

IMPACT OF 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

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Focused training and sessions

- 10 in class sessions staff training in Insight offered to 19. 4 pupil premium children now using Insight in 1:1 sessions weekly over 2 classes. Individual Impact reports reflect progress.
- 3 PP children accessing eye gaze programmes using Choose-it maker. Progress in attention and looking has been made by all 3. Training provided to 10 staff training provided.
- 30 signing assemblies have taken place - all Pupil Premium pupils attended. Focus on Social, moral and cultural elements, communication, engagement and sharing
- Larkpack is used 3 x a day across school and accessed by 17 pupil premium pupils. Focus on interaction, turn taking, anticipation, attention and engagement.
- AAC training sessions available on TD day accessed by 20 staff across the school and 100% feedback
- Clicker 7 Literacy Support tool whole school training on INSET Day- now being shared across school
- 12 Parent Carer groups held covering Makaton signing for Curriculum topics-Seasonal celebrations, Makaton for beginners, symbol production and methods of best use, Short break information, Summer activities information (SEN specific) 17 parents accessed these groups and all reported that the resources were useful.
- Speech and Language resources created/ produced for assessment on I pads and Eyegaze (total access methods including for all Pupil Premium learners)
- 5 music in hospital concerts attended by all Pupil Premium students focusing on engagement, enjoyment and participation.
- Makaton tutor available for sign and symbol requests and induction for new staff
- 9 Pupil Premium pupils attended Immersive sensory theatre- Bamboozle. Feedback from staff reports high engagement and interaction.
- 4 Pupil Premium pupils have benefited from 1-1 SALTA sessions

Resources

- 1-1 advice sessions attended by 5 Pupil Premium. 3 parents received software upload of CIP 3 for use at home. 4 parents of Pupil Premium pupils requested and received bespoke communication books/ symbol systems to use at home. Bespoke Go talk templates for 3 Pupil Premium to be pupils used in class (on I pads) one of which goes home with pupil. Staff trained to modify vocabulary. Support continuing.
- Colourful semantics planned/trialled with 2 Pupil Premium pupils and resources made for whole school.
- Talk boards created for outside play - access for whole school but particularly beneficial for 8 Pupil Premium children

<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 Insight. Time for baselining and tracking.</p>	<p>To ensure that each pupil is supported by an appropriate assessment tool that promotes relevant and challenging learning, such as SCERTS, Insight and AET</p>	<p>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.</p>	<p>PC, GL & MS</p>	<p>July 2018</p>
<p>IMPACT (Please include: Number of PP children included % and Levels of progress where possible and the impact it has had)</p>	<p><u>Summary</u> 25 pupil have been assessed using the SCERTS and AET framework. The latter has proved less useful and now we are using the SCERTS tools only. Accurate pictures have been developed of the level of social communication, emotional regulation and needs for transactional support. This tri-part way of assessing and addressing need has been hugely beneficial and appropriate for our young people. The children have been identified for stage of partner development and parents have been involved in this process where possible.</p> <p><u>Pupil Impact</u> 25 pupils currently assessed - 100% have made expected progress or exceeded their targets. 9 of these pupils are Pupil Premium. The curriculum for these pupils is continuing to develop to be appropriate to focused needs and greater emphasise is being put on achieving SCERTS targets via the vehicle of other sensory based learning and what was seen previously as subjects.</p> <p><u>Staff Impact</u> Staff are increasing their skills for being partners to scaffold learning and work towards targeted skills. Staff continue to ask for SCERT Lead for support to assess or problem solve strategies after completing assessments. 2 twilight training sessions have supported staff to use SCERTS for pupils in their classes. Staff have been well trained to understand SCERTS and how to use the assessment tools. 7 classes have made the commitment to use SCERTS for some of their pupils and an evaluation of how this is proceeding needs to happen next.</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.</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>IMPACT (Please include: Number of PP children included % and Levels of progress where possible and the impact it has had)</p>	<p><u>Community Access</u></p> <p>1236 visits took place with 98% positive evaluation against intended outcomes.</p> <p>99% of pupils accessed visits across the year (100% pupil premium)</p> <p>Over 85% of visits had a Citizenship/PSHE focus and 87.5% of pupil premium pupils made expected or exceeded progress in this area.</p> <p>100% pupils are more active and have improved their physical stamina.</p> <p>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>Our school vision is to engage and educate our young people so that they can be active members of their community when they leave school.</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>
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- **Music Therapy**
Average attendance: 90% over the year
Outcome 1, Demonstrate increase in communication/ social interaction: 100% of pupils achieved
Outcome 2, demonstrate development of self-expression/creativity: 91% of pupils achieved
Outcome 3, demonstrate developing sense of self/self-esteem/ confidence/ independence: 91% of pupils achieved
- **Multisensory Art**
All children receiving Pupil Premium attended at least 3 specialist art days throughout the year. When asked how the art days made them feel; 73% of pupil said they felt happy, 25% said they felt excited and 2% said they felt thoughtful
100% of pupils were observed:
 - Engaging with and exploring resources
 - Participating in purposeful activities
 - Working with or alongside peers
 - Working with or alongside adultsThe multisensory approach ensures appropriateness and increased curiosity and exploration skills in a different environment.
- **Lego Therapy**
15 pupils who receive Pupil Premium have accessed Lego Therapy.
Outcome 1: to develop turn taking skills. 88% made progress
Outcome 2: to develop peer interaction and working as a team. 92% made progress
Outcome 3: to develop verbal and non-verbal language. 86% made progress
Outcome 4: to develop listening skills. 95% made progress
- **Drumming**

13 pupils who receive pupil premium took part in drumming sessions over the academic year 2017-18.
Outcome 1: Develop skills in following instructions and engaging. 90% made progress
Outcome 2: Develop & build on turn-taking skills. 95% made progress
Outcome 3: Develop social interaction with peers. 89.5% made progress

