



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)	
In-school barriers (<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
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lateness and absence

E.	Higher levels of emotional need due to a disrupted home life for some pupils
F.	Family challenges and engagement due to complex behaviours, including social, emotional and mental health
G.	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>
A.	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.	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
C.	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
D.	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
IMPACT OF EXPENDITURE	9 pupils individual focus with Eye Gaze, AAC, Bespoke communication grids, Go Talk, Widgit dual language and Clicker 7 7 parent carer communication support meetings x16 parent/carers attended (12.5% PP) Parent's evenings-showcase of equipment and available strategies/resources. As a result 3 PP parents requested Communication in print on laptops to make resources at home. Ongoing support and training given.				

	<ul style="list-style-type: none"> • 20 sessions of training for <i>Grid/eye gaze/Clicker/Grid</i> player plus ad hoc support. 100% of staff reported that they felt more confident and continue to move forward with technologies. • Upskilling staff supports 100% of PP children across the school. Requests for support have included: • Social stories, bespoke communication books and specialist support software and equipment. • The ongoing demand for resources/support, training and communication advice, confirms the success of responsive support. • Insight assessment reports available. • 91% Larkpac usage. Individual outcomes available. • 30 signing assemblies all PP students attending: <ul style="list-style-type: none"> ○ To demonstrate enjoyment of a shared singing and signing experience promoting wellbeing and a sense of belonging in our school community 100 % achieved following feedback ○ To demonstrate an increased understanding of target vocabulary taught through signs of the week, songs and multi-sensory activities - 80% achieved following feedback. 				
Emotional development, including understanding emotions and coping strategies	<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,</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>

		thoughts and feelings activities and peer mediation.			
IMPACT OF EXPENDITURE	<p><u>Nurture</u> 2x TAs ELSA training completed Boxall Profile baseline completed for EYFS and KS1 2 pilot groups of 4 children identified and principles shared with parents 1x staff meeting and 1 INSET session for nurture training to all staff Pupils outcomes available on Boxall Profile, Pupil Progress Meeting information and pupil trackers</p> <p><u>Social Skills Group</u> SCERTS assessment used within individual classes and outcomes are available within pupil trackers and Pupil Progress meeting information</p>				
All pupils have the opportunity to access appropriate facilities and resources within the community	Identify community provision and intended outcomes Create rationale for community visits and supporting individual targets	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	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	JB and Class Teachers	September 2019

<p>IMPACT OF EXPENDITURE</p>	<p><u>Community Access</u> 1266 visits took place with 98% positive evaluation against intended outcomes. 100% of pupils accessed at least one visit across the year (100% pupil premium) 38% of visits had a focus on Physical Development; 42% of visits had a focus on PSHE/Citizenship; 20% had a primary focus in other areas, such as Science, Environmental, Understanding the World, Art or RE. 93% of pupil premium pupils made expected or exceeded progress in PSHE/Citizenship areas. 100% pupils are more active and have improved their physical stamina. 90% of Larkrise pupils access at least 2 community visits per week (91% pupil premium)</p> <p><u>Particular areas of focus</u></p> <ul style="list-style-type: none"> • Developing transition skills • To work on emotional regulation when in places that are busy, noisy or have unexpected occurrences such as sudden noise, smell, movement or not working. • Improving ability to walk to places without stopping, sitting down or lying down due to emotional dysregulation • Improving stamina and physical development, for example, walking/swimming greater distances • Improving ability to control excitement in shops to still achieve shopping. • Developing skills to drink and eat out in the community. • Developing use of signing and communication with members of the community. • Improving Real life skills for reading and use of money. 				
<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>

**IMPACT OF
EXPENDITURE**

Music Therapy

Average Attendance: 98.5%

Outcome 1: demonstrate and increase communication and social interaction - 100% progressed

Outcome 2: demonstrate development of self-expression/creativity - 100% progressed

Outcome 3: demonstrate developing a sense of self/self-esteem/confidence/independence - 100% progressed

Multi-sensory Art

All children receiving Pupil Premium attended at least 3 specialist art days through the year. Feedback: 82% felt happy, 18% felt excited. 97% of pupils were observed engaging and exploring with resources.

Lego Therapy

Outcome 1 - Turn taking and sharing - 86% progress

Outcome 2 - Listening and following instructions - 89% progress

Outcome 3 - Developing verbal and non-verbal language - 81% progress

Inclusion

Outcome 1 - engagement in social opportunities - Excellent

Outcome 2 - developed confidence - Excellent

Outcome 3 - improvement in communication with adults and children - Excellent

Hydrotherapy

Outcome 1 - improved confidence in the water - 95% achieved

Outcome 2 - Physical development and recovery - 95% achieved

Outcome 3 - Enjoyment and relaxation - 100% achieved

Play leader

Outcome 1 - involvement in focused activities including modelling adult lead - Good

Outcome 2 - improved group work and social skills - Good

Outcome 3 - positive behaviour impact - Excellent

A wide variety of individual support was also in place. This has been recorded via individual pupil progress.

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5. Additional detail

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