

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	2022-23	Total PP budget	£53,330	Date of most recent PP Review	March 2022
Total number of pupils	96	Number of pupils eligible for PP Primary 29 x £1345 Secondary 15 x £955	44 in March 2022	Date for next internal review of this strategy	March 2023

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 2021 - Feb 2022)		11%	12%
Reading - average attainment using B Squared (Sept 2021 - Feb 2022)		14%	15%
Spoken Language - average attainment using B Squared (Sept 2021 - Feb 2022)		16%	14%
Writing - average attainment using B Squared (Sept 2021 - Feb 2022)		15%	15%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Some pupils experience behaviour challenges, Ready to Learn programme alongside personalised Sensory Steps used to teach pupils to self-regulate
B.	
C.	
External barriers	
D.	Ongoing impact of Coronavirus, some pupils learnt from home for prolonged periods of time during 2020 into 2021 and may need to self-isolate further, impact of another lockdown should this occur
E.	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)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Catch up/Increase progress in English for all pupils in receipt of PP funding	All pupils in receipt of PP funding will have received Focused Support. Progress evidenced using B Squared and Evidence for Learning
B.	Catch up/Increase progress in Maths for all pupils in receipt of PP funding	All pupils in receipt of PP funding will have received Focused Support. Progress evidenced using B Squared and Evidence for Learning
C.	Catch up/Increase progress in functional communication for identified pupils in receipt of PP funding	Most pupils in receipt of PP funding will have received Focused Communication Support. Progress evidenced using B Squared, Evidence for Learning
D.	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.
E.	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
F.	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.
G.	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.
H.	Provide a Nurture Group to support pupils to explore and express their emotions and to develop their confidence, resilience and positive mental health and wellbeing	Pupils will have increased opportunities for nurture based support, progress will be measured via the Boxall profile.

5. Planned expenditure					
Academic year	2022-23				
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
Total budgeted cost					
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 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	SALT set targets for TA's to work on. 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 reading and writing 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. Evidence based for pupils with SEND, TAs trained in intervention, best practise shared with class teams for continuation. 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 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. Evidence based for pupils with SEND, TAs trained in intervention, best practise shared with class teams for continuation. 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
Total budgeted cost					£40,632

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?
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 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 LB	LB	£3600
Provide Music Therapy for 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 LB	JW	£4000
Total budgeted cost					£12,150
Total					£52,782

6. Review of expenditure				
Previous Academic Year		2021-22 £48,165 (Confirmed by Finance Officer on 1/3/22)		
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 (and whether you will continue with this approach)	Cost

Pupils have wider opportunities to catch up and increase their progress throughout the day/term/year	Focused support TAs share approaches yielding best results with class for continuation of program	Pupils were identified after their baseline assessments to ensure that pupils were able to catch up and increase their progress. Close data monitoring has ensured that pupils have been able to make progress in line with their peers.	The Focused Support model has continued to yield positive results for pupils, and pupils are making progress in line with their peers. Staffing shortages due to the ongoing impact of Covid has reduced the opportunities to train the class-based staff to continue with the identified strategies/resources, therefore we will place a clear focus on this for the coming year. We will move to an Intervention Plan model for 2022-23 and have recently appointed a Level 3 TA to the Focused Support Team to ensure high quality teaching and learning.	-
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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
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. Most recently, communication sessions have been reduced to 4 sessions as a 'booster' approach which has still yielded positive results with on average, pupils in receipt of PP achieving just above their peers.	Communication interventions have worked better as a 'booster' approach as identified in the progress data. The shorter more focused interventions have yielded positive results. We have recently appointed a Level 3 TA with additional training in communication to deliver short and focused communication sessions for 2022-23.	£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. One Focused Support TA left the team at Christmas. This has had an impact although another TA was trained for the role and the pupils achieved in line with their peers overall. A Level 3 TA has been appointed.	We have decided to further develop our evidence-based approach using best practice in the field of SEND and will try shorter more focused interventions next year to accelerate progress in identified strands of maths. There will be a heavier focus on working with class-based teams to ensure that identified approaches that work well are continued in class.	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. One Focused Support TA left the team at Christmas. This has had an impact although another TA was trained for the role and the pupils achieved in line with their peers overall. A Level 3 TA has been appointed.	We have decided to further develop our evidence-based approach using best practice in the field of SEND and will try shorter more focused interventions next year to accelerate progress in reading and writing. There will be a heavier focus on working with class-based teams to ensure that identified approaches that work well are continued in class.	Termly £16,500

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
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 ongoing effects of Covid 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 valuable to 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

- 1 year 11 pupil in receipt of Pupil Premium will move up to college in September 2022