist one day per week	Increased opportunities for therapeutic support to promote positive mental health and wellbeing	Pupils referred through SEMH panel, monitoring by LM	LB	£3600
Provide Music Therapy for identified pupils	PP used to pay for Art Therapist one morning per week	Increased opportunities for therapeutic support to promote positive mental health and wellbeing	Pupils referred through SEMH panel, monitoring by LM	JW	£4000
<b>Total budgeted cost</b>					<b>£12,150</b>
<b>Total</b>					<b>£52,782</b>

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2022-23    £52,852 (Confirmed by Finance Officer on 1/3/23)</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>

Pupils have wider opportunities to increase and accelerate their progress in identified strands throughout the day/term/year	Focused support TAs were trained in evidenced based approaches, staff sharing strategies with class for continuation of program	Focused Support sessions were driven by evidence-based approaches (eg Read Write Inc and Little Big Maths/Big Maths) for pupils with SEND alongside in-depth data reviews. 5 separate team members were trained meaning that there were less gaps in provision due to staff absence this year. Evidence from past progress and good practice is built upon and has been shared with class teams meaning that pupils can continue their learning back in class.	The approach of training 5 separate team members has worked well, there has been much less disruption due to staff absence as we have been able to cover within the team. The termly data review has ensured that progress is monitored closely as part of our usual Focused Support quality assurance measures including half termly Focused Support meetings, work scrutiny through EFL and 'joining in' sessions led by the TLR leads.	-
--	---	--	---	---

## 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
Catch up/Increase progress in communication for all pupils in receipt of PP funding	Communication TA's trained by SALT working with 4 pupils each, weekly session for a half term block	The success criteria was met with pupils in receipt of PP funding achieving in line with or above their peers. The 'booster' approach yielded positive results but some pupils did still need 6 weeks. On average, pupils in receipt of PP achieved just above their peers.	Some pupils worked well within the 4 week 'booster' but some pupils (particularly the younger pupils) benefited from a 6 week block, the staff will work with the class team to decide whether a 4 or 6 week block is needed.	£2632
Catch up/Increase progress in maths for all pupils in receipt of PP funding	Focused Support TAs working with half PP pupils per week for half a term in identified strand	Pupils in receipt of PP have made positive progress in line with their peers in maths. 5 team members were trained and each TA delivers 1 day of Focused Support on a timetable with allocated pupils. This has worked well and has ensured that staff absence does not have a detrimental impact on provision.	The evidence-based approach has yielded positive results and links to what the pupils are following in classes, this helps to ensure that there is consistency for the pupils. Pupils in receipt of PP funding have achieved in line with or in some cases, better than, their peers. We will continue with this approach moving forwards.	Termly  £16,500
Catch up/Increase progress in reading and writing for all pupils in receipt of PP funding	Focused Support TAs working with half PP pupils per week for half a term	Pupils in receipt of PP have made positive progress in line with their peers in both reading and writing. 5 team members were trained and each TA delivers 1 day of Focused Support on a timetable with allocated pupils. This has worked well and has ensured that staff absence does not have a detrimental impact on provision.	The evidence-based approach has yielded positive results and links to what the pupils are following in classes, this helps to ensure that there is consistency for the pupils. Pupils in receipt of PP funding have achieved in line with or in some cases, better than, their peers. We will create our own prerequisites for writing materials and will introduce the Read Write Inc approach to Writing when pupils are ready.	Termly  £16,500

## iii. Other approaches (including links to personal, social and emotional wellbeing)

<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>
Provide appropriate resources for pupils in receipt of PP funding to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit paid for etc.	PP to be used to provide resources if parents are unable to do so	Pupils in receipt of PP funding have had access to mid-morning snacks, appropriate clothing and educational visits that they would not otherwise have had access to.	We will continue with this approach as the effects of the cost of living crisis have meant that more families than usual have struggled to provide snack money for their child. Younger pupils are provided with free fruit, but snack money is important for the older pupils to ensure that they have access to a healthy snack mid-morning and enables them to stay focused on their learning.	Termly £250 clothing, trips, snack
Provide tutor led music session on a weekly basis	PP used to pay for a music tutor to deliver music lessons	The success criteria has been achieved with progress data demonstrating positive achievement in music for pupils in receipt of PP funding.	Pupils have benefited over the academic year from a block of music sessions delivered by a music tutor trained in SEND teaching and learning. Positive progress in music has been identified through B Squared. We will continue with this approach.	Termly £3800
Provide Art Therapy for pupils	PP used to pay for Art Therapist one day per week	Pupils have been identified through the SEMH panel referral system and have benefited from a block of Art Therapy with a trained therapist. A report is provided for parents/carers and the class team.	This approach has been invaluable in supporting many of our pupils in receipt of PP funding who have an increased SEMH need. The report is helpful for parents/carers and the class team as this suggests strategies that have been proven to work with an individual child. We will continue with this approach.	£3600
Provide Play Therapy sessions for pupils	PP used to pay for cover for Play Therapy trained staff member and resource kit	Classes have been provided with resources for Play Therapy and these have been used successfully with pupils in receipt of PP funding to meet their SEMH needs and to promote wellbeing.	Classes will continue with this approach as needed but we will not include it in our plans for next year as the resources are in place. We have identified a clear need for a nurture based approach for pupils that Play Therapy has not worked for.	£1700

## 7. Additional detail

- 3 year 11 pupils in receipt of Pupil Premium will move up to college in September 2023