

## Old Park School Statement of Strategy for Targeted Funding (Deprivation Pupil Premium Funding (DPP))

1. Summary information					
<b>School</b>	Old Park School			<b>Type of SEN</b>	SLD/PMLD
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£63,580	<b>Date of most recent PP Review</b>	14.11.2019
<b>Total number of pupils</b>	154	<b>Number of pupils eligible for PP</b>	53 (34,19)	<b>Date for next internal review of this strategy</b>	23.01.2020

2. Current attainment
<p>Old Park is a large all age (4-19) community special school situated within the Metropolitan Borough of Dudley. We provide education for pupils who have severe and profound and multiple learning difficulties. These include pupils with complex medical conditions, physical and mobility difficulties and autism. Several of our children have behavioural difficulties arising from their condition and many have communication difficulties. All pupils that attend Old Park School have an Education Health Care Plan (EHCP). This plan clearly outlines individual strengths, needs and barriers, outcomes and provision. This is used as a working document to ensure day to day practice in classrooms is personalised and relevant. Annual reviews of EHC plans are conducted in school.</p>

3. Barriers to future attainment	
Individual barriers to learning are clearly documented in each pupils EHC plan.	
In-school barriers	
<b>A.</b>	Many pupils have communication difficulties and are non-verbal. They are supported in their receptive and expressive communication by a range of strategies including: Total Communication, signing, use of symbols and photographs, AAC, objects of reference, Makaton, Picture Exchange Communication (PECs), Communication aids and on-body signing
<b>B.</b>	A multi-professional approach is required to address many of our pupils' needs. Some pupils may be "hard to reach". Agencies involved include: Speech and Language, Occupational Therapy, Physiotherapy, School Nurse, Children's Disability Team, Learning Disability Nurses, Family support worker, Educational Psychologist, CAMHS, Social workers, visiting doctors and other health workers.
<b>C.</b>	Some of our pupils are too ill to attend school and require outreach. School staff take the learning to their home environment and support families in meeting educational EHCP targets whilst the pupil is away from school.
<b>D.</b>	Some pupils need additional support with their emotional and mental health. The school is part of a regional "SMILE" project aiming to embed the NHS 5 areas for well-being into the school day. Staff are trained in Team Teach and de-escalation techniques as a way of supporting our pupils. Students need to be taught strategies to understand their own emotions and mental health and learn new ways to self-regulate.
<b>E.</b>	Students may require short sessions of sensory input throughout their day. Sensory diets are designed by Occupational Therapists working in partnership with the school.
<b>F.</b>	Some pupils require regular physiotherapy input. Their daily programmes therefore need to be delivered within cognition and learning lessons in addition to physical education sessions.

Actions to address the identified barriers to educational achievement.	Planned impact on PP Pupils	Planned wider impact on other cohorts of students.	How the impact will be measured, and the funds used to raise standards	Link to SDP Projects 2019-2020	Planned funding for these actions
<p><b>1. Dudley Performing Arts (DPA) specialist music teacher.</b></p> <p>Live music bands play at whole school concerts during the year.</p> <p>The Music Room is fully timetabled both for class lessons and DPA music sessions.</p> <p>Musical instruments are displayed and accessible around the room. Specialist Optimusic software is available to promote music for learners with SEND.</p> <p>DPA specialist available for individual music lessons.</p>	<p>Enrichment of the music curriculum within school.</p> <p>Exposure to live music and bands e.g. "Planet Jazz"</p> <p>Music is a stimulus and therapy for pupils.</p> <p>Anticipation, playing as part of a group, improved eye-hand co-ordination, stimulating vocalisation and speech when singing.</p>	<p>DPA Music specialist visits classes and therefore all pupils in each class benefit.</p> <p>Extension tasks available for More Able musicians.</p> <p>Social interaction, sharing and playing instruments together. Inclusion.</p> <p>Accessibility for all pupils to join in and play a range of percussion instruments.</p> <p>Opportunity to play in front of a larger audience at Dudley Town Hall as part of a Special Orchestra.</p>	<p>Observation of increased communication in Music sessions.</p> <p>Confidence of pupils to play and perform in larger groups.</p> <p>Accelerated progress in Music skills which are tracked termly.</p> <p>Learning walks and observations.</p>	<p>1:2</p> <p>2:1</p> <p>3:3</p>	<p>£2,976</p> <p>This expenditure equates to 35% of the total costs</p>
<p><b>2. IT technician</b> available on site with specialist knowledge of SEN programmes, software, assessments, symbol databases and Apps etc.</p>	<p>IT support and maintenance of communication aids.</p> <p>Access to specialist equipment e.g. sound-beam, optimusic, eye-gaze.</p> <p>Additional adult to support IT lessons, assemblies, videoing and assessments etc.</p> <p>Self-esteem rises when photographs and video clips of learning are shown on Reception plasma screen.</p> <p>IT support for enrichment dinnertime clubs</p>	<p>IT technician maintains all school equipment e.g. Ipads and these benefit all pupils.</p> <p>Pupils who are not eligible for Pupil Premium still have access to sound-beam, eye-gaze, optimusic etc.</p> <p>IT technician supports assemblies and ensures that new technologies promote interactions and communication</p>	<p>Observation of increased engagement with IT, communication aids, touchscreens, tablet computers etc.</p> <p>Accelerated progress in IT skills which are tracked termly.</p> <p>Learning walks.</p> <p>Use of cross-curricular links supported by IT in lesson observations.</p>	<p>3:3</p> <p>4:3</p>	<p>£7,462</p> <p>This expenditure equates to 35% of the total costs</p>

<p><b>3. Additional Speech and Language Therapist (SaLT)</b>  In addition to the Core Service provided by the Local Authority the school uses Pupil Premium funding to purchase additional blocks of therapy with a focus on Pupil Premium pupils. EHC Plans state the need for Speech and Language therapy. Parental questionnaire gives feedback that parents &amp; carers want more SaLT for their children. The LA has been unable to provide an additional speech therapist and so the school has arranged for a private therapist from Soundswell to deliver the provision. Pupil Premium funding has been used to purchase 20 days of therapy (10 days autumn term 2019- and 10-days spring term 2020).</p>	<p>Individual SaLT assessments for Pupil Premium pupils. More attention can be given to individual needs and supporting the classroom communication environment. Speech therapist conducts all the therapy in the classroom and involves the staff team in order to promote a consistent approach. Speech and Language Therapists are available on site on different days of the week for training class staff. The impact is that staff are up skilled and there is greater capacity to sustain the SaLT programmes throughout weekly lessons. Impact is shown by pupils achieving their EHCP communication targets.</p>	<p>Local Authority SaLT therapists can devote more time to pupils not eligible for Pupil Premium. All pupils benefit from an increased capacity to offer Speech and Language therapy and draw on the expertise of different therapists. Increased capacity allows SaLTs to liaise with class teams and train staff in delivering group programmes throughout the year. All pupils in the class therefore benefit from direct SaLT input and from the sustainability of the programmes because staff are trained by a therapist who models strategies whilst working in classrooms.</p>	<p>Parental questionnaires show an increase in the percentage of parents and carers who are satisfied with SaLT provision within the school. Accelerated progress in communication skills which are tracked termly. End of year Key Stage data analysis demonstrates many pupils successfully achieving their EHCP targets which are linked to speech and communication. Termly impact reports from Soundswell SaLT.</p>	<p>1:1 2:1</p>	<p>£13,300</p> <p>This expenditure equates to 100% of the total costs of an additional day of therapy for the remaining terms of the year.</p>
<p><b>4. Purchase of play sessions at Sycamore Play,</b> a specialist SEND play area in the borough. This is a safe, inclusive play area which is appropriate for all pupils.</p>	<p>Opportunity to transfer skills from indoor to an outdoor setting. Independence skills. Socialisation and interactions between peers. Problem-solving and learning to learn skills promoted.</p>	<p>Whole classes or Phases access Sycamore play and therefore all pupils benefit. More energetic play has health benefits and is part of weight-management.</p>	<p>Observation of interactions and development of independence skills. Evidence of impact of off-site learning in pupil folders.</p>	<p>1:2 2:1 3:3</p>	<p>£1,400</p> <p>This expenditure equates to 100% of the total costs</p>

<p><b>5. Funds to hire specialist minibuses and drivers to facilitate off-site learning.</b> The school has two minibuses. However, some off-site educational visits require additional capacity for clamping wheelchair users. The school population has grown significantly in recent years.</p>	<p>Off-site enrichment trips and residential visits take place throughout the year. Specialist vehicles can be set up with spaces to take wheelchair users or fitted with regular seats. Inclusion. Promoting community links.</p>	<p>All pupils benefit from off-site educational visits. Independence skills and life skills are developed from experiences that they have in the wider community. Access to competitive sports events. Visits to local Colleges and Post 19 Providers to facilitate choices and transitions from school.</p>	<p>Termly book trawl evidence of off-site learning. Parental questionnaires. Minibus logs. Sports event records Accreditation records</p>	<p>1.2 3.1</p>	<p>£1,000  This expenditure equates to 35% of the total costs</p>
<p><b>6. Forest School Leader</b> The school has a full-time Forest School Leader. All classes are timetabled to access the Forest School area each fortnight. Pupils experience the changing seasons each year.</p>	<p>Transfer learning and skills from school classrooms to outside classroom in the woods. Opportunity to experience awe and wonder at the changing seasons. Learning to take and manage risks in the forest. Enrichment of sensory curriculum. Forest School supports the Science curriculum.</p>	<p>All classes access Forest Schools at different times. Pupils therefore benefit from a range of outdoor activities without having to travel off the school site. Pupils learn to care for the environment. Cross-curricular links.</p>	<p>Cross-curricular learning and transfer of skills is evident at termly book trawls. Interaction and communication skills developed. Impact reports from classes Work trawl reports on outside learning. Learning walk reports.</p>	<p>1.2 3.3</p>	<p>£10,116  This expenditure equates to 35% of the total costs</p>
<p><b>7. Swimming on-site and off-site.</b> The school was purpose-built, and the hydrotherapy swimming pool is at the heart of the building. It was essential to benefit the pupils and meet their health and well-being needs. Two swimming instructors cover the weekly timetable.</p>	<p>Weekly swimming and hydrotherapy sessions. Physiotherapy programmes can be delivered in the water. Opportunity for some pupils to weight-bear in the pool. Communication developed through this motivating activity. Weight-management promoted through additional swimming. Health needs met by a weekly mixture of swimming, walking frames, standing frames, physio-bicycles, Sherborne and Rebound.</p>	<p>Pupils who are not currently receiving Pupil Premium also benefit from the school swimming pool. Other classes and groups are timetabled weekly. Physiotherapy needs and health management are promoted. Some pupils learn to swim independently and gain awards. This is a life-skill and prepares them for leaving school.</p>	<p>Lesson observations and quality of the swimming provision afforded. Liaison with school nurse and feedback from monitoring of pupils accessing standing frames, walkers, swimming, physiotherapy bicycles etc. Observation of health and well-being of pupils.</p>	<p>1.2 2.1 3.3</p>	<p>£10,400  This expenditure equates to 35% of the total costs</p>

<p><b>8. Family Support Worker.</b> The school appointed a full-time family support worker in 2019. This member of staff supports families in their homes and at meetings held in school. This is part of the school provision to facilitate Early Help. The Family Support Worker liaises with the 5 Early Help hubs in the Borough.</p>	<p>Support for parents and carers in completing forms connected to Early Help. Support in a variety of multi-disciplinary meetings. Liaison between class staff and home e.g. addressing a request for visual cues and prompts to support ASD pupils at home or on transport</p>	<p>All pupils benefit from the school having a Family Support Worker. Parents and carers can contact school during lesson time and discuss support needed. Family Support Worker can then address these at a suitable time.</p>	<p>Minutes of meetings Parental questionnaires and surveys Attendance records at meetings</p>	<p>1.1 2.1</p>	<p>£9,721  This expenditure equates to 35% of the total costs</p>
<p><b>9. Sensory Diet programmes</b> Success with implementing sensory diets for pupils with ASD has meant that additional staffing is needed to deliver the programmes frequently. A teaching assistant has been booked for an additional 5 days per week in order to carry out programmes.</p>	<p>Teaching assistant works closely with the Occupational Therapist and class staff in order to deliver sensory diet programmes. This meets the sensory needs of students, improves their well-being and has a positive impact on behaviour management.</p>	<p>Pupils who do not currently have sensory diet requirements benefit from additional time with support staff in the classroom.</p>	<p>Reports from Occupational Therapists. Observation of engagement by students. Reduction in incidents of challenging behaviour. Feedback from parents and carers regarding how the sensory diets reduce anxiety. Transfer of sensory diet input to home from school</p>	<p>1.1 2.1 3.1</p>	<p>£1,800  This expenditure equates to 35% of the total costs</p>
<p><b>10. Anticipated remaining balance</b> Funds to be allocated during the financial year 2019-2020.</p>					<p>£5,405</p>