

Pupil premium Strategy Statement 2017-18

1. Summary information					
School	Waverley				
Academic Year	2017-18	Total PP budget	£55,905 Projected spend £63,831	Early years PP budget	£900 (BF)
Total number of pupils	116	Number of pupils eligible for PP	44	Date of next PP Strategy Review	September 2018

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

2016-2017 Attainment summary - Making outstanding progress Making good progress Making below expected progress

Overall		Communication and Literacy		Mathematics		Science		Computing		PSHE	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Pupils in receipt of PP 42 pupils		42	56								
48.5%	57%	18 - 43%	30 - 52%	20 - 48%	35 - 61%	23 - 55%	33 - 58%	20 - 48%	31 - 54%	21 - 50%	34 - 60%
51.5%	38%	24 - 57%	25 - 44%	22 - 52%	19 - 34%	18 - 33%	21 - 37%	22 - 50%	23 - 41%	21 - 50%	20 - 35%
0%	5%	0	2 - 4%	0	3 - 5%	0	3 - 5%	0	3 - 5%	0	3 - 5%

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 pmlD 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. Pupils with physical disabilities can access the curriculum with the assistance of equipment
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 learning	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.

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.
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4. Planned expenditure

Academic year	2017-18
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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
A.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 prerequisite skills for the use of eye gaze</p>	<p>Communication matters : an AAC Evidence base "<i>Communication is an essential life skill, central to interaction and vital for development, helping to reduce social isolation.</i>" 2016</p> <p><i>Makaton is the only intervention which uses signs and symbols that is included in the What Works database; a resource created by The Communication Trust and endorsed by The Royal College of Speech and Language Therapists that records evidenced interventions for Speech, Language and Communication Needs.</i></p>	<p>Use observations in Autumn term to review implementation and generalisation</p> <p>Spring term : Learning walks</p>	Head teacher to lead with SLT supporting	January 18
Improve literacy opportunities for all pupils	New books for more reading areas around school	"kids who read most, read best." (Anderson, et. al., <i>Becoming a Nation of Readers</i>).	Learning walks	SLT : Sue	

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: Sandra	
C. Staff are able to use program. Senior leaders are able to demonstrate a reduction in the time lost due to disruptive or challenging behaviours	Introduction of behaviour analysis program	<i>"Knowledge opens up possibilities for either preventing or reducing the occurrence of challenging behaviour by the "indirect" manipulation of antecedent variables"</i> Eric Emerson 2001 Challenging behaviour: analysis and intervention in people with severe intellectual disabilities	DH report to governors	SLT: Sandra	
D. 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 2018
E. Parents are able to follow a sleep routine with their children	Deliver training to parents	<i>findings strongly suggest that: (a) students of different education levels (from school to university) are chronically sleep deprived or suffer from poor sleep quality and consequent daytime sleepiness; (b) sleep quality and quantity are closely related to student learning capacity and academic performance; (c) sleep loss is frequently associated with poor declarative and procedural learning in students; (d) studies in which sleep was actively restricted or optimized showed, respectively, a worsening and an improvement in neurocognitive and academic performance. These results may be related to the specific involvement of the prefrontal cortex (PFC) in vulnerability to sleep loss. Sleep loss, learning capacity and academic performance</i> panel Giuseppe Curcioa Michele Ferraraab LuigiDe Gennaroa	Feedback from parents following training Follow up study to review how effective in practice	SLT: Gail TINA and Sara leading training	
F. Parents have the skills required to keep their children safe in an emergency	Deliver first aid training	Some parents have never been shown basic first aid and as many of our students are prone to medical emergencies, allergic reactions, choking episodes basic first aid may help keep the children safe	Tina to attend training and feedback to SLT	Tina	Jan 2018
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
2,3,5,6,11, 12,14,15,19, 20,21,22,23, 24,29,30,31, 32,33,34,35, 36,38,45	A	Access difficulties due to physical disability	Seating, walker, standing frame	Specialist equipment enables these children to sit with their peers, stand at tables and move around their environment to explore	Termly review that all pupils have equipment they require GW	Termly Jan 2018	
1	C	Social and Emotional difficulties due to complex sensory processing difficulties and attachment issues	Educational Psychology Support Drumming workshops	<i>“enhancing teacher–student relationships is not merely an add-on, but rather is fundamental to raising achievement”</i> Attachment in the classroom Christi Bergin, May 2009 Drumming for Development: How Drumming Helps Children with Special Needs <i>research has provided support for the positive effect of drumming experiences on social behaviors, <u>grief</u>, <u>self-expression</u>, <u>self-esteem</u>, group cohesion, <u>depression</u>, behavioral issues, bimanual coordination, and learning for children and adults both with and without disabilities</i> Kimberly Sena Moore Ph.D	Termly review of number of incidents when others have been hurt Careful observation of emotional well being in particular ability to focus in class and cope with changes to schedule	Termly Jan 2018	
2	C	Social and Emotional difficulties due to complex sensory processing difficulties	Group music therapy and specialist input into curriculum from Nordoff Robins		Careful observation of emotional well being in particular ability to focus in class Improved sensory processing and access to curriculum	Termly	

4	B	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	
7	C	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	Classroom barrier £1,400	Currently throwing equipment which is putting children at risk. Adults need to be able to ignore some throwing to enable modification of behaviour	Monitor number of incidents which have resulted from throwing objects	Termly	
8	A&B	Very limited range of activities sessions which motivate and engage except for music and ICT based activities	ipad	The findings of this literature review confirm that iPads are an effective piece of technology in the classroom - Nicole Quick, University of Rochester, <i>Using iPads to improve academic gains for students with disabilities (2014)</i> : in this paper Nicole explores how Students with disabilities have a difficult time making academic progress in the classroom. Depending on the type of disability, students need various modifications and support to assist with academic tasks. This literature review examines the effectiveness of the use of iPads to help improve achievement for students with disabilities. Both benefits and difficulties of using iPads in the classroom are explored with an emphasis on how iPads can be used to improve instruction for students receiving special education services.	Review of engagement in sessions and in particular in communication	Termly	
9	C	Social, emotional and behavioural difficulties partly due to family	Art therapy	The results of this review suggest that there is a small body of quantifiable data to support the	Careful observation of emotional well being in particular ability to focus	Termly	

		circumstances		claim that art therapy is effective in treating a variety of symptoms, age groups, and disorders. Outcome Studies on the Efficacy of Art Therapy: A Review of Findings Sarah C. Slayton MA, ATR-BC , Jeanne D'Archer MA, ATR-BC & Frances Kaplan DA, ATR-BC Art Therapy Published Online: 22 Apr 2011	in class and cope with changes to schedule		
10	B	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	
13	B	Social, emotional and behavioural difficulties due to hearing impairment, sensory processing and communication difficulties	Equipment as advised by hearing impairment service	<i>"Music appears to exert direct physiologic effects through the autonomic nervous system"</i> Music as Therapy Kathi J. Kemper, MD, MPH, and Suzanne C. Danhauer, PHD	Achievement which is at least good in all areas	Termly	
16	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	
17	B	Social and emotional difficulties due to complex sensory processing difficulties and rigid thinking	PODD- low tech sensory processing support Drumming workshops	To develop effective expressive communication To use sensory processing strategies consistently Drumming for Development: How Drumming Helps Children with Special Needs <i>research has provided support for the positive effect of drumming experiences on social behaviors, <u>grief</u>,</i>	Review of engagement in sessions and in particular in communication Careful observation of emotional well being in particular ability to focus in class, cope with changes, improved interactions with adults and peers	Termly	

				<p><i>self-expression, self-esteem, group cohesion, depression, behavioral issues, bimanual coordination, and learning for children and adults both with and without disabilities</i></p> <p>Kimberly Sena Moore Ph.D</p>			
18	A	Communication needs	PODD	To develop effective communication	Good or better progress in expressive communication	Termly	
25	C	Social, emotional and behavioural difficulties partly due to family circumstances	Drumming workshops Art therapy	<p>The results of this review suggest that there is a small body of quantifiable data to support the claim that art therapy is effective in treating a variety of symptoms, age groups, and disorders.</p> <p>Outcome Studies on the Efficacy of Art Therapy: A Review of Findings Sarah C. Slayton MA, ATR-BC , Jeanne D'Archer MA, ATR-BC & Frances Kaplan DA, ATR-BC</p> <p>Art TherapyPublished Online: 22 Apr 2011</p> <p>Drumming for Development: How Drumming Helps Children with Special Needs <i>research has provided support for the positive effect of drumming experiences on social behaviors, grief, self-expression, self-esteem, group cohesion, depression, behavioral issues, bimanual coordination, and learning for children and adults both with and without disabilities</i></p> <p>Kimberly Sena Moore Ph.D</p>	Careful observation of emotional well being in particular ability to focus in class and cope with changes to schedule	Termly	
26	A	Very limited range of activities sessions which motivate and engage except for	Music therapy	Sensory processing strategies having some positive impact but this could be further developed in class and across school	Improved engagement in a range of sessions	Termly	

		music					
27	C	Social, emotional and behavioural difficulties partly due to family circumstances	Art therapy	The results of this review suggest that there is a small body of quantifiable data to support the claim that art therapy is effective in treating a variety of symptoms, age groups, and disorders. Outcome Studies on the Efficacy of Art Therapy: A Review of Findings Sarah C. Slayton MA, ATR-BC , Jeanne D'Archer MA, ATR-BC & Frances Kaplan DA, ATR-BC Art Therapy Published Online: 22 Apr 2011	Careful observation of emotional well being in particular ability to focus in class and cope with changes to schedule	Termly	
28	B	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	
37	A	Very limited range of activities sessions which motivate and engage except for music	Music therapy	<i>"music appears to exert direct physiologic effects through the autonomic nervous system"</i> Music as Therapy Kathi J. Kemper, MD, MPH, and Suzanne C. Danhauer, PHD	Improved engagement in a range of sessions	Termly	
39	A	Very limited range of activities sessions which motivate and engage except for drumming	Weekly drum club	Drumming for Development: How Drumming Helps Children with Special Needs <i>research has provided support for the positive effect of drumming experiences on social behaviors, <u>grief</u>, <u>self-expression</u>, <u>self-esteem</u>, group cohesion, <u>depression</u>, behavioral issues, bimanual coordination, and learning for children and adults both with and without disabilities</i> Kimberly Sena Moore Ph.D	Improved engagement in a range of sessions	Termly	

40	D	Family difficulties mean support is required to ensure good attendance at school	Support from family liaison	Family support enables families to feel supported in difficult times	Improved Attendance	termly	
41	B	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	sensory processing tools		*increased time spent in class and fewer episodes of emotional outbursts which hurt others	Termly	
42	A&B	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	PODD- low tech Sensory processing support Additional Music sessions	To develop effective expressive communication To use sensory processing strategies consistently <i>"music appears to exert direct physiologic effects through the autonomic nervous system"</i> Music as Therapy Kathi J. Kemper, MD, MPH, and Suzanne C. Danhauer, PHD	Good or better progress in expressive communication Increased ability to self regulate. Reduction in anxiety	Termly	
43	B&C	Social, emotional and behavioural difficulties due to complex sensory processing and communication difficulties	Music therapy PODD-high & low tech Sensory processing support	<i>"Music appears to exert direct physiologic effects through the autonomic nervous system"</i> Music as Therapy Kathi J. Kemper, MD, MPH, and Suzanne C. Danhauer, PHD - To raise self esteem (now in group therapy session from requiring individual last year) To develop effective expressive communication Sensory processing strategies having some positive impact but this could be further developed in class and across school	Increased friendship groups and social interactions Good or better progress in expressive communication *begin to recognise and request when he needs sensory input. Good or better progress	Termly	

				Develop literacy in line with understanding	in literacy		
44	A	Increasing weight is having a negative effect on ability to be independent	Adapted bicycle	Active Education: Growing Evidence on Physical Activity and Academic Performance <i>Regular participation in physical activity has academic performance benefits.</i> January 2015 Author: Darla M. Castelli, Elizabeth Glowacki, Jeanne M. Barcelona, Hannah G. Calvert & Jungyun Hwang of The University of Texas at Austin	Regular weight checks Ability to move more freely Amount of time spent moving	Termly	
Total budgeted cost						£28,026	

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
Parents and Carers have support to help them with all aspects of caring for a children with SEND	D,E&F	Family support worker x 2 days week PODD coffee morning Makaton training sessions	Many of our parents are new to special education or have recently moved to the UK. Many of our Turkish parents do not speak english	Observation of meetings, monitor quality of coffee morning, training sessions	SLT		
Students to receive a rich and varied range of opportunities including outdoor activities (swimming, horse riding, sailing, gardening)	F	Outings Garden tutor Lifeguard Horse riding	Many of our students have limited outdoor play opportunities	Department news on website	HEADS OF Department	Jan 17 Mar 17 July 17	

		Step into dance Black History month					
Total budgeted cost						£14,805	

1. Summary information					
School	Waverley				
Academic Year	2016-17	Total PP budget	£58,354	Early years PP budget	£1036
Total number of pupils	116	Number of pupils eligible for PP	45	Date of next PP Strategy Review	September 2017

See full report 2016-17