**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** | | 2017 - 18 | **Total PP budget** | £124 000 | **Date of most recent PP Review** | Sept 17 |
| **Total number of pupils** | | 236 | **Number of pupils eligible for PP** | 110 | **Date for next internal review of this strategy** | Sept 18 |
| 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 developing 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** | | **2017-18** | | | | | | | |
| 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?** | | |
| a. | 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 | | |
| b. | Introduction of the Attitude for Learning (AFL) coordinator for class teams to improve classroom practice in relation to effective behaviour management | Identification of precise behaviour needs across the school to enable class teams to confidently manage challenging behaviour.  Identification of staff development needs in relation to effectively manage 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 | | |
| c. | Staff professional development from speech and language team, including   * Whole school training * 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 | | | | | | | | |
| a. | 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 | | |
| b. | 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 the individual | | |
| c. | Resilience groups, including joint sessions with EWMHS | Pupils will be able to:   * Identify anxieties and understand them * Supports pupils to develop strategies | | This has historically had a positive impact on pupils resilience. | EWMHS tracker  Individual pupil targets | SS | Every 8 weeks for EWMHS tracker  Every 6 weeks for individual targets | | |
| d. | Through the appointment of the Attitude for Learning coordinator development and implementation of a revised approach to individual behaviour plans for targeted pupils | Baseline for identified pupils created so progress can be evidenced.  Consistent approach to use of behaviour plans in place across the school  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 | | |
| e. | Speech and language programmes targeted at individual pupils, including:   * 1:1 assessments * Communication programmes * 1:1 therapy | Bespoke speech and language programmes are implemented for individual students | | 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 | | |
| 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?** | | |
| a. | Parent workshops   * Speech and Language * Social stories * EWMHS - ministry of parenting | 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 | | |
| b. | 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 2017-18** | | | | | | | | | |
| **Ref** | **Area of focus** | | **Resources** | | | | | **Amount** | **Lead** |
| iii (b) | Residential opportunities | | Contributions towards cost of residential | | | | | £28 000 | Phase  leaders |
| i (b)  ii (d)  iii (a) | Behaviour Programmes | | AFL co-ordinator | | | | | £30 000 | SL |
| iii (b)  ii (d) | 1:1 support | | Targeted use of support staff | | | | | £12 000 | GS |
| i (c)  ii (e)  iii(a) | Speech and Language Therapy | | Speech and Language therapist | | | | | £21 000 | LB |
| i (a)  ii (a, b, c) | Well- being programmes | | Therapist support | | | | | £32 000 | SS |
|  | **Total** | | | | | | | **£124 000** |  |

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| 1. **Review of expenditure** | | | |
| **Academic Year** | **2017 - 18** | | |
| 1. **Quality of teaching for all** | | | |
| **Action** | | **Impact** | **Evidence base** |
| Completion of SDQs for all pupils who are involved in interventions or who are likely to be (except those under EWMHS) | | Identification of pupils who require therapeutic intervention is timely and progress is checked periodically.  This has been highly effective and will continue into next academic year. | SDQs and tracking grids |
| Introduction of the Attitude for Learning (AFL) coordinator for class teams to improve classroom practice in relation to effective behaviour management | | System for behaviour management plans updated and documentation in place  System for incident reporting updated and implemented.  Reporting and recording system for RPIs fully implemented  This will continue to develop into next year. | Tracking documentation held by AFL coordinator |
| Staff professional development from speech and language team, including   * Whole school training * Intensive interaction * Advice and guidance for staff * Joint planning opportunities | | Staff are using a wide range of strategies to meet speech and language needs of pupils, this includes improved use of Makaton.  Staff now approach the speech and language team to ask for advice more regularly as they have a better understanding of the role of the SALT  Reduction is challenging behaviour as staff are more aware of the language they are using and its impact.  Improved attention of pupils in class settings  This will continue into next year | Reduction in challenging behaviour  Learning walks |
| 1. **Targeted support** | | | |
| **Action** | | **Impact** | **Evidence base** |
| Drawing and talking group sessions | | Pupils demonstrate:   * an increased ability to understand different emotions other than happy and sad * improved self-regulate and de-escalation is quicker * improved engagement with learning activities * improved self-expression   Pupils are able to utilise a range of strategies to help them be calm, e.g. use of art skills.  Pupils no longer need to be on behaviour plans  These strategies have been highly effective and will continue to be developed into next academic year. | SDQs  Observations of individual pupils  Reduction in behaviours |
| Drawing and talking and Creative therapy 1:1 sessions  (Focused due to a specific ACES) | |
| Resilience groups | | Pupils are more able to identify their anxieties and understand them.  Pupils are able to use strategies to self-manage more effectively.  The resilience groups have effectively supported pupils in developing the skills to engage further with learning activities, therefore these will continue into next academic year.  The development of these will continue into next academic year | SDQs  EWMHS tracker |
| Implementation of individual behaviour plans for targeted pupils | | Effective baseline in place for pupils who are causing concern  Pupil behaviour is improving with some pupils coming off behaviour plans.  Incidence of RPI for pupils reducing over time.  The implementation of individual behaviour plans has been positive so will continue into next academic year. | Tracking data for RPIs  Tracking of behaviour concerns |
| Speech and language programmes targeted at individual pupils, including:   * 1:1 assessments * Communication programmes * 1:1 therapy | | Reduction in challenging behaviour of targeted individuals  Increased attention of pupils in lessons  Development of self esteem  Developing the use of speech in small group work  Improvements in social interaction  Specialised programmes of support provide the opportunity to measure the progress of individual pupils. The progress of pupils engaged in this support is positive.  These will continue to be developed next year. Developments are likely to include:   * Introduction of the Core board * Development of Attention Autism * Continued development of joint panning | Observations of pupils in class  Speech and language assessments |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | |
| **Action** | | **Impact** | **Evidence base** |
| Parent workshops   * Speech and Language * Social stories | | Parents feel supported and able to manage their childs needs more effectively  Parent workshops will continue to be developed next academic year in response to the needs of pupils and feedback from parents. These are part of an ongoing support network for parents.  Parents who have engaged in support from the SLT identify improved communication at home leading to a reduction in anxiety for both parent and pupil.  Further development of the parent workshops will take place next year. Areas to focus on:   * Essex Steps for parents * Parent club on Saturday * Further development of the Speech and Language offer | Parent feedback |
| Residential trips | | Improved self-esteem, confidence and independence which is evident when pupils come back to school after a residential trip.  For some pupils their self-care skills have improved, e.g. dressing themselves independently for the first time  This to continue into next academic year | Case studies  Observations by staff of social skills |