



## Pupil premium strategy statement:

1. Summary information					
School	Larkrise				
Academic Year	2018/9	Total PP budget	£49590	Date of most recent PP Review	Sept 2018
Total number of pupils	97	Number of pupils eligible for PP	44	Date for next internal review of this strategy	March 2019

2. Current attainment		
Attainment for: 2017-18 Whole school	Pupils eligible for PP	Whole school
% achieving expected standard or above in reading	94%	94%
% achieving expected standard or above in writing	95%	80%
% achieving expected standard or above in maths	89%	88%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Emotional development, including understanding emotions and coping strategies
B.	Communication skills, including social interaction and turn taking
C.	Sense of self, independence, confidence, concentration and physical development
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Lateness and absence

<b>E.</b>	Higher levels of emotional need due to a disrupted home life for some pupils
<b>F.</b>	Family challenges and engagement due to complex behaviours, including social, emotional and mental health
<b>G.</b>	Wider experiences/opportunities to develop personal and social skills and to build resilience are limited

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To further develop social and emotional communication skills	Pupils will have increased opportunities to develop social, emotional and communication skills through personalised learning interventions. Pupils will show progress in their social, emotional and communication abilities, measured through focussed assessment tools including, music therapy reports, SaLT reports and in school assessment tools for targeted provision.
<b>B.</b>	To improve attendance of some PP pupils	To ensure attendance of pupil premium children is at least 96% and to reduce persistent lateness and absence of identified families
<b>C.</b>	All pupils have the opportunity to access appropriate facilities and resources within the community	Numbers of pupils successfully accessing the community. Use of EVOLVE evaluation process to monitor against individual outcomes Progress towards individual targets Students' life experiences and aspirations in terms of learning, training and work are expanded Wider use of facilities and resources beyond school
<b>D.</b>	Opportunities to develop emotional expression, social interaction, emotional regulation and turn taking through specialist interventions, i.e. multisensory art, music therapy, nurture etc.	Pupils develop sense of self, independence, confidence, concentration and physical development Progress towards individual outcomes are measured within each specialist provision Improved resilience and emotional development

Planned expenditure					
Academic year	2018-19				
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 communication skills	Ongoing staff and parent/carer training and 1:1 pupil sessions with AAC such as Eye Gaze, Go Talk, Grid player, Makaton, Symbols, Clicker 7, etc	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, parents and carers, 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.	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.	LD and SNK	September 2019
	To purchase/make specialist resources to support individual communication needs, for example Clicker 7 and Communicate in Print 3	Growth in requests from staff and continuing pupil need for choice of communication strategies and resources. To ensure that staff are aware of alternative provision that 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.	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.	LD and SNK	September 2019

<p>Emotional development, including understanding emotions and coping strategies</p>	<p>To train 2 x ELSAs and run a nurture pilot in EYFS and KS1</p> <p>Social Skills group</p>	<p>Increased number of pupils presenting with additional social and emotional needs requiring specific support to ensure improved outcomes in all areas</p> <p>The need for development in social problem solving, positive social interaction, recognising and understanding feelings and thoughts of self and others and behavioural functioning through video modelling, role play, behavioural rehearsal, social stories, thoughts and feelings activities and peer mediation.</p>	<p>2x TAs to complete Wiltshire's ELSA Training and related supervision Boxall Profile Baseline and identification of pilot groups and review Individual nurture plans and targets Behaviour</p> <p>Foundation Stage/ KS 1 baseline and end of year assessment Pupils progress meeting reviews Pilot Groups x 2 identified and Nurture provision in place Principles of Nurture provision shared and understood by staff and parents</p> <p>SCERTs assessment Pupil progress reviews Individual targets Behaviour</p>	<p>SC, RB, RH</p>	<p>September 2019</p> <p>September 2019</p>
<p>All pupils have the opportunity to access appropriate facilities and resources within the community</p>	<p>Identify community provision and intended outcomes</p> <p>Create rationale for community visits and supporting individual targets</p>	<p>Numbers of pupils successfully accessing the community. Use of EVOLVE evaluation process to monitor against individual outcomes Progress towards individual targets Students' life experiences and aspirations in terms of learning, training and work are expanded</p>	<p>Whole school timetable of weekly access to the community Record of number of pupils accessing community visits (termly) Records of pupil progress against individual targets Pupil voice assessment criteria collected</p>	<p>JB and Class Teachers</p>	<p>September 2019</p>

<p>Opportunities to develop emotional expression, social interaction and physical development through specialist interventions, i.e. multisensory art, music therapy, Lego Therapy, etc.</p>	<p>Pupils identified against specialist intervention criteria.</p> <p>Weekly sessions of specialist interventions in place.</p>	<p>Pupils develop sense of self, independence, confidence, concentration and physical development</p> <p>Progress towards individual outcomes are measured within each specialist provision</p>	<p>Measurement of impact against specialist intervention criteria and individual targets</p> <p>Pupil voice assessment criteria collected</p> <p>Arts Awards</p> <p>Staff observation and feedback</p> <p>Termly assessment - physical development</p>	<p>Intervention Leads and Class Teachers</p>	<p>September 2019</p>
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## 5. Additional detail