

## Ash Trees Academy Statement of pupil premium strategy 2019-20

1. Summary information					
School	Ash Trees Academy			Type of SEN PMLD, complex medical, ASD, SLD, MLD	All
Academic Year	2019/20	Total PP budget	PPG = £71280 PPG + = £8400 Previously LAC = pending	Date of most recent PP Review	February 2019
Total number of pupils	154	Number of pupils eligible for PP	54 (PP) x £1320 6 (PPG+) x £1400	Date for next internal review of this strategy	Spring 2020
Number of pupils in receipt of LAC Premium Grant	6	Total LAC Premium Grant available to the academy	£8400		

2. Current attainment (2018-19)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving targets in communication (speaking & listening)	Listening 62% Speaking 66%	Listening 74% Speaking 70%
% achieving targets in maths	53%	70%
% progress specific to school setting - English	Reading 55% Writing 57%	Reading 71% Writing 73%

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 and complex behaviour of a number of pupils is impacting upon learning.

<b>C.</b>	Communication difficulties linked to severe and complex SEND.
<b>D.</b>	Progress for some pupils in meeting wider outcomes/EHCP targets
<b>External barriers</b>	
<b>E.</b>	Providing support and signposting of services to a small number of parents; enabling them to support their child's SEND and academic needs.

<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.
<b>B.</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>C.</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>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.
<b>E.</b>	Ensure PP pupils and their families receive well targeted early support	Evidence will demonstrate where early support prevents escalation to CP categories. Attendance sustains or improves for key pupils. Pupils make progress academically/wider outcomes

5.Planned expenditure					
Academic year 2019-20					
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 of pupils</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 assistant trained in ELKLAN to support work completed by NHS	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	WC - HOA GM - DHT	Weekly SEN team review  Termly progress measures, including IEPs  Summer 19 – end of year progress measures  <b>£10 000</b>
<b>Internal Review Feb 20</b>					
<b>Increase pupil attendance</b>  EEF Social and emotional learning +4 months Parental involvement +3	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.	Rationale - EEF Teaching and Learning Toolkit  Pupil attendance 2018-19 was 92.6%  Persistent absence 2018-19 was 21.3%	Weekly updates and monitoring  Report to Trustees termly	JM – FPSA GM - DHT	Termly attendance data  <b>£15,000</b>

	<p>Weekly monitoring through the SEN team (specifically persistent absence)</p> <p>Daily actions (including home visits and bringing pupils into school) as required.</p> <p>Letters sent home.</p> <p>Parental support and help with appointments.</p>				
<b>Internal Review Feb 19</b>					
<p><b>Increase the number of pupils making expected progress in English and Maths</b></p> <p>EEF Small group tuition +4 months Early Years intervention +5 months Collaborative learning +5 months</p>	<p>Class action plans for pupils making below expected progress who are in receipt of the pupil premium grant to be devised.</p> <p>Targeted areas of spend to be provided for individuals.</p> <p>Interventions TA to work alongside very small number of individuals in receipt of the pupil premium who are below expected progress in both English and maths outside of class room</p>	<p>Rationale - EEF Teaching and Learning Toolkit</p> <p>A 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.</p> <p>SLT and teacher to set targets for following term.</p>	<p>RD – DHT GM – DHT Class Teachers</p>	<p>Termly progress measures, including Learning Plan evaluations</p> <p>Summer 20 – end of year progress measures</p> <p>Pupil Progress Meetings Termly</p> <p><b>£2,000 for class budget</b></p> <p><b>£3000 towards interventions TA</b></p>

<b>Total budgeted cost</b>					<b>£27, 000</b>
<b>Internal Review Feb 20</b>					
<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><b>£24,500</b></p> <p>Resources <b>£500</b></p>
<b>Total budgeted cost</b>					<b>£25, 000</b>
<b>Internal Review Feb 20</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</p>	<p>Close working with Academy SEND Team, Futuresteps and multi-agencies. Offer support to administer sensory integration programmes and</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>Weekly guidance via SEND Team meetings. Regular monitoring of behaviour watch. Individual class targets for behaviour.</p>	<p>GM - DHT  MC – Behaviour Lead</p>	<p>Weekly through SEND Team Meetings</p> <p>Termly during LAB meetings</p>

physical interventions within the academy EEF Behaviour Interventions +3 Meta-Cognition +7 Social and Emotional Learning +4	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.	Effectiveness in reducing physical interventions and level 3 behaviours in current role working part time.	Use of behaviour watch data to monitor trends and patterns. Regular reports to Local Accountability Board.		QA visits from executive leadership  Use of Challenge Partners Review Initiative  Cost of 0.5 week Behaviour Lead  <b>£10, 000</b>
<b>Total budgeted cost</b>					<b>£10,000</b>
<b>Internal Review Feb 20</b>					
<b>Total budgeted cost of PP Spend</b>					<b>£70, 000</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. Additional funding remaining will be utilised to support pupil premium pupils in a variety of ways.