**Market Field School Pupil premium strategy**

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| 1. **Summary information** | | | | | | |
| **School** | | Market Field School and College | | | **Type of SEN** | MLD and Autism base |
| **Academic Year** | | 2018 - 19 | **Total PP budget** | £127 000 | **Date of most recent PP Review** | Sept 18 |
| **Total number of pupils** | | 278 | **Number of pupils eligible for PP** | 113 | **Date for next internal review of this strategy** | Sept 19 |
| 1. **Barriers to future attainment (for pupils eligible for PP )** | | | | | | |
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| **In-school barriers** | | | | | | |
|  | Communication and Self-regulation | | | | | |
|  | Mental health and self esteem | | | | | |
| **C.** | Social interaction and confidence | | | | | |
| **External barriers** | | | | | | |
| **E.** | Stability within the home  Parents/Carers coping with the needs of their child | | | | | |

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| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | | | | | | |
|  | Pupils are able to communicate their needs and wants effectively using a preferred communication system leading to devevloping self regulation  Progress in this area will be measured through:   * Work scrutiny * Lesson observations * Progress against SaLT targets * Progress against EHCP targets | | | | | | | | |
|  | Pupils are able to engage effectively with learning experiences which ensures they are making strong progress. Pupils are supported to understand their own mental health and use strategies and approaches to cope with challenges.  Progress in this area will be measured through:   * Monitoring of pupils progress across different areas within the curriculum leading to interventions as appropriate * Monitoring of behaviour, attendance and exclusion * Lesson observations and learning walks * Pupil voice | | | | | | | | |
|  | Pupils will demonstrate confidence in working in group and whole class situations. They will be able to participate in learning activities and will be able to engage in an ever increasing range of social interactions.  Progress in this area will be measured through:   * Lesson observations * SDQ * Progress against EHCP targets * Pupil voice | | | | | | | | |
|  | Pupils arrive at school ready to learn.  Greater consistency is in place between home and school to support pupils in making progress.  Participation in the wider school opportunities will develop  Progress in this area will be measured through:   * Feedback from parents * Evidence of progress in academic and social skills * Evidence through the EHCP process | | | | | | | | |
| 1. **Planned expenditure** | | | | | | | | | |
| **Academic year** | | **2018-19** | | | | | | | |
| The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | | **Intended outcome** | | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | | |
| Completion of SDQs for all pupils who are involved in interventions or who are likely to be (except those under EWMHS) | | To provide clear assessment of the needs of pupils  To identify strategies and/or interventions to support pupils at the earliest point  Trigger for referral as appropriate | | Standard assessment tool used by a range of professionals. The historical use of this tool has allowed for precise identification of pupils who need support. | Quality assurance of the use of SDQs  Monitoring the SDQ scores across the academic year to identify changes so appropriate provision can be implemented | SS | Termly | | |
| Targeted use of the AFL coordinator for class teams to improve classroom practice in relation to effective behaviour management | | Class teams are confident when managing challenging behaviour.  Pupils are able to engage in learning effectively and progress of pupils improve.  Reduction in challenging behaviour as there is greater understanding of pupil needs and appropriate strategies. | | Targeted support of evidenced based interventions/strategies (e.g. Essex steps) | Monitoring overtime of the impact on pupils being able to engage with learning  Reduction in challenging behaviour which interrupts learning  staff managing behaviour effectively during learning walks/lesson observations | SL | termly | | |
| Staff professional development from speech and language team, including   * Makaton training * Whole school training * Training for college staff * Attention autism * Advice and guidance for staff * Joint planning opportunities | | To develop staff knowledge and understanding to ensure quality first teaching meets the speech and language needs of pupils | | Training focuses on evidence based strategies and intervention programmes | lesson observation and learning walks  Progress data for individuals and groups of students | LB | termly | | |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | | **Intended outcome** | | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | | |
| Intervention programmes targeted at pupils according to need | | | | | | | | | |
| Drawing and talking group sessions | | Pupils will develop   * a greater understanding of their emotions * increase their self-esteem * develop more effective group work skills * improve self regulation   It also provides an opportunity to monitor pupils for their readiness to engage in 1:1 sessions | | An evidenced based intervention which allows:   * pupils to focus on the activity of drawing before starting on the talking * group discussions around a wider range of emotions and allow pupils to normalise them | Use of SDQs to track progress | SS | At the end of each 10 week programme | | |
| Drawing and talking and Creative therapy 1:1 sessions  (Focused due to a specific ACES) | | As above in a 1:1 setting, however, personalised to the needs of the pupils | | Evidenced based intervention | Use of SDQs to track progress | SS | Termly or when appropriate to he individual | | |
| Resilience groups  Including the development of more staff to implement 6 week school based programmes. These are in addition to the 8 week sessions run jointly with EWMHS | | Pupils will be able to:   * Identify anxieties and understand them * Use strategies to help them deal with different situations effectively | | School based evidence of impact. | Use of personal targets and EWMHS tracking | SS | Every 6 weeks for in house groups. Progress measured against individual targets  Every 8 weeks for joint EWMHS sessions | | |
| Implementation of individual behaviour plans for targeted pupils | | Provision precisely meets the needs of pupils.  Pupils are able to engage effectively with learning opportunities, consequently progress accelerates.  Staff confidently meet the needs of pupils | | There is strong evidence where pupil needs are well met that the incidences of challenging behaviour reduce. This can be seen in the monitoring of behaviour overtime | Termly monitoring of behaviour plans  Informal monitoring of behaviour so plans are reviewed as soon as there are changes for a pupils | SL | Termly monitoring by ATL coordinator | | |
| Speech and language programmes targeted at individual pupils, including:   * 1:1 assessments * Communication programmes * Direct and indirect therapy | | Bespoke speech and language programmes are implemented for individual students  Pupils develop functional communication skills which then support their access to the curriculum | | Evidenced based approaches are used within the bespoke programmes | Monitoring of pupil progress against individual targets  Linked back to EHCPs | LB | Monitoring programmes for individual pupils | | |
| Trial of music therapy programme | | Focus on improving communication and social interaction | | An evidenced based intervention programme | Close monitoring of targeted individuals | LB | Monitoring by LB and report to be produced by music therapist providers | | |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | | | | | | |
| **Action** | | **Intended outcome** | | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | | |
| Parent workshops   * Speech and Language * Social stories * Essex STEPS for parents   (including a specialised version for the autism bases) | | Parents are able to provide their child with consistency in approach between school and home  Parents are more confident at meeting the needs of their child | | Evidence based programmes  Parents who have engaged with these programmes historically have highlighted how this has had a positive impact on home life. | Parental feedback  Through the EHCP process | SS/LB | After each parent course through parental feedback | | |
| Residential trips | | Provide all pupils with the opportunity to learn through residential experiences. Development of skills around   * Independence including self care * Resilience * Teamwork * leadership | | Historical evidence overtime highlights the impact this approach has on developing the key skills identified for this programme | Pupil and parent voice  Evidence in the development of personal and social skills | GS | After each residential trip to inform planning for future years. | | |
| **Planned use of expenditure 2018-19** | | | | | | | | | |
| **Area of focus** | | | **Resources** | | | | | **Amount** | **Lead** |
| Residential opportunities | | | Contributions towards cost of residential | | | | | £28 000 | Phase  leaders |
| Behaviour Programmes | | | AFL co-ordinator | | | | | £30 000 | SL |
| 1:1 support | | | Targeted use of support staff | | | | | £14 000 | GS |
| Speech and Language Therapy | | | Speech and Language therapist | | | | | £23 000 | LB |
| Well- being programmes | | | Therapist support | | | | | £32 000 | SS |
| **Total** | | | | | | | | **£127 000** |  |

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| 1. **Review of expenditure** | | | |
| **Academic Year** | **2018 - 19** | | |
| 1. **Quality of teaching for all** | | | |
| **Action** | | **Impact** | **Evidence base** |
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| 1. **Targeted support** | | | |
| **Action** | | **Impact** | **Evidence base** |
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