



Pupil premium strategy statement:

1. Summary information					
School	Larkrise				
Academic Year	2016/17	Total PP budget	£28,900	Date of most recent PP Review	Sept 2016
Total number of pupils	89	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
Attainment for: 2015-2016 Whole school	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	89%	85%
% achieving expected standard or above in reading	91%	90%
% achieving expected standard or above in writing	91%	89%
% achieving expected standard or above in maths	86%	75%

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.	Communication skills, including social interaction, emotional expression and turn taking
B.	Personalised assessment, target setting and next steps that measure and support all areas of progress
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.	EYFS and Yr 1 parent/carers do not fully understand Pupil Premium funding and do not realise what their child is entitled to due to universal free school meals for infant children and therefore, although encouraged to do so, do not apply for free school meals.
E.	Family challenges due to complex behaviours, including social, emotional and mental health

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 embed focused assessment that measures all aspects of learning and progress for all children	Assessment tools, including Insight, AET and SCERTs are securely in place and providing informed measures of assessment and next steps
C.	Pupils and families with complex behaviours, including social, emotional and mental health receive appropriate support and advice	Reported cases are signposted correctly ensuring all follow up referrals are carried out efficiently. Pupils and families in receipt of support and advice are satisfied with support and accuracy of signposting
D.	Increased opportunities for parents/carers to apply for Pupil Premium	All pupils entitled to Pupil Premium will receive funding

Planned 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, play leaders 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
	Further staff training and 1:1 pupil sessions with AAC such as Eye Gaze, Go Talk, Grid player, Makaton, Symbols	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.	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	July 2017
	To purchase/make specialist resources to support individual communication needs	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.	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.		
To embed focused assessment tools that measure all aspects of learning and progress for all children	Staff training for specific assessment tools and opportunities to cascade across the school. Purchase of relevant resources such as SCERTS, Insight, AET. Time for baselining and tracking.	To ensure that each pupil is supported by an appropriate assessment tool that promotes relevant and challenging learning.	Pupil Progress Meeting feedback specifically focused on target information, lesson observation data relating to challenge and use of assessment.	PC	July 2017

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

5. Additional detail

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