

IMPACT OF EXPENDITURE					
Academic year	2016/17				
Targeted Support					
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?
To further develop social and emotional communication skills	Opportunities for Music Therapy, Drumming, Specialist Art days, Lego Therapy and Yoga sessions.	These activities encourage communication, social interaction, turn taking, emotional expression and confidence.	Pupils must meet the referral criteria. Impact of focused areas is measured. Staff training, regular sessions and staffing in place.	SC/JB/SP	July 2017
<b>IMPACT</b> (Please include: Number of PP children included % and Levels of progress where possible and the impact it has had)	<p><b><u>Yoga</u></b> 5 pupil premium pupils accessed weekly yoga sessions.</p> <p>Outcome 1: Improve focus and concentration – 100% progress  Outcome 2: Improve expression of emotions – 80% progress  Outcome 3: To enhance motor skills and balance – 80% progress  Outcome 4: To ease anxiety and tension – 100% progress</p> <p>For one pupil the session worked as an incentive to improve her behaviour and helped her maintain control over her emotional state. She improved the amount of time where she had no negative behaviours for up to 9 weeks.  Other pupils also made progress with relation to relaxation and mindfulness.  Pupils responded well to the quiet environment and all pupils were able to imitate sounds and movements.</p> <p><b><u>DRUMMING</u></b> 16 pupils who receive pupil premium took part in drumming sessions over the academic year 2016-17.</p> <p>Outcome 1: Develop skills in following instructions. 87.5% made progress  Outcome 2: Develop &amp; build on turn-taking skills. 93.75% made progress  Outcome 3: Develop social interaction with peers. 87.5% made progress</p>				

"He made significant progress within his attention and music skills. He has improved the length of time he can focus on an adult or stimulus. He engages fully in all of the drumming sessions and has improved his skills of taking turns. He has made 23% progress in music and 20% progress in expressive communication which is linked to (or directly as a result of) his music sessions."  
"He has developed his spoken language and now has the confidence to initiate simple conversations with his peers and with adults across the school. He is now able to follow instructions and wait for his turn. He loved becoming the 'conductor' during our drumming sessions; telling the other children when to stop and when to carry on playing!"  
"A very positive response from pupil, doesn't want to engage in many areas of the curriculum but loves these sessions. Will join in happily contribute, taking visual cues from the drumming teacher. Will join in with rhythmic responses. Obvious joy."  
"All of my pupils fully engaged, will sit, listen and respond. Will join in with 'solo' performances. They are keen to give suggestions for songs and give rhythmic patterns to follow for the rest of the group. All of this group are very confident with the drumming teacher and within the group".

### **Specialist Art days**

All children receiving Pupil Premium attended at least 3 specialist art days throughout the year. When asked how the art days made them feel;

69.8% of pupil said they felt happy, 23.2% said they felt excited and 7% said they felt thoughtful

All pupils, when observed, were engaged in purposeful activities and some encouraged the development of working with, or alongside, peers.

The multisensory approach ensures appropriateness and increased curiosity and exploration skills in a different environment.



### **Lego Therapy**

Assistant Headteacher attended Wiltshire Training and cascaded information and training to 30 members of staff on how to deliver Lego Therapy during INSET day (20<sup>th</sup> February). Lego resources have been purchased and Lego Therapy will be starting imminently.

### **MUSIC THERAPY**

Outcome 1: Demonstrate increase in communication and social interaction – 100% made progress

Outcome 2: Demonstrate development of self-expression and creativity – 90% made progress

Outcome 3: Demonstrate developing of sense of self, self-esteem, confidence and independence – 90% made progress

	<p>Comments:  “Music Therapy increased stimulation, contributions to group with vocalisations, quicker to focus, improved turn taking, increased peer awareness, more deliberate and successful playing of instruments.”</p> <p>“He accessed Music therapy from May 2017. From Spring to Summer assessment there was a progression from 72% - 79% and 0-11m in Communication and Language.”</p>				
<p>To further develop social and emotional communication skills</p>	<p>Further staff training and 1:1 pupil sessions with AAC such as Eye Gaze, Go Talk, Grid player, Makaton, Symbols</p> <p>To purchase/make specialist resources to support individual communication needs</p>	<p>Larkrise is committed to a total communication approach, in order to achieve this there needs to be training for new staff, ongoing training for current staff, and support to use the equipment. 1:1 sessions are in place for some pupils to enable them to learn/consolidate new or existing communication strategies. This may be difficult to achieve in larger groups.</p> <p>Growth in requests from staff and continuing pupil need for choice of AAC strategies and resources. To ensure that staff are aware of what AAC is available, are confident in its use and have the skill set to promote the desired learning. To ensure equipment does not act as a barrier to the desired learning.</p>	<p>Evaluation to include quality of training and how well staff have been able to implement skills  Impact of focused areas will be measured by timetables, training log and Inset/twilight feedback forms. Pupil targets and record sheets/evaluations/next steps will record progress.</p> <p>Support from in school communication specialists, staff feedback and audit of equipment use.  Timetables e.g Ipads, Larkpac.  Attendance at signing assembly, lesson plans, learning walks and communication audit.</p>	<p>LD and SNK</p>	<p>July 2017</p>

<p><b>IMPACT</b> (Please include: <b>Number of PP children included % and Levels of progress where possible and the impact it has had)</b></p>	<p>20 sessions of staff training offered (Insight) 6 pupil premium children now using Insight weekly over 3 classes Insight assessment reports available. 30 signing assemblies - all PP students attending. Larkpack being used weekly (up to 3 x a day across school) 10x PP students accessing. Constant use of Ipads on daily basis all PP students accessing. AAC training sessions available on TD day (SLT have feedback) Parent Carer groups (9 sessions) plus 1-1 advice sessions 3 PP parents attended. <b>Communication audit (1<sup>st</sup> Sept 2017 by whole school) showed 77.7% of staff use</b> Symbols, icons, pictures, topic webs, practical demonstrations, signing, real objects, photos, etc. to support spoken and written language. 77.7 % are confident supporting Audio/visual aids and/or ICT as an alternative form of recording and accessing information 70% of staff have accessed training in the use of voice/symbol supported software and resources (e.g. Communicate in Print, Clicker, and Inspiration) and learning walks and observations show that this is always or often used to support all pupil premium children with their communication.</p> <p>One pupil accessed 1 x weekly eye gaze session using the Insight programme. He maintained a score of 90% towards his targets on the insight programme and significantly improved his skills of attention and concentrating on a stimulus. He made 94% progress within citizenship, 59% progress in listening and receptive communication and 36% progress in expressive communication.</p>				
<p>To embed focused assessment tools that measure all aspects of learning and progress for all children</p>	<p>Staff training for specific assessment tools and opportunities to cascade across the school. Purchase of relevant resources such as SCERTS,</p>	<p>To ensure that each pupil is supported by an appropriate assessment tool that promotes relevant and challenging learning.</p>	<p>Pupil Progress Meeting feedback specifically focused on target information, lesson observation data relating to challenge and use of assessment.</p>	<p>PC</p>	<p>July 2017</p>

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<p>To develop a sense of self, independence, confidence, concentration and physical development</p>	<p>To staff and provide additional hydrotherapy sessions for some pupils (these outcomes are also a focus of yoga and music therapy)</p>	<p>These sessions encourage increased engagement and sensory opportunities. They improve comfort, strength and attention. These sessions also support intensive interaction.</p>	<p>The sessions are planned with focused areas for development and progress is measured against these. Regular staffing and sessions are in place.</p>	<p>SC</p>	<p>July 2017</p>

	<p><b><u>Hydrotherapy</u></b>  4 pupil premium pupils accessed additional hydrotherapy sessions. Pupil Premium funded additional staff to facilitate this. Individuals had specific, individualised targets.</p> <p>All pupils made significant progress within the P.S.H.E skills area of the curriculum. One pupil completed his own physiotherapy exercises and made progress with targets regarding self-help and dressing skills which were set by OT.</p> <ul style="list-style-type: none"> <li>• Pupil 1 made remarkable progress within PSHE and completed the self-help skills section of PSHE on connecting steps. His progress was linked to (or directly as a result of) his work within the hydro pool. He also developed his skills of water confidence/ safety and met his swimming target for each term.</li> <li>• Pupil 2 accessed 1x weekly hydro session and significantly developed his transition skills as a result. Before his first hydro session he wouldn't move to the hydro pool and built up to working on self-help and water confidence targets within the pool. He made 55% progress within self-help skills and 44% progress within PSHE throughout the academic year. He also met all of his swimming targets throughout the year.</li> <li>• Pupil 3 accessed 1x weekly hydro session and significantly developed his water confidence and safety skills as a result. He met all of his targets set by the physio and completed his own programme of exercises in the pool. He made 27% progress within self-help skills and 34% progress within PSHE/ citizenship across the academic year.</li> <li>• Pupil 4 accessed weekly hydro sessions. His key focus areas were to improve upon transitions, social interactions, reduction in anxiety levels, mutual emotional regulation and to be more physically active to attain a healthier lifestyle. He has been more active while in the pool and has been better at self-determining transitions. His progress according to P levels was as follows: Rec communication increase of 34%, Physical increase of 12%, self-help skills increase of 67% and PSHE increase of 153%</li> </ul>				
Increased opportunities for parents/carers to apply for FSM/Pupil Premium	TISM/transition meetings and parent carer mornings to further highlight criteria, explain the benefits and support applications	Parent/carer engagement consistently supports pupil's success. Improved understanding of funding, entitlement and provision will support engagement.	Minutes of TISM/transition meetings. Attendance at parent/carer mornings and eligible pupils accessing PP	EYFS Staff SC	

<p><b>IMPACT</b> <b>(Please include: Number of PP children included % and Levels of progress where possible and the impact it has had)</b></p>	<p>Of 12 new starters, 8 applied and now receive FSM. All parents were encouraged at TISM, during visits to meet new parents at Stepping Stones and once they have started school in the form of information in FAQ sheets given to new parents and if relevant, during Parents' Evenings, to apply for FSM, regardless of the fact that they would receive universal infant meals. It was explained that if they were eligible for FSM they would also be eligible for pupil premium entitlement which would therefore be available to support additional specific educational activities/interventions. Free school meal applications are sent out with induction packs during the TISM meetings.</p> <p>These 8 children are now receiving Pupil Premium funding for 2017-18.</p> <p>Levels of parent literacy and having EAL may be a barrier to some parents – I don't think all parents who are eligible complete the paper work.</p>
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