

# Statement of Pupil Premium Strategy – Lonsdale School 2017-2018



1. Summary information					
<b>School</b>	Lonsdale School			<b>Type of SEN</b>	PNI
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£23400	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	83	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Whole-school population</i>
% meeting set targets in English	92.9%	96.2%
% meeting set targets in Maths	96.4%	93.6%
% meeting set targets in Science	96.4%	97.5%
% meeting set Horizon Targets in school	81%	79%
% meeting set Horizon Targets in REP	73%	74%
% working on accelerated progress targets (average)	28%	30%

3. Barriers to future attainment (for pupils eligible for PP )	
<b>Barriers to Learning</b>	
<b>A.</b>	Lower self-esteem, emotional well-being, resilience and confidence impact on readiness to learn, concentration and engagement
<b>B.</b>	Physical disabilities and other SENDs inhibit access to learning activities and opportunities
<b>C.</b>	Insufficient understanding of the young person and his/her needs by people around them
<b>External barriers</b>	
<b>D.</b>	Fewer or limited opportunities due to lower family income

<b>4. Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<p>Emotional well-being improved, pupils more resilient and confident with higher self-esteem</p> <p>Measure: Pupil Voice, Parent Voice, Horizon Targets and assessment; Pupil Premium Plan reviews; impact should be seen in academic learning and progress (assessment data)</p>	<p>Pupils ready to access learning and engage in the learning process; pupils have aspirations and aims for their learning and future</p>
<b>B.</b>	<p>Access barriers are removed or minimised with the help of additional/specialist support, equipment and opportunities</p> <p>Measure: Pupil Voice, Parent Voice, Horizon assessment, progress meetings, Pupil Premium Plan reviews; impact should be seen in academic learning and progress (assessment data)</p>	<p>Pupils enjoy full access to a wide range of learning activities and opportunities</p>
<b>C.</b>	<p>All staff and people working with a young person are well-trained and understand the young person and his/her needs very well; they are able to facilitate and support learning to help the young people achieve their best.</p> <p>Measure: Pupil Voice, Parent Voice, All About Me, Annual Reviews, staff CPD records, monitoring/observations</p>	<p>Pupils are well-supported, heard and understood in all learning and social situations.</p>
<b>D.</b>	<p>Pupils able to access a wide range of cross- and extra-curricular opportunities such as educational visits, after-school and sports clubs, creative and cooking opportunities and to try out new things, e.g. new sports and travelling; this will lead to a wider range of learning opportunities offered, which should impact pupils' academic progress as well as progress in Horizon areas</p> <p>Measure: Pupil Voice, Parent Voice, All About Me, Annual Reviews, Horizon and Sky assessment data</p>	<p>All pupils have equal opportunities to participate in and access learning opportunities and activities. Lower family income is no barrier to a pupil's development, learning and progress.</p>

## 5. Planned expenditure - Academic year 2017-2018

### 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?
Staff are trained well to meet individual needs, e.g. communication and access.	InPrint 3 training for teaching and support staff	Investment in longer-term change will benefit all pupils. InPrint3 supports communication and reading by symbol support. InPrint2 successfully used in previous years.	Training in-house by Widgit recommended training school. Teachers' meeting time allocated and support staff invited.	CT, Green-side trainer	InPrint3 already in use as core software. Training 19 <sup>th</sup> Sept 2017
Staff are trained well to make efficient use of the sensory room as a learning resource.	Experia sensory theatre training	Investment in longer-term change will benefit all pupils. Sensory room and resources enhance offer and provision for a variety of pupils.	Training in-house run by Experia, 5 staff trained who will cascade training across school.	CT Experia	Training at the end of Autumn Term; Date tbc
DofE lead trained well to coordinate the provision across school.	DofE lead to attend out-of-school training day	Investment in longer-term change will benefit all pupils. DofE accredited pathway used successfully used at Lonsdale and nationally.	DofE lead will access a leader's training course. Knowledge and skills will feed into provision.	SH	Training booked for 27/10/17 in Bedford
<b>Total budgeted cost</b>					£1400

### ii. Targeted support

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?
Pupils' enhanced access to activities, curriculum and learning overcoming some challenges their disability brings	Individual equipment	We have seen in the past that pupil laptops, specialist software, iPads, switch boxes, switches, magnifiers or other equipment will enhance access.	Individual Pupil Premium Plans identify barriers and needs, equipment purchases and review of impact termly	Teachers, MDTs	Termly review of the impact of trialled or purchased equipment with all teams.
Pupils will benefit from direct staff support, e.g. 1:1, booster, EFL or signing sessions, improved progress	Individual support 1:1, tuition	Previous experience and data monitoring has shown that the direct input 1:1 has benefited a number of pupils and interventions prevented falling behind or not being able to access learning.	PPP reviews termly, data analysis, progress meetings, teachers and team meetings	Teachers, MDTs	Termly review of interventions and impact on learning and outcomes
Pupil will be able to access a wide variety of learning opportunities and sports clubs	Financial support for access to trips, visits, clubs, activities etc.	Improved physical well-being leads to increased levels of engagement in own learning. Through sports young people develop a wealth of other skills like leadership, thinking, reasoning and teamwork.	Educational visits monitored across the school, Pupil Voice, club registers, Parent Engagement	Teachers, Sports Leaders, REP staff	Termly review educational visits and sports clubs, attendance and benefits/impact
<b>Total budgeted cost</b>					£12000

### iii. Other approaches (including links to personal, social and emotional wellbeing)

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?
Pupils' emotional, social and personal well-being enhanced, which shows a reduction of undesired behaviours, improved communication and better engagement in learning.	Play Therapy and Counselling	There is extensive research of the positive impact of play-therapy intervention on early-childhood development. Secondary pupils access the school counsellor, and Pupil and Parent Voice questionnaires have shown the positive impact on pupils' well-being.	School counsellor and play therapist work closely with class teams and parents; they access staff training where appropriate; regular general feedback to school	AMO K.Kondis J. Neyland	Termly review of counselling and play-therapy provision and their impact
<b>Total budgeted cost</b>					£10000

## 6. Review of expenditure - Previous Academic Year 2016-2017

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Staff trained to meet and understand pupils' needs, e.g. development of CP maths, and the benefit and theory behind interventions, eg. music-therapy	Val Critten – reading and phonics development in CP pupils Hannah Taylor – music-therapy training	Both training sessions equipped staff with some theoretical knowledge about CP literacy and Nordoff-Robbins music therapy. Staff feedback was very positive and staff took away practical ideas and strategies.	The two training sessions were well-attended and feedback was positive throughout. Staff all agreed that the session was enjoyable and relevant as case studies and video examples of Lonsdale students were used. We will continue with both, Val and Hannah.	£50
Staff familiar with set up and stages of school's physical and online reading schemes and able to support pupils	Reading scheme purchased, Bug Club and reading scheme training	A new reading scheme for older readers on lower reading levels was purchased. Bug club resources were reviewed and added to and the Primary Lead ran a training session for staff to support reading with pupils.	Staff fed back that they found the training valuable and the organisation of the reading schemes logical and easy to follow. The use of the physical and online reading schemes will continue and new staff will be trained by colleagues about how to use them.	£600

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils' enhanced access to activities, curriculum and learning overcoming some challenges of their disability	Individual equipment	Individual equipment purchases enhanced access for many PP pupils of different abilities, e.g. laptops to access homework, iPad apps as new learning opportunities, VOCA device chair mount etc.	Monitoring and review of equipment purchases and impact have shown that the funding can be put to good use to remove barriers to learning by improving pupils' access to learning. This will be continued on an individual basis.	£4000
Pupils will benefit from direct staff support, e.g. 1:1, booster, EFL or signing sessions, improved progress	Individual support 1:1, tuition	Individuals benefited from 1:1 support in class for access and signing and booster English/EFL sessions ran at lunch time. Pupils' performance was in line with the rest of the school (assessment data analysed).	Direct 1:1 is costly but has proven very effective short-term or longer term with identified individuals. Impact of the interventions was monitored regularly to ensure best value for money and highest impact. This will be continued.	£5000
Pupil will be able to access a wide variety of learning opportunities and sports clubs	Financial support for access to trips, visits, clubs, activities etc.	All pupils had access to a wide range of learning opportunities, visits and sports clubs. The after-school sports clubs are well attended. Equal opportunities to access visits. Pupil feedback is positive, as is parents'.	The benefits of integration into the community by visiting places and venues for learning and social developments are evident in Horizon achievements and progress. Pupil Voice shows that most pupils enjoy taking part in visits and clubs. This will be continued.	£1500

### iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils' emotional, social and personal well-being enhanced, which shows a reduction of undesired behaviours, improved communication and better engagement in learning.	Play Therapy and Counselling	Pupil voice and majority of "All About Me" show that pupils feel supported, safe, well and understood. The counselling and therapy provisions are costly but have proven highly successful and beneficial over the last year.	The play therapy provision for primary pupils has proven successful. For academic year 2017-2018 the provision will be increased to a full day allowing more PP pupils and other pupils to access play therapy. The school counselling will be continued with a three-tier provision to enable targeted interventions when and where they are needed most and with the greatest impact possible.	£9650

## 7. Additional detail

Assessment data generally shows no significant difference in progress and attainment between Pupil-Premium pupils and pupils not in receipt of the funding at school or between Pupil Premium boys and girls. Pupils eligible for Pupil Premium funding achieve in line or better compared to the whole-school population. Pupil Premium boys who additionally access the Residential Education Provision met or exceeded 100% of their REP Horizon targets and outperformed all other cohorts in meeting school Horizon Targets. However, numbers are small, and this trend needs to be monitored in future.

The above findings lead to the conclusion that Pupil Premium funding at Lonsdale School is spent well to support eligible pupils through early interventions to achieve in line or better with the rest of the school in their academic and non-academic learning and development.

A significant amount of the Pupil Premium funding is invested into counselling and play therapy, which have led to an overall increase in emotional well-being and readiness to learn. Pupil and Parent Voice questionnaire reflect that the majority of pupils feel happy, safe and supported at school and engage well in their learning. School have therefore decided to increase the play-therapy provision for our younger pupils for the academic year 2017-2018.

Individual Pupil Premium Plans remain in place and help to focus on barriers to pupils' learning and how to remove these. The plans are reviewed at least once a term to look at progress and describe the impact of the Pupil Premium intervention or expenditure.

Eligible parents are encouraged to apply for free school meals and are made aware of the funding available to the school.

CT September 2017