

## Old Park School Pupil Premium Strategy: Year End 2019

Financial Year 2018-19      Total Pupil Premium funding for the year **£60,720**

No. of pupils receiving Pupil Premium: 51 This comprises 32 primary pupils receiving £42,420 and 19 secondary pupils receiving £18,300

Barriers to Education Achievement	Actions to address the identified barriers to education & explanation as to why planned approaches are taken	Planned impact on Pupil Premium pupils	Planned wider impact on how Pupil Premium funding may benefit pupils who are not currently eligible	How the impact will be measured and the funds used to raise standards	Planned funding for these actions
<p>Severe and profound learning difficulties. Communication difficulties. Hearing impairment. Visual impairment. Multi-sensory impairments. Autistic Spectrum disorders. Complex medical conditions Degenerative conditions Individual needs requiring multi-agency input: Speech &amp; language, School nurse, Physiotherapy, Occupational therapy, Educational Psychiatry Camhs, Children's Disability team etc.</p>	<p><b>1. Dudley Performing Arts (DPA) specialist music teacher.</b> Live music bands play at whole school concerts during the year. The Music Room is fully timetabled for classes. Musical instruments are displayed and accessible around the room. Specialist Optimusic software is available. DPA music lessons are timetabled in the Music room on Mondays and Wednesdays in 2018.</p>	<p>Enrichment of the music curriculum within school. Exposure to live music and bands. Music is a stimulus and therapy for pupils. Anticipation, playing as part of a group, improved eye-hand co-ordination. Vocalisation and speech developed by joining in with songs</p>	<p>DPA Music specialist visits classes and therefore all pupils in each class benefit. Extension tasks available for More Able musicians. Social interaction, sharing and playing instruments together. Inclusion. Accessibility for all pupils to join in and play a range of percussion instruments. Opportunity to play in front of a larger audience at Dudley Town Hall as part of the Special Orchestra, organised by Dudley Performing Arts. Date to be confirmed.</p>	<p>Observation of increased communication in Music sessions. Confidence of pupils to play and perform in larger groups. Accelerated progress in Music skills which are tracked termly. Learning walks and observations.</p>	<p>£2,953  This expenditure equates to 40% of the total costs</p>

<p>Severe and profound learning difficulties.  Communication difficulties.  Hearing impairment.  Visual impairment.  Multi-sensory impairments.  Autistic Spectrum disorders.  Complex medical conditions  Degenerative conditions</p> <p>Individual needs requiring multi-agency input: Speech &amp; language, School nurse, Physiotherapy, Occupational therapy, Educational Psychiatry Camhs, Children's Disability team etc.</p>	<p>2. <b>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.  Access to specialist equipment e.g. sound-beam, optimusic, eye-gaze.  Additional adult to support IT lessons, assemblies, videoing and assessments etc.  Self-esteem rises when photographs and video clips of learning are shown on Reception plasma screen.  IT support for enrichment dinnertime clubs</p>	<p>IT technician maintains all school equipment e.g. I pads and these benefit all pupils.  Pupils who are not eligible for Pupil Premium still have access to sound-beam, eye-gaze, optimusic etc.  IT technician supports assemblies and ensures that new technologies promote interactions and communication</p>	<p>Observation of increased engagement with IT, communication aids, touch-screens, tablet computers etc.  Accelerated progress in IT skills which are tracked termly.  Learning walks.</p>	<p>£7,948  This expenditure equates to 40% of the total costs</p>
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<p>Severe and profound learning difficulties. Communication difficulties. Hearing impairment. Visual impairment. Multi-sensory impairments. Autistic Spectrum disorders. Complex medical conditions Degenerative conditions</p> <p>Individual needs requiring multi-agency input: Speech &amp; language, School nurse, Physiotherapy, Occupational therapy, Educational Psychiatry Camhs, Children's Disability team etc.</p>	<p><b>3. Additional Speech and Language Therapist (SaLT)</b> In addition to the Core Service provided by the Local Educational Authority the school uses Pupil Premium funding to purchase an additional day 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 school has arranged for a private SaLT therapist to work alongside the Core Service and deliver SaLT to the Pupil Premium cohort of students. This provision is due to start after the February Half-term 2019.</p>	<p>Individual SaLT assessments for Pupil Premium pupils. More attention can be given to individual needs. Speech and Language Therapists available on site for training class staff and dinner supervisors in dysphagia. Opportunity during academic year 2018-2019 to timetable a therapist to work in classes around the school and model appropriate strategies and therapies so that the class team can continue the SaLT programmes. The impact is that staff are up-skilled and there is greater capacity to sustain the SaLT programmes. Impact is shown by pupils achieving their EHCP targets.</p>	<p>The school receives SaLT provision each week. Other therapists are able to 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. Data to be processed based on the number of pupils successfully achieving their EHCP targets which are linked to speech and communication. Termly impact reports from SaLTs.</p>	<p>£9,800</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>
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<p>Severe and profound learning difficulties. Communication difficulties. Hearing impairment. Visual impairment. Multi-sensory impairments. Autistic Spectrum disorders. Complex medical conditions Degenerative conditions</p> <p>Individual needs requiring multi-agency input: Speech &amp; language, School nurse, Physiotherapy, Occupational therapy, Educational Psychiatry Camhs, Children's Disability team etc.</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.</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. Impact reports from classes</p>	<p>£1,360</p> <p>This expenditure equates to 100% of the total costs</p>
	<p><b>5. Contribution towards servicing of minibuses</b> The pupils access off-site enrichment opportunities in the community. The school currently has 3 minibuses.</p>	<p>Off-site enrichment trips and residential visits can take place. Specialist vehicles can be set up with spaces to take wheelchair users or fitted with regular seats. Inclusion within the community.</p>	<p>All pupils benefit from the fleet of 3 minibuses. Independence skills and life skills are developed from experiences that they have in the wider community. Access to competitive sports events and "SMILE" events across the Black Country.</p>	<p>Termly book trawl evidence of off-site learning. Parental questionnaires. Minibus logs. Sports event records</p>	<p>£1,000</p> <p>This expenditure equates to 40% of the total costs</p>
	<p><b>6. Forest School Leader</b> The school has a full-time Forest School Leader. Classes are timetabled to access the Forest School area.</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>Whole classes access Forest Schools at different times. All 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 to much of the school curriculum.</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>£10,813</p> <p>This expenditure equates to 40% of the total costs</p>

	<p><b>7. Swimming pool.</b> The school was purpose-built and the hydrotherapy swimming pool is at the heart of the building. It was considered to be 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. 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>£10,400</p> <p>This expenditure equates to 40% of the total costs</p>
	<p><b>8. School Nurse and Complex Care team.</b> The health needs of pupils in school require a growing number of specialists. The School Nurse manages a team of Complex Care staff who are trained in the administration of medication, tube-feeding etc. The school population has grown in recent years. Some pupils have complex medical conditions.</p>	<p>Individual medical needs are met. Liaison between School Nurse and NHS colleagues in other settings. Issues can be followed through and multi-agency communication facilitated. Liaison with local hospices, surgeries and hospitals. The Complex Care Team provision allows lessons to continue seamlessly as tube-feeding and medical needs are met. NHS Input into Annual Reviews and EHCP meetings. Staff receive medical training from School Nurse as part of the CPD programme.</p>	<p>All pupils benefit from having a qualified nurse on site. Medical needs met for all pupils, irrespective of whether they receive Pupil Premium or not. NHS input into early support meetings, CAFs, Annual reviews of EHCP meetings, safeguarding meetings etc. School nurse is a Key Worker for CAF meetings. All pupils benefit from the medical training that staff receive from the school nurse. Staff trained &amp; ready to receive pupils new to the school or moving class or Phase.</p>	<p>Health reports for EHCP meetings. Observation of well-being of pupils with profound learning difficulties and complex medical conditions. Parental questionnaires and comments about how their child's health needs are met. Weight-management strategies and healthy living initiatives e.g. the "Choices" programme.</p>	<p>£13,425</p> <p>This expenditure equates to 20% of the total costs</p>

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	<p><b>10. 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 3 days per week in order to carry out the programmes.</p>	<p>Teaching assistant works closely with 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.</p>	<p>TBC</p>

	<b>11. Anticipated remaining balance</b> Funds to be allocated during the financial year 2018-19.				£458
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Overview of funds and expected expenditure for 2018-19:

**B/Fwd Balance from 2017-18**                      **£3,332**

Total expected Primary funds                      £42,420

Total expected Secondary funds                      £18,300

**Total Pupil Premium**                                      **£64,052**

Primary shared expenditure                              £40,605

Secondary shared expenditure                              £21,486

**Total shared expenditure**                                      **£62,091**

Primary individual expenditure                              £800

Secondary individual expenditure                              £475

Balance as at 31/03/2018                              **£1,245**      These funds will be allocated during the academic year 2019-20 as per the termly strategy meetings.

<b>Area of Expenditure</b>	<b>Estimated cost in £</b>	<b>Evidence of impact</b>
<b>1. Dudley Performing Arts specialist teacher</b>	£2,953	Observations, timetables, learning walks, participation in whole school events, DPA teacher reports
<b>2. IT technician</b>	£7,948	Assembly IT support, school website, lesson observations, learning walks, IT systems in school
<b>3. Additional Speech and Language Therapist</b>	£9,800	Speech and Language therapist reports, observations, improved communication
<b>4. Purchase of play sessions at Sycamore Play</b>	£1,360	Pupil folders and off-site learning
<b>5. Contribution towards servicing of minibuses</b>	£1,000	Minibus logs and servicing records
<b>6. Forest School Leader</b>	£10,813	Timetables, lesson observations, learning walks, the Forest School environment
<b>7. Swimming pool</b>	£10,400	Timetables, lesson observations, learning walks
<b>8. School Nurse and Complex Care Team</b>	£13,425	EHCP Health outcomes supported in school, Care Plans, Support meetings, Complex Care needs met, EHCP minutes
<b>9. Occupational Therapist</b>	£2,592	Individual programmes and assessments, sensory diets, support with seating systems, walking frames and standing frames, EHCP minutes
<b>10. Sensory diet programmes</b>	£1,800	
<b>11. Individual pupil funds to be allocated in 2018/19</b>	£1961	Lesson observations, learning walks