

Pupil premium Strategy Statement 2019-20

1. Summary information					
School	Waverley				
Academic Year	2020-2021	Total PP budget £60,555	£64,255 Projected spend £64,255	Early years PP budget	TBC
Total number of pupils	155	Number of pupils eligible for PP	65 including EYPP	Date of next PP Strategy Review	October 20

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.

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

2019-20 Attainment summary - Making outstanding progress Making good progress Making below expected progress (due to complex medical needs impacting on skills and attendance)

	In receipt of Pupil Premium				No Pupil Premium			
Communication	4%	20%	66%	10.50%	2.00%	21%	67%	10.00%
Cognition	10%	13%	61%	16%	10%	13%	61%	16%
Physical Development	9%	12%	62%	17%	7%	31%	49%	13%
SEMH	12%	12%	58%	18%	4%	17%	69%	10%
PSHE	0%	14%	73%	13%	5%	8%	47%	40%

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 carers 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.
g	Specific physical needs	Pupils will have the equipment they need to access learning

4. Planned expenditure

Academic year **2020-21**

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
<p>A.Improve communication opportunities for all pupils</p>	<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 and further training for all staff</p> <p>Literacy Software (PODD and Clicker 7) for eye gaze, iPads, class computers</p> <p>Pupils are taught prerequisite skills for the use of eye gaze</p>	<p>Communication matters : an AAC Evidence based <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> <p>Summer term: Further observation to ensure impact is clear and barriers reduced</p>	<p>Head teacher to lead with SLT supporting</p>	<p>Termly</p>

	Work with the ETSP Network (Enfield Town Schools Partnership) to close the Word/Vocabulary Gap for children in receipt of Pupil Premium.	<p>"In the context of academic disadvantage, research has shown that disadvantaged pupils get more disadvantaged because they do not possess the foundational knowledge they need in order to access and understand the school curriculum. It is not that these children are less able, but that they do not have the same amount of knowledge about the world with which to make sense of new information and experiences. Put simply, the more you know, the easier it is to know more and so the culturally rich will always stay ahead of the impoverished, and the gap between rich and poor will continue to grow as children travel through our education system.</p> <p>The best use of Pupil Premium funding, therefore, is to help disadvantaged pupils to build their cultural capital.</p> <p>Cultural capital takes one tangible form: a pupil's vocabulary. The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life.</p> <p>Young people who develop reading skills early in their lives by reading frequently add to their vocabularies exponentially over time.</p> <p>Therefore the Pupil Premium funding this year will be allocated towards communication and word acquisition, and will include staff training, pupils assessment and curriculum review. The work will also include a case study project with the ETSP network, focussing on assessing 6 pupils' word knowledge using a standardised scheme in September and re-assessed at the end of the academic year</p>		Kelly/Amy/Gail	
Improve literacy opportunities for all pupils	New books for more reading areas around school New books to include a range of characters from black backgrounds	<i>"kids who read most, read best." (Anderson, et. al., Becoming a Nation of Readers).</i>	Learning walks	SLT and HODs	Termly
B. Specific sensory processing needs are assessed , addressed and pupils can better attend to learning	Assessment at the beginning of term, support obtained from sensory processing experts (from the teaching staff), with resources/programmes devised in Autumn term 2020	<i>"The ability to modulate sensory information provides a foundation for meaningful and purposeful participation in a full range of daily occupations, and therefore, people with poor sensory modulation often have problems successfully meeting the challenges of everyday life"</i> Roseann C Schaaf and Kathleen McKeon Nightlinger (2012)	Use observations in Autumn term to review implementation and generalisation Spring term : Learning walks Summer term: Further observation to ensure impact is clear and barriers reduced		

C. Staff are able to use program and use its analysis feature to support future interventions according to triggers observed. Senior leaders are able to demonstrate a reduction in the time lost due to disruptive or challenging behaviours	Monitor use of iris to ensure staff are using distraction to avoid any restrictive practices	<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	Termly
D. Parents to feel confident to follow strategies at home	Teachers and parents work together on developing skills via class dojo	Parents are guided by teachers. The use of video enables teachers to see the parents skills and can advise when necessary	Observations, ehcp reviews, parental involvement lists	Head teacher to lead with SLT supporting	Termly
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 Sara leading training	Termly
F access to curriculum	specific physical needs	Adapted specialised seating, standers, walkers	Physical learning steps data	Deniz	Termly
Total budgeted cost					£60,000

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
3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48	A	Non verbal or very difficult to understand Communication difficulties and some sensory processing	Making of, renewing books and training new staff	Without communication books the pupils are unable to say what they want , when they want and to whom they want To develop effective expressive communication and regulate sensory needs to increase attention - <i>"The ability to modulate sensory information provides a foundation for meaningful and purposeful participation in a full range of daily occupations, and therefore, people with poor sensory modulation often have problems successfully meeting the challenges of everyday life"</i> Roseann C Schaaf and Kathleen McKeon Nightlinger (2012) <i>"The Cognitive Neuroscience of</i>	Gas targets and learning steps - communication	Termly End Autumn 2021	
All	a2	With limited characters pupils are unable to identify themselves and therefore may experience low self esteem	new books	With recognised lack of books with characters from black backgrounds school working party identified need for additional books to add to stock	Through observation and analysis of pupil behaviour	Termly End Autumn 2021	
1,2,4,6,7,8,10,11,15,19,26,28,30,32,42,45,46,47,48,50,56,	b	Social and Emotional difficulties due to complex sensory processing difficulties and attachment issues	Teacher time to review and write plans additional sensory processing equipment	These pupil display periods when they are unsettled and need to rock, chew or fiddle. Sensory processing strategies will enable them to focus on activities	Through observation and analysis of pupil behaviour	Termly End Autumn 2021	

All Music : to be confirmed	C	Behaviours that are disruptive or challenging can effect the pupils ability to focus on their learning	Educational Psychology Support Music workshops Music therapy Iris adapt behaviour tracking	<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 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	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 timetable/staffing	Termly End Autumn 2021	
all	D	Without practicing skills it takes pupils longer to achieve their goals	Teacher time	Class dojo enables teachers to work closely with parents	Pupil progress and achievement data	Termly	
As required	E	If pupils have not received enough sleep they are unable to focus on task	Health coordinator time		Pupil progress and achievement data	Termly	
2,3,6,8,11,13,14,17,18,20,21,24,25,27,33,34,35,37,38,39,40,41,44,49,51,52,53,54	F	Physical access	Specialised equipment		Pupil progress and achievement data physical development GAS	Termly	
Total budgeted cost							£60,000