

Ash Trees Academy Statement of pupil premium strategy 2017-18

(Feb 2018 updates)

1. Summary information					
School	Ash Trees Academy			Type of SEN PMLD, complex medical, ASD, SLD, MLD	All
Academic Year	2017/18	Total PP budget	£82,880 (incl. £5,600 LAC)	Date of most recent PP Review	Summer 2017 Jan 2018
Total number of pupils	154	Number of pupils eligible for PP	59 (4 LAC)	Date for next internal review of this strategy	TBC

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.Planned expenditure					
Academic year 2017-18					
The 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.					
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?
<p>Further increase communication skills and the different forms of communication.</p> <p>EEF Digital technology +4 Early Years intervention +5 months Oral language interventions +5 One to one tuition +5</p>	<p>Employ a part time speech and language therapist alongside a part time speech and language assistant. SaLT to evaluate pupils and put plans in place to be carried out daily for the assistant.</p> <p>Introduce SCERTS as a development tool for those pupils with Autism</p>	<p>Rationale - EEF Teaching and Learning Toolkit</p> <p>Speaking and listening the weakest area of English progress</p> <p>SCERTS is a framework developed to support communication, social skills and engagement.</p>	<p>The therapist and assistant to work closely with the SEN team and report back weekly progress. Monitoring by the SENCO and the SEN team</p> <p>Action plan produced at the beginning of the year Training in place for all staff involved and also some whole school Regular monitoring by ASC lead</p>	<p>GM - DHT</p> <p>AN – ASC lead</p>	<p>Weekly SEN team review Termly progress measures, including IEPs Summer 18 – end of year progress measures £14,500 & £15,000 Spring term onwards £7,250 & £7,500</p> <p>Termly review of progress</p>

<p>Increase the number of pupils making expected progress in English and Maths</p> <p>EEF Small group tuition +4 months Early Years intervention +5 months Collaborative learning +5 months</p>	<p>Intervention TA to be deployed to work with individuals and small groups of pupils to target specific areas of weakness.</p>	<p>Rationale - EEF Teaching and Learning Toolkit</p> <p>A small number of pupils making below expected progress.</p>	<p>Following termly progress measures, those pupils making below expected progress to be identified through pupil progress meetings. SLT and teacher to set targets for following term.</p> <p>Derbyshire Lang Scheme used and progress measured (speaking & listening)</p>	<p>Mel E KM - AHT</p>	<p>Termly progress measures, including IEPs Summer 18 – end of year progress measures £20,000</p>
Total budgeted cost					<p>£49,500 £34,750</p>

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?
<p>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</p> <p>EEF Social and emotional learning +4 months Meta-cognition and self regulation +8 months.</p>	<p>Classes to refer individual pupils to Future Steps. Initial assessments. Annual reviews of programs. Training for staff and families.</p>	<p>Rationale - EEF Teaching and Learning Toolkit</p> <p>High impact in previous years – STRIVE progress data</p>	<p>Regular updates from Future Steps. Sensory plans and programs devised. Pupils revisited in classes to review impact. SEN team weekly monitoring. Increased sensory resources in classes. STRIVE progress measure</p>	<p>Future Steps Jackie May</p>	<p>Weekly discussion through SEN team Termly STRIVE progress measure</p> <p>£24,000 Resources £8,750</p>
Total budgeted cost					£32,750

ii. Targeted support (2)					
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?
<p>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.</p> <p>EEF Social and emotional learning +4 months Parental involvement +3</p>	<p>Weekly monitoring through the SEN team. Daily actions (including home visits and bringing pupils into school) as required. Letters sent home. Parental support and help with appointments.</p>	<p>Rationale - EEF Teaching and Learning Toolkit</p> <p>Pupil attendance 2016-17 was 93.2% Persistent absence 2016-17 was 16.8%</p>	<p>Weekly updates and monitoring Report to Trustees termly</p>	<p>JM – PSA GM - DHT</p>	<p>Termly attendance data £15,000</p>
Total budgeted cost					£15,000

5. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Website, SLT discussion. Ofsted reports. Pupils discussion. Staff meetings. Scrutiny of meetings minutes and pupils work</p>