

## Pupil Premium Strategy – Sandfield Park School

| 1. Summary information |                               |                                  |            |  |            |
|------------------------|-------------------------------|----------------------------------|------------|--|------------|
| School                 | Sandfield Park Special School |                                  |            | Type of SEN (eg.PMLD/SLD/MLD etc.)             | SLD/PD/ASD |
| Academic Year          | 2017-18                       | Total PP budget                  | £27,500.00 | Date of most recent PP Review                  | July 2017  |
| Total number of pupils | 78                            | Number of pupils eligible for PP | 42         | Date for next internal review of this strategy | July 2018  |

| 2. Current attainment   |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i> |  |
| % of pupils eligible for Pupil Premium making at least good progress in English and Maths     | 77%   |  |
| % of pupils eligible for Pupil Premium making at least expected progress in English and Maths | 89%   |  |

| 3. Barriers to future attainment (for pupils eligible for PP ) |   |
|--|---|
| <b>Communication Skills</b>                                    |   |
| <b>In-school barriers</b>                                      |   |
| A.   | Reduced staffing to support pupils communication needs          |
| B.   | Specialist equipment  |
| C.   | Reduced staffing to support pupils work related learning skills |
| <b>External barriers</b>                                       |   |
| D.   | Transport / accessibility                                       |

| 4. Outcomes |  |   |
|-------------|--|---|
|             | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| A.          | Enough specialist staff to develop use of AAC devices across the school. Two trained communication assistants to be working part in class and part outside of class on 1:1 support. This will increase capacity as previously we only had one person who provided this role but she was not based in a classroom as she supported purely 1:1 | Evidence of improved use of AAC devices supporting English and Maths skills.<br>Communication assistants fully trained and undertaking a range of CPD |
| B.          | Purchase specialist equipment to help development of attainment for pupils eligible for PP   | Individual pupil improved attainment levels – see pupil progress meetings and tracking data   |
| C.          | Enough staff to support supported internships and work experience, including School Shop   | Employ extra LSA in 6 <sup>th</sup> Form / allocate Learning Mentor time  |
| D.          | Pupils to have more first - hand experiences out and about in the community  | More educational visits/ work placements using WRL skills   |

| 5. Planned expenditure   |         |
|--|---------|
| Academic year  | 2017-18 |
| 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?             |
|--|--|--|---|------------|--|
| Improved personalised curriculum relating to pupil needs                                   | Amend curriculum and opportunities offered to students   | The curriculum needs to be more responsive to pupil needs – communication skills and work related learning   | Monitoring of LTPs and MTPs<br>Lesson Observations<br>Learning Walks<br>Pupil Progress meetings   | MH         | January 2018                                     |
| Improved monitoring of pupil performance   | Review monitoring procedures and collection of whole school data   | Ensure that data is collected to measure performance of pupil premium eligible pupils  | Discuss procedures – staff and governors and change as per 6 <sup>th</sup> Form review report   | MH         | January 2018                                     |
| <b>Total budgeted cost</b>   |  |  |   |            | £0 – see below for actions requiring expenditure |
| <b>ii. Targeted support</b>  |  |  |   |            |  |
| 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 capacity in Communication Team  | Re-deploy staff and allow them extra time to work together   | The school has many pupils who need to develop communication skills for them to be more independent.   | Monitoring of key agreed actions from the communication team  | CH         | Termly   |
| Improve work related learning skills   | Employ extra member of staff / re-deploy learning mentor. Undertake more work place placements   | Develop an employability strategy so that pupils can be more independent with some ready to undertake employment.  | WRL skills assessments<br>Undertaking more meaningful work experience placements  | SS         | Termly   |
| <b>Total budgeted cost</b>   |  |  |   |            | £ 25000  |
| <b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b> |  |  |   |            |  |
| 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?             |
| Improved attainment for targeted individual pupils with PP                                 | Purchase specialist equipment / resourcing.<br>Each pupil has been set individual pupil targets in relation to their starting points and predicted grades using CASPA. Those receiving pupil premium are highlighted on tracking data sheets to ensure that their predicted targets are trying to be realised. If they are not on track to achieve targets then support mechanisms are put in place. | Analysis of pupil performance 2016-17 showed that some pupils required more targeted support. It was necessary to identify them on the data tracker so that staff could support as required. | Individual achievement plans are regularly amended to show what individual support is being provided to help realise pupil targets. This takes place during Pupil Progress meetings. Learning walks and observations of individual pupils | MH         | £2700  |
| <b>Total budgeted cost</b>   |  |  |   |            | <b>£ 27500</b>                                   |

**6. Review of expenditure – SEE PREVIOUS REPORT ON WEBSITE FOR ACADEMIC YEAR 2016-17**