

## Ash Trees Academy Statement of pupil premium strategy 2018-19

1. Summary information					
School	Ash Trees Academy			Type of SEN PMLD, complex medical, ASD, SLD, MLD	All
Academic Year	2018/19	Total PP budget	£69, 960	Date of most recent PP Review	Jan 2018
Total number of pupils	153	Number of pupils eligible for PP	53 (34.9%) + 5 in receipt of PPG+	Date for next internal review of this strategy	TBC

2. Current attainment (2017-18)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving targets in communication (speaking & listening)	80%	81%
% achieving targets in maths	76%	73%
% progress specific to school setting - English	82%	80%

3. Barriers to future attainment (for pupils eligible for PP )	
<b>Severe and complex needs, medical conditions, health and well-being.</b>	
<b>In-school barriers</b>	
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.
<b>External barriers</b>	
D.	Transport for after school activities.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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 particularly in the Using and Applying of Mathematics.
<b>B.</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.
<b>C.</b>	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.
<b>D.</b>	'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 2018-19					
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?
<b>Further increase communication skills and the different forms of communication.</b> EEF Digital technology +4 Early Years intervention +5 months Oral language interventions +5 One to one tuition +5	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.	Rationale - EEF Teaching and Learning Toolkit  Speaking and listening the weakest area of English progress	The therapist and assistant to work closely with the SEN team and report back weekly progress. Monitoring by the SENCO and the SEN team	GM - DHT	Weekly SEN team review Termly progress measures, including IEPs Summer 19 – end of year progress measures  £10 000 & £15,000
<b>Increase the number of pupils making expected progress in English and Maths particularly focusing on the Using and Applying element of Maths</b> EEF Small group tuition +4 months Early Years intervention +5 months Collaborative learning +5 months	Intervention TA to be deployed to work with individuals and small groups of pupils to target specific areas of weakness for 0.5 of school week.	Rationale - EEF Teaching and Learning Toolkit  A small number of pupils making below expected progress.	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.	ME – Interventions Teaching Assistant	Termly progress measures, including Learning Plans Summer 19 – end of year progress measures  £10,000
<b>Total budgeted cost</b>					£35, 000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; 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>
<p><b>Increase in pupil engagement.</b> 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 JM (FPSA)</p>	<p>Weekly discussion through SEN team Termly STRIVE progress measure</p> <p>£24,500</p> <p>Resources £490</p>
<b>Total budgeted cost</b>					£24,990

<b>ii. Targeted support (2)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; 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>
<p><b>Reduction in pupil behaviours and physical interventions</b> Employ a full time academy behaviour lead to support the reduction of complex behaviours in classrooms and reduce the number of physical interventions within the academy</p> <p>EEF Behaviour Interventions +3 Meta-Cognition +7 Social and Emotional Learning +4</p>	<p>Close working with Academy SEND Team, Future Steps and multi-agencies. Offer support to administer sensory integration programmes and provide staff with advice and guidance on use of behaviour management strategies. Quality assure all paperwork related to behaviour. Collate data to report to the SEND Team and identify patterns and trends.</p>	<p>Rationale – EEF Teaching and Learning Toolkit</p> <p>Success of full time behaviour lead in other academies leading to reduction in number of physical interventions</p> <p>Effectiveness in reducing physical interventions and level 3 behaviours in current role working part time.</p>	<p>Weekly guidance via SEND Team meetings. Regular monitoring of behaviour watch. Individual class targets for behaviour. Use of behaviour watch data to monitor trends and patterns. Regular reports to Local Accountability Board.</p>	<p>GM - DHT</p> <p>MC – Behaviour Lead</p>	<p>Weekly through SEND Team Meetings</p> <p>Termly during LAB meetings</p> <p>QA visits from executive leadership</p> <p>Use of Challenge Partners Review Initiative</p> <p>Cost of 0.5 week Behaviour Lead</p> <p>£10, 000</p>
<b>Total budgeted cost</b>					£10, 000
<b>Total budgeted cost of PP Spend</b>					<b>£69, 960</b>

## 5. Additional detail

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

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