

Pupil premium Strategy Statement

1. Summary information					
School	Waverley				
Academic Year	2016-17	Total PP budget	£58,354	Early years PP budget	£1391.00
Total number of pupils	116	Number of pupils eligible for PP	45	Date of next PP Strategy Review	September 2017

At Waverley we have high aspirations for our students and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and meet meaningful goals which will support them in life. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers who live in families with higher incomes. We are required to use this funding to tackle disadvantage and by ensuring pupils who need it most have access to opportunities which will diminish the difference.

It is for schools to decide how Pupil Premium, allocated to schools per FSM pupil is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However schools are held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted intervention we are working to eliminate barriers to learning and progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupils achievement

2015-2016 Attainment summary: Making above expected progress Making expected progress Making below expected progress - median quartile

Overall		Communication and Literacy		Mathematics		Science		Computing		PSHE	
Yes Pupils in receipt of PP 40 pupils	No	Yes 40	No 61	Yes	No	Yes	No	Yes	No	Yes	No
34%	36%	30%	34%	35%	36%	30%	35%	35%	33%	40%	41%
65%	61%	70%	64%	65%	62.5%	70%	60%	62.5%	60.5%	57.5%	57.5%
1%	3%	0	1.5% = 1 pupil	0	1.5%	0	5%	2.5%	6.5%	2.5% = 1 pupil	1.5%

2016-2017 Attainment summary

Overall		Communication and Literacy		Mathematics		Science		Computing		PSHE	
Yes Pupils in receipt of PP 45 pupils	No	Yes 45	No 52	Yes	No	Yes	No	Yes	No	Yes	No
50%	61%	20 - 45%	33 - 63%	21 - 47%	33 - 63%	25 - 56%	32 - 61%	21 - 47%	32 - 61%	25 - 55%	30 - 57%
50%	37%	25 - 55%	18 - 34%	24 - 53%	18 - 35%	20 - 44%	19 - 37%	24 - 53%	19 - 37%	20 - 45%	20 - 39%
0%	2%	0	1 - 2%	0	1 - 2%	0	1 - 2%	0	1 - 2%	0	2 - 4%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be address in school)	
A.	Specific learning needs
B.	Specific sensory processing needs
C	Specific behaviour needs
External barriers (issues which also require action outside school)	
D.	Parents/carers ability to implement strategies at home
E.	Parents/carers understanding of how disability affects learning
F.	Poor housing and opportunities outside of home

3.Outcomes (desired outcomes and how they will be measured)		Success Criteria
A	Specific learning needs supported	Pupils with specific learning needs make good and better progress compared to their peers, in particular students with pmlid are able to access a range of activities which are appropriate for their specific learning needs Pupils with communication difficulties are able to use a range of strategies to get their voice heard.
B.	Specific sensory processing needs supported	Pupils are more able to access more of their class sessions. Teachers are more able to recognise when a pupils requires support for their sensory processing needs and are able to use this knowledge to support the pupils in their class in a timely manner. Therefore incidents of challenging behaviour is reduced and pupils are happier.
C	Specific behaviour needs SEMH supported	Pupils are more able to access more of their class sessions. Teachers are more able to recognise when a pupils requires strategies to distract the pupils in their class in a timely manner. Therefore incidents of challenging behaviour is reduced and pupils are happier.
D.	Parents/carers ability to implement strategies at home	Pupils make good or better progress and parents and cares are able to support their child using strategies which are successful at school
E.	Parents/carers understanding of how disability affects	Pupils make good and better progress and their parents are able to request support which is relevant for their child. Parents and carers make safe choices for their child.

	learning	
F.	Poor housing and opportunities outside of home	Pupils are able to successfully access a range of activities which parents/carers may not be able to access due to the level of support their child needs.

4. Planned expenditure

Academic year	2016-17
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The three headings below demonstrate how we use Pupil Premium to improve pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	action/approach	Rationale for action	Monitoring of action and quality of action	Staff lead	Review of action
Improve communication opportunities for all pupils	<p>Continue to roll out PODD training</p> <p>Makaton tutors are supporting Salt in the delivery of training to staff</p> <p>Switches are used for students who are able to access them</p> <p>Eye gaze technology is available in each department</p> <p>Pupils are taught</p>	<p>Communication matters : an AAC Evidence base</p> <p><i>“Communication is an essential life skill, central to interaction and vital for development, helping to reduce social isolation.”</i> 2016</p>	<p>Use observations in Autumn term to review implementation and generalisation</p> <p>Learning walks</p>	<p>Head teacher to lead with SLT supporting</p>	<p>January 2017</p> <p>PODD 2 day training planned for 1st and 2nd March 10 staff members attending 3x staff booked on 5 day training. PODD coffee mornings attended by parents. New books being made by Jade. Evidence of improvement seen in assemblies</p> <p>Makaton 2 x 2day Makaton beginners training has taken place 6x members of staff trained</p> <p>Switches available in relevant classes</p> <p>Eye gaze each department has eye computer being used across each department: discussed at MAW</p>

	prerequisite skills for the use of eye gaze				Prerequisites being taught across day March 2017 July 2017
Improve literacy opportunities for all pupils	New books for more reading areas around school	<i>"kids who read most, read best." (Anderson, et. al., Becoming a Nation of Readers).</i>	Learning walks	SLT	January 2017 All departments have designated reading areas More books purchased for library Talking book competition very successful March 2017 July 2017
Evidence of learning influences teaching	Use evidence of learning package to store evidence	<i>"The key to effective learning is to then find ways to help students restructure their knowledge to build in new and more powerful ideas"</i> (Assessment for learning) John Gardner	Observations	SLT	NOVEMBER 2016 All teachers using Evidence for learning : ongoing tutorials delivered by DH
Parents to feel confident to follow strategies at home	Parents invited to work alongside their children	Parents who are able to work with the staff have the chance to practice skills in a supportive environment	Observations, ehcp reviews, parental involvement lists	Head teacher to lead with SLT supporting	March 2017
Total budgeted cost					£21,000

ii. Targeted support							
Student in receipt of pupil premium	Linked to which outcome	Barrier to education achievement	Planned expenditure	Rationale for expenditure	How we'll measure impact	Review date	Review
1	B	Social and Emotional difficulties due to complex sensory processing difficulties	*sensory processing support *music therapy	Sensory processing strategies having some positive impact but this could be further developed in class and across school Effectiveness of sensory -enriched early intervention 2016 Erna Imperatore Blanche " <i>children with sensory processing difficulties demonstrated significant improvement in all areas of development except fine motor skills</i> " *social interaction and addressing sensory processing linked to acoustic sensitivity " <i>Music therapy seems to have an effect on personal relationship, emphasising the positive benefits of active listening and performing, and this in turn sets the context for developmental change.</i> " Dr phil David Aldridge 1995	*use regulation to reduce anxiety levels *aims of group achieved: see final music therapy report	Termly	Teacher reports sensory strategies used once becomes distressed. These work almost instantly and he becomes calmer for longer. Also sensory strategies have meant that he can sit and attend for 2 - 5 minutes without adult support when previously he would have had to have an adult singing in his ear constantly. Now no longer needs ear defenders. Group music therapy commenced Jan 2017. Accepts sounds of group with minimal distress, calms again quickly.
2	A&B	Communication and language difficulties , complex sensory processing difficulties	*sensory processing support	Sensory processing strategies having some positive impact but this could be further developed in class and across school	*increase alertness throughout the day	Termly	Now seems more alert in class but finds it difficult to focus.

3	B	Social and emotional difficulties due to complex sensory processing difficulties and rigid thinking	<p>*Music therapy</p> <p>* use PODD- low tech</p> <p>*sensory processing support</p> <p>* laptop and clicker 7</p>	<p>To encourage relationship with additional adults</p> <p>To develop effective expressive communication</p> <p>To use sensory processing strategies consistently</p> <p>To develop literacy in line with understanding</p>	<p>*aims achieved</p> <p>*good or better progress in expressive communication</p> <p>*</p> <p>* good or better achievement in literacy</p>	Termly	<p>Music therapy sessions to finish in summer term due to aims achieved and progress.</p> <p>PODD making expected progress</p> <p>Now automatically puts her fingers in her ears when bothered by loud noises and sometimes giggles rather than hitting out as she used to.</p> <p>Much more confident and happy in general.</p> <p>Making outstanding progress in writing</p>
4	A,B&C	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	*sensory processing support	Sensory processing strategies having some positive impact but this could be further developed in class and across school	*improved sensory processing	Termly	Teacher reports that on days when he has attended morning sensory session he is much calmer and able to walk round to class calmly. This effect can last until lunch. Need to encourage him to engage in session more often.
5	AB	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	<p>* use PODD- low tech</p> <p>*sensory processing support</p>	<p>To develop effective expressive communication</p> <p>To use sensory processing strategies consistently</p>	<p>*good or better progress in expressive communication</p> <p>*To increase his ability to self</p>	Termly	<p>Making expected progress</p> <p>Now spontaneously uses techniques for self calming such as patting his chest to help him calm down.</p> <p>Teacher reports weighted</p>

			* laptop and clicker 7	To develop literacy in line with understanding Clicker 7 "is a child-friendly tool that enables students of all abilities to significantly develop their literacy skills"	regulate. *Good or better progress in literacy		jacket working well to calm and he now sometimes requests it at appropriate times. Requests his quiet room by pointing and calms down in about ½ hour whereas before could take hours. Making expected progress
6	A	Engagement and understanding of processes due to profound and multiple learning difficulties and restricted movement due to physical difficulties	*pmlD support - Sue	To support class to use multi sensory approaches which help build relationships Dr.Penny Lacey <i>Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties</i> compelling arguments for a distinct and separate pedagogical approach to the learning needs of the most educationally challenging pupils	Development of co-active and independent exploration -hand skills.	Termly	No developmental changes yet, interested in a small range of objects which she explores in a stereotypical way. Needs 'favourites' box for joint exploration Engages for short time with adult in exploring objects -defaults to preferred strategies or rejects objects when playing independently.
7	A	Engagement and understanding of processes due to profound and multiple learning difficulties and medical concerns	*pmlD support - Sue	To support class to use multi sensory approaches which help build relationships	Development in understanding of cause and effect	Termly	Making outstanding progress This pupil has had better health and been more engaged in learning this term
8	A	Engagement and understanding of processes due to	*pmlD support - Sue	To support class to use multi sensory approaches which help build relationships	Development in understandi	Termly	Making outstanding progress

		profound and multiple learning difficulties			ng of cause and effect		
9	B	Social and Emotional difficulties due to complex sensory processing difficulties	*sensory processing support	Sensory processing strategies having some positive impact but this could be further developed in class and across school	Increased ability to self modulate	Termly	Ball and deep pressure used successfully when upset, staff need to use regularly at other times.
10	A	Communication and language difficulties	*Communication group: with teacher	To ensure effective expressive language is taught	*good or better progress in expressive communication	Termly	Jan 17 Making expected progress July 17 - now making outstanding progress, using high tech AAC effectively and all targets set have been exceeded.
11	A	Communication and language difficulties	*Communication group: with teacher	To ensure effective expressive language is taught	*good or better progress in expressive communication	Termly	Jan 17 Making expected progress July 17 - making expected progress. Attendance was at 85% due to illness/hospital stay
12	B&C	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	*sensory processing support	Sensory processing strategies having some positive impact but this could be further developed in class and across school	to request calming sensory inputs when needed	Termly	Is now requesting calming successfully when needed, jumping vigorously works particularly well July 17 - requesting calming and access to sensory processing activities when highly anxious with less adult input, asking for opportunities to self regulate on their own. Made outstanding progress in all areas except reading, number, science and PSHE.

13	A&C	Social, emotional and communication difficulties due to language delay and rigid thinking	*use PODD - LOW tech	To develop effective expressive communication	* Good or better progress in expressive communication	Termly	Jan 17 making expected progress July 17 - making outstanding progress in SSM, science and ICT
14	A&C	Social, emotional and communication difficulties due to language delay and learning difficulty	* laptop and clicker 7	To develop literacy in line with understanding	*Good or better progress in literacy	Termly	Jan 17 making below expected progress. New teacher started Jan 17 - has already settled. July 17 - making outstanding progress in S&L and PSHE, making expected progress in all other curriculum areas.
15	A	Engagement and understanding of processes due to global developmental delay	*introduce use PODD - LOW tech	To develop effective expressive communication	* Good or better progress in expressive communication	Termly	Jan 17 Making outstanding progress July 17 - continued to make outstanding progress, on track to reach or exceed end of KS3 targets
16	A	Communication and language difficulties	*introduce use PODD - LOW tech	To develop effective expressive communication	* Good or better progress in expressive communication	Termly	Jan 17 making expected progress July 17 - making expected progress
17	A	Social, emotional and communication difficulties due to language delay and learning difficulty	* laptop and clicker 7	To develop literacy in line with understanding	*Good or better progress in literacy	Termly	Jan 17 making below expected : new teacher started Jan 17 - has already settled July 17 - now making expected progress, and outstanding in PSHE
18	A&C	Communication and language difficulties. SEMH	*Release teacher to meet with Educational	To ensure teacher is aware of all possible strategies which could be used to	*Strategies in place for improved	Termly	Jan 17: new teacher started : work with EP took place with previous teacher and

			<p>psychologist</p> <p>* create and use PODD- low tech</p>	<p>support</p> <p>* To develop effective expressive communication</p>	<p>learning</p> <p>* Good or better progress in expressive communication</p>		<p>strategies were shared. Much more settled and able to engage in planned activities.</p> <p>Jan 17 making expected progress</p> <p>USED PODD BOOK TO SAY "WORRIED MUM" X2 mum did not attend weekend visit</p> <p>July 17 - making outstanding progress, reaching or exceeded targets set for end of KS2 (using KS1 data and upper quartile). Further settled and now able to take part in all group work activities (for short periods)</p>
19	A	Social, emotional and communication difficulties due to language delay and learning difficulty	<p>*Use PODD- low tech</p> <p>*Laptop for clicker 7</p>	<p>*To develop effective expressive communication</p> <p>*To develop literacy in line with understanding</p>	<p>* Good or better progress in expressive communication</p> <p>*Good or better progress in literacy</p>	Termly	<p>Jan 17: outstanding progress</p> <p>July 17 - outstanding progress in all areas except in Writing and SSM</p>
20	A	Social, emotional and communication difficulties due to language delay and learning difficulty	<p>*Use PODD- low tech</p> <p>*Laptop for clicker</p>	<p>*To develop effective expressive communication</p> <p>*To develop literacy in line with understanding</p>	<p>* Good or better progress in expressive communication</p> <p>*Good or better progress in literacy</p>	Termly	<p>Jan 17 making expected progress</p> <p>July 17 - making expected progress except in S&L and U&A where they make outstanding progress</p>

21	B&C	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	*sensory processing support	Sensory processing strategies having some positive impact but this could be further developed in class and across school	To recognise and request when he needs to take a break	Termly	Has regulated well this term. Will request sensory input when distressed and regulate himself by with techniques he has been taught.
22	A	Communication and language difficulties plus physical disability with restricted movement	*introduce and use PODD * trial and introduce podd-possible high tech	*To develop effective expressive communication	Good or better progress in expressive communication	Termly	Jan 17 making expected progress Jan 17 working on prerequisites as advised by Salt July 17 - making outstanding progress, although PODD high tech not embedded
23	A	Visual impairment	*Support from VI. teacher	*ensuring strategies used in class are appropriate for student with visual impairment	Ability to use technology to improve access and progress in literacy	Termly	Jan 17 making expected progress Adapted equipment in place and developing auditory scanning skills Follow up appt from Cenmac July 17 - making outstanding progress in S&L, SSM and science
24	A	Communication and language delay plus physical disability with restricted movement and fluctuating health needs	*use PODD- low tech * laptop and clicker 7	*To develop effective expressive communication *To develop literacy in line with understanding	*Good or better progress in expressive communication *good or better progress in literacy	Termly	Jan 17 making expected progress July 17 - making outstanding progress
25	B	Social, emotional and behavioural	*Music therapy	* raise self esteem and active participation	*aims achieved.	Termly	Has responded well when verbal phrases used in

		difficulties due to complex sensory processing and communication difficulties	<p>*use PODD- low tech</p> <p>*sensory processing support</p>	<p>*To develop effective expressive communication</p> <p>*Sensory processing strategies having some positive impact but this could be further developed in class and across school</p>	<p>See final music therapy report.</p> <p>* Good or better progress in expressive communication</p> <p>*Improved sensory processing</p>		<p>improvisations leading to more active participation. Smiles and confident involvement.</p> <p>Jan 17 making expected progress</p> <p>July 17 - making expected progress, except in U&A</p> <p>TLP worked and stopped him from banging his head whilst listening, although no lasting effects afterwards. Currently stopped through illness.</p>
26	B	Social and emotional difficulties due to complex sensory processing and communication difficulties	Music therapy	*, raise self esteem and interaction with peers	*aims achieved	Termly	More awareness of peers through showing anticipation of playing. Smiles and confident involvement.
27	B&C	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	Music therapy	<p>*, raise self esteem and transferring to less 1:1 support to group work</p> <p>*To develop effective expressive communication</p> <p>*Sensory processing strategies having some positive impact but this could be further developed in class and across school</p> <p>*To develop literacy in line with understanding</p>	<p>*aims achieved. See final music therapy report.</p> <p>* Good or better progress in expressive communication</p> <p>*begin to recognise and request</p>	Termly	<p>Enjoys sessions and needs less adult support.</p> <p>Jan 17 making expected progress</p> <p>July 17 - making outstanding progress except in computing where they make expected progress.</p> <p>Currently in sensory group 2 mornings a week. Investigating possible</p>

			* laptop and clicker 7		when he needs sensory input. *good or better progress in literacy		gravitational insecurity when transitioning between sitting and standing - walking better and stamping for feedback when he feels he needs it.
28	A	Engagement and understanding of processes due to profound and multiple learning difficulties. Visual and hearing impairment	*music therapy *pmld support - Sue	*Build relationship with less familiar adults, showing more awareness of external environment and his effect on it *To support class to use multi sensory approaches which help build relationships	*aims are being achieved *Development of sense of self and others.	Termly	Jan 17: outstanding progress Music Therapy excellent responses. Now has an Intervenor and has settled after class move. New staff have had chance to build relationships with pupil and read his subtle responses. March pupil unwell and off school for some time.
29	A	Communication and language difficulties plus physical disability with restricted movement	*pmld support - Sue	To support class to use multi sensory approaches which help build relationships	* develop communication using symbols	Termly	Class currently using multi sensory approaches. Work with further in term 3. Low levels of energy and increased seizures -medication being adjusted impact on learning some days.
30	A	Communication and language difficulties plus physical disability with restricted movement	*pmld support - Sue	To support class to use multi sensory approaches which help build relationships	*Development of sense of self and others	Termly	Jan 17 making expected progress July 17 - making outstanding progress

31	A	Communication and language difficulties plus physical disability with restricted movement.	*pmlD support - Sue	*To support class to use multi sensory approaches which help build relationships	To understand her new environment and build new relationships with staff so she is able to use her communication effectively	Termly	Making expected progress Much more able to respond to the world around her -relating to people and objects within her immediate environment (profound VI). Using her hand to explore.
32	A&C	Social and emotional difficulties, Communication and language difficulties plus physical disability with restricted movement.	*Use podd low tech	*To develop effective expressive communication	* Good or better progress in expressive communication	Termly	Jan 17 making expected progress July 17 - making outstanding progress
33	A	Engagement and understanding of processes due to profound and multiple learning difficulties	*pmlD support - Sue	To support class to use multi sensory approaches which help build relationships	To ensure he has full access to the curriculum To take into account his severe visual impairment	Termly	Making expected progress
34	A	Visual impairment, Communication and language difficulties plus physical disability with	*Music therapy	To develop self confidence when communicating with less familiar adults, demonstrating cognitive abilities	*aims being achieved	Termly	Showing positive responses with new activities.

		restricted movement	*Use PODD	*To develop effective expressive communication	* Good or better progress in expressive communication		Jan 17 Making expected progress July 17 - Making expected progress
35	A&C	Social and emotional difficulties, Communication and language difficulties. Rigid thinking	*sensory processing support	Sensory processing strategies having some positive impact but this could be further developed in class and across school	*improved sensory processing	Termly	Sensory processing activities being used in class. Will request some calming activities or objects. Teacher considers more behaviour than sensory issues
36	A	Communication and language difficulties plus physical disability with restricted movement.	*Music therapy *USE PODD	To develop self confidence when communicating with less familiar adults, demonstrating cognitive abilities *To develop effective expressive communication	*aims being achieved * Good or better progress in expressive communication	Termly	Now working in a paired music therapy session since January 2017, following individual assessment sessions. Showing positive responses with new activities. Jan 17 making expected progress July 17 - making expected progress except in reading, science and PSHE where progress ss outstanding
37	A	Communication and language difficulties plus physical disability with restricted movement.	* trail podd - high tech * laptop and clicker 7	*to use a quicker communication pathway *To develop literacy in line with understanding	* Good or better progress in expressive communication * Good or better progress in writing	Termly	Jan 17 making expected progress July 17 - making outstanding progress Jan 17 making expected progress July 17- making outstanding progress

38	A&C	Social and emotional difficulties, Communication and language difficulties. Rigid thinking	*Music therapy * laptop and clicker 7	* to experience flexible emotional self expression through shared music making *To develop literacy in line with understanding	*aims achieved: see final music therapy report *Good or better progress in literacy	Termly	Current series of individual sessions finished end of December 2016. Progress in more improvised music making. Jan 17 making expected progress July 17 - making expected progress except in reading, S&L, maths and science where progress is outstanding.
39	A	Communication and language difficulties plus physical disability with restricted movement	*pmlD support - Sue	To support class to use multi sensory approaches which help build relationships	Development in ability to attract attention from adults within class	Termly	Developments in Physical communication and cognition
40	B	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	*sensory processing support *small group music therapy sessions	Sensory processing strategies having some positive impact but this could be further developed in class and across school	*improved sensory processing	Termly	Deep pressure calms when needed. Does not request yet.more work needed with class staff after easter. Settled well in group and using sessions positively.
41	A	Communication and language difficulties plus physical disability with restricted movement.	Specialist equipment	To enable access to standing activities	Good or better progress within the Early years	Termly	Spring Term Now has access to a standing frame which she is making good progress with building up her tolerance in. This has had an impact on her physical dev and she is now standing more actively throughout the day (eg for

							transfers, to access activities)
42	A	Communication and language difficulties plus physical disability with restricted movement.	Specialist equipment	To enable access to standing activities	Good or better progress within the Early years	Termly	Spring Term Now has access to a standing frame which he is making good progress with building up his tolerance in. This has had a significant impact on his physical dev and he is now standing more actively throughout the day (eg for transfers, to access activities)
43 EYPP	A	Sensory processing and communication needs	Specialist equipment	To enable access to appropriate communication activities to support understanding and expression	Good or better progress within the Early years	Termly	PODD book in place Class teacher trained in PODD Introducing a range of photos and symbols alongside PODD July 17: Made above expected progress in the summer term
44 EYPP	E	Health concerns are preventing parents from accessing provision	Nurse time	To assist in the reassurance that school setting is safe	Attends school	Half termly	Pupil is now in school following support from OT and nurse. Strategies and equipment in place for both home and school. July 17: Made above expected progress in the summer term
45 EYPP	A	Complex physical disability resulting in restricted movement	Specialist equipment	To enable access to floor, table and standing activities ensuring she is safe and comfortable	Good or better progress within early years	Termly	Spring Term Specialist seating, standing and floor equipment in place. She is now able to tolerate equipment for increasing

							<p>periods of time which has a positive impact on her access to activities and engagement.</p> <p>July 17: Made expected progress in the summer term</p>
46 EYPP	A	Physical disability resulting in restricted movement and communication needs	<p>Specialist equipment</p> <p>Communication needs</p>	To enable access to table top and standing activities. To enable access to appropriate communication activities to support understanding and expression	Good or better progress within early years	Termly	<p>Spring Term</p> <p>Specialist seating and standing equipment in place resulting in access to activities.</p> <p>PODD book in place</p> <p>Class teacher trained in PODD</p> <p>Introducing a range of photos and symbols alongside PODD</p> <p>July 17: Made expected progress in the summer term</p>
47 EYPP	A	Physical disability resulting in restricted movement	Specialist equipment	To enable access to table top and standing activities.	Good or better progress within early years	Termly	<p>Spring Term</p> <p>Specialist seating and standing equipment in place resulting in increased access to activities.</p> <p>July 17: Made above expected progress in the summer term</p>
48 EYPP	A	Physical disability resulting in restricted movement	Specialist equipment	To enable access to table top and standing activities.	Good or better progress within early years	Termly	<p>Spring Term</p> <p>Specialist seating and standing equipment in place resulting in increased access to activities.</p> <p>July 17: Made expected progress in the summer term after being absent due to a house move (and lack of transport)</p>

49 EYPP	A	Physical disability resulting in restricted movement	Specialist equipment	To enable access to table top and standing activities.	Good or better progress within early years	Termly	Spring Term Specialist seating and standing equipment in place resulting in increased access to activities. July 17: Made expected progress in the summer term
50 EYPP	A	Specific learning needs and communication needs	Specialist equipment	To increase engagement in activities and develop expressive and receptive language skills	Good or better progress within early years	Termly	Spring Term 1:1 work in place to reduce throwing and increase engagement. Comm strategies in place. July 17: Made expected progress in the summer term
51	A	Specific learning needs and communication needs	Additional 1:1 sessions with specialist teacher	*To develop effective expressive communication	Good or better progress in expressive lang	termly	Added spring 2017 Made good progress in the summer term.
Total budgeted cost						£26,500	

iii Other approaches							
Desired outcome	Outcome to be addressed	action/approach	Rationale for action	Monitoring of action and quality of action	Staff lead	Date of review	Review of action
Individual students are supported in times of	A&C	1:1 support	Individual teaching	Observations	Deputy Head	Jan 17	Jan 17 Dec learning to walk observed need for more scaffolding

		Weekly Drumming workshop					Primary 1 and 2 accessed one term of drumming
		Black History month drumming workshop					Parents also attended drumming workshop
Total budgeted cost						£14,805	

5. Review of expenditure	
Previous Academic Year	
Pupil premium 2015-2016	
Income	£40,431
Expenditure	

PODD resources	£500
Purple Mash	£300
TLR post holder sensory integration	£2,500
Additional PMLD support	£10,000
TaSSeLs	£500
School activities (including step into dance)	£2,000
One on one support	£7,000
Music Therapy	£10,000
Physio equipment	£2,500
Additional support	£3,500
Eye gaze software	£2,000
Total	£40,800

PODD

(Pragmatic Organisation Dynamic Display) is a way of organising whole word and symbol vocabulary in a communication book or a speech generating device to provide pupils with immersion and modelling for learning. In order to produce the PODD books more efficiently and provide pupils in receipt of pupil premium the most up to date communication aid, a software has been purchased to improve our current systems. **20 of our students in receipt of pupils premium were identified and benefit from this tool.**

Purple Mash

Is an award-winning website for nursery and primary school children. It enables children to explore and enhance their knowledge in a fun and creative way. Purple mash will be used to motivate and develop key cognitive skills by providing pupils with educational games. The variety of tools and content in Purple mash means that children will be able to follow their interests and develop their talent in a personalised way. It covers all the academic core subjects and is based on the new 2014 curriculum. **13 of our students in receipt of pupils premium are targeted and benefit from this tool.**

TLR post holder for sensory integration

Sensory processing is the brain's ability to organise and process information from the environment through the senses. Some children with severe learning difficulties and/or autism have difficulties processing this information and as a result their attitude to learning, behaviour and emotional regulation are affected. Our Occupational Therapist already has programmes in place to support all pupils but our TLR post holder will target our pupil premium students for added support. She will also work closely with teachers so that they are better trained in delivering targeted sensory integration programmes. **12 of our students in receipt of pupils premium are targeted and benefit from this tool.**

Additional PMLD support

The school has increased the Head of PMLD post to a full time position. Her role will be to focus on PMLD pupils in receipt of pupil premium to ensure high quality teaching and learning across the school, to model exemplary teaching practice within the class setting, to support all teachers to be able to deliver consistently good and outstanding lessons and to ensure that all pupils in receipt of pupil premium with PMLD have access to the School's entire curriculum that is deemed appropriate to their needs. **10 of our students in receipt of pupils premium are targeted and benefit from this tool.**

TaSSeLs

Is a system of touch-speech cues to promote effective communication with people with profound and complex learning disabilities and visual impairment. **10 of our students in receipt of pupils premium are targeted and benefit from this tool.**

School activities

Pupils enjoy a variety of activities to enhance learning through physical Education by gaining self-esteem and physical wellbeing. **24 pupils in receipt of pupil premium are benefiting from this input**

One to One support

Which is appropriate to individual needs. Aim to ensure that teaching and learning opportunities meet the needs of all pupils;

- One-to-one English and Maths tutoring and Music therapy sessions
- One-to-one and small group Communication sessions; including PODD support
- Targeted Alternative and Assistive Communication (AAC) tutoring
- One-to-one communication and interaction sessions using Sound beam equipment;
- Providing enhanced staffing and individualised instruction within ability grouping;
- Picture Exchange Communication Systems (PECS) sessions; PECS is a method to teach young children or any individual with a communication impairment a way to communicate within a social context.

All our students in receipt of pupils premium are targeted and benefit from this tool.

Music therapy

We have incorporated additional music sessions with a music therapist and music specialist as this allows pupils express themselves through music. Music Therapy can:

- Develop communication skills
- Explore ways of managing challenging behaviour
- Develop shared attention and turn taking
- Encourage creativity and self-expression
- Promote self-awareness, confidence and independence

8 of our students (or 50% of the overall students accessing therapy) in receipt of pupils premium are targeted and benefit from this tool.

Physio Equipment

Therapists will be purchasing further equipment to increase mobility and curriculum access for pupils.

Additional support

In order to ensure our most vulnerable and/or challenging students can safely access the school environment, the curriculum and all aspects of the school day, as well as be able to socialise safely with peers, pupil premium funding has enabled us to employ more staff. **2 of our students in receipt of pupils premium are targeted and benefit from this tool.**

Eye gaze software

Eye-gaze devices enable our students to use eye movements to operate a computer or tablet. Eye-gaze technology is used by children who have a significant physical disability, who have no speech or whose speech is difficult to understand, and it enables them to access a symbol based communication device (such as PODD) and communicate their needs, wants, or comment during functional activities or lessons. We are still in the process of referring and assessing the students concerned.