

# Pupil premium strategy statement

| 1. Summary information |   |                                  |         |  |           |
|------------------------|---|----------------------------------|---------|--|-----------|
| School                 | Warmley Park School (Foundation Stage to Key Stage 4) |                                  |         |  |           |
| Academic Year          | 2017-18   | Total PP budget                  | £22,005 | Date of most recent PP Review                  | July 2017 |
| Total number of pupils | 130   | Number of pupils eligible for PP | 19      | Date for next internal review of this strategy | July 2018 |

| 2. Current attainment  |   |  |
|--|---|--|
|  | Average Progress for pupils eligible for PP (Percentage of a level) | Average progress for not eligible for PP (WPS average) FS- KS4 |
| Pupils making good or better progress in Number (according to Warmley Park Progression Percentages)      | 72% (19 pupils)   | 77% (52 pupils)  |
| Pupils making good or better progress in Reading (according to Warmley Park Progression Percentages)     | 67% (19 pupils)   | 83% (52 pupils)  |
| Pupils making good or better progress in Writing (according to Warmley Park Progression Percentages)     | 75% (19 pupils)   | 75% (52 pupils)  |
| Pupils making good or better progress in Citizenship (according to Warmley Park Progression Percentages) | 80% (19 pupils)   | 105% (52 pupils)   |
| Some pupils within the not eligible group are working on MAPP and therefore not included.                |   |  |

| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |  |  |
|---|--|--|
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>          |  |  |
| <b>A.</b>   | All pupils have identified SEN   |  |
| <b>B.</b>   | Most pupils have communication needs- requiring AAC, signing, early interaction skills and interventions |  |
| <b>C.</b>   | 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> |  |  |
| <b>D.</b>   | 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>  |
| <b>A.</b>   | Progress in identified key areas for each pupil according to individual priorities                       | Progress in line with Warmley Park Progress Judgements.          |
| <b>B.</b>   | No gap between pupils eligible for PPG and non PPG   | Analysis of individual and group achievement shows no difference |
| <b>C.</b>   | No gap between pupils eligible for PPG and any other vulnerable group                                    | Analysis of individual and group achievement shows no difference |

| 5. Planned expenditure  |   |   |  |   |   |
|---|---|---|--|---|---|
| Academic year   |   | 2017-2018   |  |   |   |
| 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>   |   |   |  |   |   |
| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead  | When will you review implementation?                                      |
| Understanding of pupil premium rationale  | Teacher performance management  | Teachers understand the rationale for the funding and take responsibility for monitoring progress   | Pupil progress meetings<br>Teacher performance management monitoring                           | Assessment manager and Head Teacher                     | Mid year pupil progress reviews   |
| Whole school understanding of attachment- further work from 2016-17 which now includes action research project  | Train attachment leads in school to support whole school approach.<br>Action research project: does emotional coaching benefit pupils with attachment needs | 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 and reports from research project | Deputy Head Teacher,<br>SENCO and Family Support Worker | End of year review of Attachment Focus Group and action research project. |
| <b>Total budgeted cost</b>  |   |   |  |   | Cost met though School Improvement Plan                                   |
| <b>ii. Targeted support</b>   |   |   |  |   |   |
| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead  | When will you review implementation?                                      |

|                                 |   |   |   |                                     |           |
|---------------------------------|---|---|---|-------------------------------------|-----------|
| 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 2018 |
| 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 2018 |
| 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 2018 |
| <b>Total budgeted cost</b>      |   |   |   |                                     | £22005    |

| 6. Review of expenditure              |                                 |   |  |             |
|---------------------------------------|---------------------------------|---|--|-------------|
| <b>Previous Academic Year</b>         |                                 | <b>2016-17</b>  |  |             |
| <b>i. Quality of teaching for all</b> |                                 |   |  |             |
| <b>Desired outcome</b>                | <b>Chosen action / approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost</b> |

|  |   |  |   |  |
|--|---|--|---|--|
| Focus on ensuring that pupils eligible for PP are making progress in line with non PP. | Performance management targets for teachers | Very positive impact. All pupils are performing at an outstanding level. There is a small difference in performance between PP and non PP groups although this is likely to be due to other factors such as SEN. | Highly effective in developing understanding of strategies which benefit pupils most, for example, additional input from HLTA on functional maths skills has demonstrated that pupil can consolidate knowledge. | Cost met through performance management meetings |
|--|---|--|---|--|

**ii. Targeted support**

| <b>Desired outcome</b>                                 | <b>Chosen action / approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b> (and whether you will continue with this approach)   | <b>Cost</b> |
|--|--|---|---|-------------|
| Pupils make good or better progress in an area of need | Individual or small group interventions for <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> | Average progress for pupils as a cohort indicates that progress is good or better:<br><br>% of a level over a year <ul style="list-style-type: none"> <li>• Reading- 67%</li> <li>• Number- 72%</li> <li>• PSHE- 65%</li> <li>• Citizenship- 78%</li> </ul> | 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. | £25290      |

## 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 or outstanding progress in all areas. Analysis of interventions for individual pupils who receive Pupil Premium indicates strong and effective outcomes through qualitative judgements based on teacher assessment. Mid year analysis is supportive in indicating whether the focus for intervention is appropriate and in some cases this has changed as pupil has either exceeded expectations or there is another intervention which is deemed to be a greater priority for the pupil when looking at all round progress.

See SEF 2017 and Pupil Premium analysis 2017 for further information.