



Pupil premium strategy statement:

1. Summary information					
School	Larkrise				
Academic Year	2017/18	Total PP budget	£38,305	Date of most recent PP Review	Sept 2017
Total number of pupils	97	Number of pupils eligible for PP	32	Date for next internal review of this strategy	March 2018

2. Current attainment		
Attainment for: 2016-17 Whole school	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	74%	83%
% achieving expected standard or above in reading	94%	88%
% achieving expected standard or above in writing	89%	86%
% achieving expected standard or above in maths	84%	93%

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.	Ensures that pupils have equal access to community provision and opportunities
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.	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
D.	Opportunities to develop emotional expression, social interaction and turn taking through specialist interventions, i.e. multisensory art, music therapy, etc.	Pupils develop sense of self, independence, confidence, concentration and physical development Progress towards individual outcomes are measured within each specialist provision

Planned expenditure					
Academic year		2017-18			
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	July 2018
	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	July 2018
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 Insight. Time for baselining and tracking.	To ensure that each pupil is supported by an appropriate assessment tool that promotes relevant and challenging learning, such as SCERTS, Insight and AET	Pupil Progress Meeting feedback specifically focused on target information, lesson observation data relating to challenge and use of assessment. Assessment trackers created and monitored for pupil progress. Feedback form staff training.	PC, GL & MS	July 2018

<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.</p> <p>Use of EVOLVE evaluation process to monitor against individual outcomes</p> <p>Progress towards individual targets</p> <p>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</p> <p>Record of number of pupils accessing community visits (termly)</p> <p>Records of pupil progress against individual targets</p> <p>Pupil voice assessment criteria collected</p>	<p>JB and Class Teachers</p>	
<p>Opportunities to develop emotional expression, social interaction and turn taking through specialist interventions, i.e. multisensory art, music therapy, Lego Therapy, drumming 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</p> <p>Pupil voice assessment criteria collected</p>	<p>Intervention Leads and Class Teachers</p>	<p>July 2018</p>

5. Additional detail