

Ash Trees Academy Statement of pupil premium strategy 2017-18

FINAL REVIEW

1. Summary information					
School	Ash Trees Academy			Type of SEN PMLD, complex medical, ASD, SLD, MLD	PMLD, SLD, ASD
Academic Year	2017/18	Total PP budget	£82,880 (incl. £5,600 LAC)	Date of most recent PP Review	Summer 2017 Jan 2018 Sept 2018
Total number of pupils	154	Number of pupils eligible for PP	59 (4 LAC)	Total spend 17-18 = £84,000	

2. Current attainment (2016-17)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving targets in communication (speaking & listening)	83% MEP+	79% MEP+
% achieving targets in maths	89% MEP+	88% MEP+
% progress specific to school setting - English	89% MEP+	86% MEP+

3. Barriers to future attainment (for pupils eligible for PP)	
Severe and complex needs, medical conditions, health and well-being.	
In-school barriers	
A.	Attendance, a small proportion of pupils have difficulties maintaining access to school.
B.	Self-regulation of a number of pupils is impacting upon learning.
C.	Communication difficulties linked to severe and complex SEND.
External barriers	
D.	Transport for after school activities.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure PP pupils make progress in all areas of the curriculum commensurate to abilities. This includes improving attendance.	Data tracking indicates progress is in line with teacher expectations.
B.	Pupil Premium pupils assessed needs are identified within the EHCP as measurable targets, which lead to specific personalised interventions.	Staff understand the outcomes and impact of PP priorities. These are reviewed in SEND meetings and further interventions planned to optimise learning.
C.	PP pupils develop a 'self-assessment of needs' leading to self-regulation of behaviour. This improves access to learning.	Pupils apply learned therapeutic strategies and lose minimal learning time as a result of deregulated behaviour. This is evidenced in a reduction of incidents- Behaviour Watch, school log.
D.	'Communication for learning skills' are targeted to those pupils who require individualised support and this impacts on progress and achievement.	Therapy strategies are utilised effectively by staff and pupils. There is measurable impact on progress and achievement as pupils access learning at a level, which optimises motivation. Resources are targeted to ensure pupils have a 'voice'-Big Macs, iPads.

5. Review of expenditure				
Academic year 2017-18				
i. Quality of teaching for all				
Objective	Chosen action/approach	Impact	Lessons learned	Spend
Further increase communication skills and the different forms of communication.	<p>Introduce SCERTS as a development tool for those pupils with Autism</p> <p>Intervention TA focus on Speaking and Listening</p>	<p>SCERTS used in the appropriate classes and linked to the individual EHCPs. Clear communication targets set and progress can be seen.</p> <p>Whole school making expected progress – Sp & List 80% PPG making expected progress – Sp & List 79%</p>	<p>Unable to employ a SaLT during the academic year.</p> <p>SCERTS impacts on communication in ASC classes.</p> <p>Interventions works with a clear focus. Derbyshire Lang Scheme used and progress measured (speaking & listening)</p>	£15,000
Increase the number of pupils making expected progress in English and Maths	Intervention TA to be deployed to work with individuals and small groups of pupils to target specific areas of weakness.	<p>Whole school making expected progress – English 80% PPG making expected progress – English 79%</p> <p>Whole school making expected progress – Maths 75% PPG making expected progress – Maths 78%</p>	New English scheme introduced based on the same format as the Maths scheme. Continue assessment using PIVATS 5 termly. Also assessed daily through the statements linked to the scheme.	£20,000

ii. Targeted support				
Objective	Chosen action/approach	Impact	Lessons learned	
Increase in pupil engagement.	Continue to employ Future Steps to work with individual pupils to develop sensory profiles. Train staff to carry out the sensory programs in class. Additional sensory resources for individual pupils and classes	STRIVE feedback from Future Steps 47 CPD sessions 90 clinic sessions 67 assessments 64 pupil reports Progress seen in social/emotional, modulation/regulation, motor coordination/control Feedback provided for individual pupils	Close monitoring from SEN team required. Some emergency sessions used.	£34,000
Increase pupil attendance	Continue to employ a family support advisor (FSA) to monitor attendance and to support families. Home visits to be carried out. Support pupils to get into school. Meet with the SEN team weekly to monitor attendance (specifically persistent absence) and to complete actions.	Pupil attendance 2016-17 was 93.2% Persistent absence 2016-17 was 16.8% Pupil attendance 2017-18 92.4% PPG pupil attendance 2017-18 93.3% Persistent absence 2017-18 21%	Increase in the number of holidays taken by pupils. Additional medical needs have led to a decrease in attendance and increase in PA. Case studies created and monitored for all PA pupils. Attendance was part of the AIP and will continue in 18-19. Pupil attendance added to LP's so staff are aware of concerns.	£15,000

5. Additional detail

Website, SLT discussion. Ofsted reports. Pupils discussion. Staff meetings. Scrutiny of meetings minutes and pupils work

PPG now clearly stated on pupil learning plans, information about the specific interventions for individuals is clear.