

# Pupil premium strategy statement

1. Summary information					
School	Warmley Park School (Foundation Stage to Key Stage 4)				
Academic Year	2016-17	Total PP budget	£25,290	Date of most recent PP Review	July 2016
Total number of pupils	124	Number of pupils eligible for PP	25	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Average Progress for pupils eligible for PP</i>	<i>Average progress for not eligible for PP (WPS average) FS- KS4</i>
<b>Pupils making good or better progress in Number (according to Warmley Park Progression Percentages)</b>	78% (23 pupils)	70% (50 pupils)
<b>Pupils making good or better progress in Reading (according to Warmley Park Progression Percentages)</b>	73% (23 pupils)	78% (50 pupils)
<b>Pupils making good or better progress in Writing (according to Warmley Park Progression Percentages)</b>	62% (23 pupils)	63% (50 pupils)
<b>Pupils making good or better progress in Citizenship (according to Warmley Park Progression Percentages)</b>	85% (23 pupils)	82% (50 pupils)
<b>Pupils making good or better progress in MAPP (according to Warmley Park Progression Percentages)</b>	100% (2 pupils)	85% (13 pupils)

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
	All pupils have identified SEN
	Most pupils have communication needs- requiring AAC, signing, early interaction skills and interventions

C.	Most pupils have a delay in their personal and social skills as a result of their SEN	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance is effected by medical needs for some students.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
	Progress in identified key areas for each pupil according to individual priorities	Progress in line with Warmley Park Progress Judgements
	No gap between pupils eligible for PPG and non PPG	Analysis of individual and group achievement shows no difference
	No gap between pupils eligible for PPG and any other vulnerable group	Analysis of individual and group achievement shows no difference

<b>5. Planned expenditure</b>					
• Academic year		2016-2017			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Understanding of pupil premium rationale	Teacher performance management	Teachers understand the rationale for the funding and take responsibility for monitoring progress	Pupil progress meetings Teacher performance management monitoring	Assessment manager and Head Teacher	Mid year pupil progress reviews
Whole school understanding of attachment	Train attachment leads in school to support whole school approach	We see attachment as a barrier to effective learning for some pupils as it means they may find it difficult to regulate their emotions and form positive relationships with others	Attachment leads will monitor through Attachment Focus Group	SENCO and Family Support Worker	End of year review of Attachment Focus Group.
<b>Total budgeted cost</b>					<b>Cost met though School Improvement Plan</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase in progress in reading	Individual reading sessions with HLTAs	Dedicated time for pupils to work on specific reading skills has historically raised attainment	Teachers track progress and report to Assessment Manager and Head Teacher	Assessment Manager and Head Teacher	June 2017
Increase in functional skills	Individual sessions with HLTAs in the community to develop functional literacy and numeracy	To be able to use their learning for maximum impact. Pupils need to develop the confidence and skills to communicate and problem solve in the community and a range of contexts. This will consolidate their learning and develop their confidence and independence.	Assessment Manager and Head Teacher monitor impact of interventions and adjust focus where necessary to ensure challenge.	Assessment Manager and Head Teacher	June 2017

Increase in interaction skills	Individual music therapy sessions	Music Therapy enables pupils to develop their skills within a safe and structured environment including communication, early language skills, sharing, turn taking, anticipation, listening and responding.	Initial assessment and reports from Music Therapist	SENCO	June 2017
<b>Total budgeted cost</b>					<b>£25290</b>

6. Review of expenditure				
Previous Academic Year		2015-16		
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
Focus on ensuring that pupils eligible for PP are making progress in line with non PP.	Performance management targets for teachers.	Very positive impact- no difference in performance between PP and non PP groups.	Highly effective in developing understanding of strategies which benefit pupils most.	<b>Cost met through performance management meetings</b>
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

<p>Pupils make good or better progress in an area of need.</p>	<p>Individual or small group interventions for:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Problem solving</li> <li>• Creative Therapy</li> <li>• Independence and self help</li> <li>• ICT</li> <li>• Functional skills in the community</li> <li>• Specific communication strategy</li> </ul>	<p>Average progress for pupils as a cohort indicates that progress is good or better:</p> <p>% of a level over a year</p> <ul style="list-style-type: none"> <li>• Reading- 67%</li> <li>• Number- 72%</li> <li>• PSHE- 65%</li> <li>• Citizenship- 78%</li> </ul>	<p>This is a highly effective approach as it enables the pupil to make progress through 1:1 or small group activities on a regular basis. The delivery has usually been with Higher Level Teaching Assistants of Therapists and is planned in consultation with class teachers to ensure continuity.</p>	<p><b>£27150</b></p>
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- **Pupil Premium** is effectively used to ensure that eligible pupils make good progress in all areas with Citizenship and PE outstanding. Analysis of interventions for individual pupils who receive Pupil Premium indicates strong and effective outcomes.

See SEF 2016 and Pupil Premium Funding Analysis 2015-16 for more information.