

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

1. Summary information					
School	Old Park School			Type of SEN	SLD/PMLD
Academic Year	Sept 20 – March 21	Total PP budget	£73,900	Academic Year	Sept 20 – March 21
Total number of pupils	151	No. of pupils eligible for PP	60 (39,20,1)	Total number of pupils	151

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	
<p>Individual barriers to learning are clearly documented in each pupils EHC plan and All About Me profile which are used by all class staff. These may include barriers within all areas of the plan including health and social care.</p>	
In-school barriers	
A.	<p>Communication and Interaction - Many pupils have communication difficulties and are non-verbal. They are supported in their receptive and expressive communication through a Total Communication approach including Makaton signing, use of symbols and photographs, AAC, objects of reference, Picture Exchange Communication (PECs), Communication aids and on-body signing.</p>
B.	<p>Cognition and Learning – All of our pupils have learning difficulties ranging from severe to profound needs. Many pupils also have difficulties with engagement and application of learning. Support needed includes high staff to pupil ratio, practical/hands on curriculum, adapted equipment and resources, external agency support. 60% of our cohort are working at a pre-subject specific level.</p>
C.	<p>Social, Emotional and Mental Health - 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. Pupils need to be taught strategies to understand their own emotions and mental health and learn new ways to self-regulate.</p>
D.	<p>Physical/Sensory – Over 30% of our pupils have significant physical disabilities requiring daily hoisting and moving and handling. In addition, a number of our pupils have sensory processing difficulties which impact on their daily functioning. Support needed includes high staff to pupil ratio, moving and handling training, external OT support, sensory integration equipment.</p>
Other Considerations	
D.	<p>Level. of health and social care provision required</p>
E.	<p>Parental engagement and support.</p>

<b>4. Outcomes (Linked to SDP)</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	A comprehensive framework of curriculum opportunities is offered that are relevant to individuals' stage of development and designed with clear intent, implementation and impact measures that clearly reflect the school's vision and values.	<ul style="list-style-type: none"> <li>-Pupils are engaged and motivated by a stimulating curriculum which is relevant to individuals' stage of development and underpinned by a range of SMSC opportunities.</li> <li>-Pupils have a range of opportunities to learn outside of the classroom, allowing for application of skills and preparation for transition/adult life</li> <li>-Current resources (including the school environment) are fit for purpose, appropriate to the current cohort.</li> <li>-Staff have increased opportunities to discuss, review and implement a range of pedagogy approaches relevant to pupil's needs.</li> <li>-All staff can contribute to evaluation and future planning of current curriculum foci.</li> <li>-Progress to individual pupil skills/outcomes (linked to EHCP) is maximised.</li> </ul>
<b>B.</b>	A Total Communication environment is embedded across school ensuring that all opportunities for the development of early phonics and reading skills are promoted.	<ul style="list-style-type: none"> <li>-The English reading curriculum is appropriate, balanced and fit for purpose.</li> <li>-All staff understand the correlation between the use of symbols to support early reading and phonic understanding.</li> <li>-Opportunities for vocabulary development and early reading skills across the curriculum are planned and resourced by all staff to maximise pupil opportunities.</li> <li>-All pupils make consistently strong progress in line with their age and stage of development.</li> </ul>
<b>C.</b>	Positive emotional well-being and mental health for pupils is promoted throughout school, encouraging self-regulation and behaviour management through a consistent school approach.	<ul style="list-style-type: none"> <li>-School values and rights are embedded and understood across the school.</li> <li>-A comprehensive support and training package for all staff in relation to behaviour support, emotional well-being and mental health is delivered as an integral part of CPD at Old Park School.</li> <li>-Pupils are supported effectively to reduce challenging behaviour and engage fully in opportunities for learning and personal development.</li> <li>-Advice and support from multi-agency professionals are used effectively to plan for individual approaches to managing challenging behaviour.</li> <li>-Pupils and parents are active participants in developing support plans, ensuring consistency between home and school.</li> </ul>
<b>D.</b>	Pupils have access to a comprehensive careers strategy which is underpinned and monitored using the Gatsby Benchmarks.	<ul style="list-style-type: none"> <li>-Pupils are well prepared for the transition into adult life after Old Park</li> <li>-Pupils are well supported in making informed decisions about their own future</li> <li>-Pupils are provided with well-rounded experiences in relation to the world of work including the development of key skills and personal characteristics such as social skills, communication, independence and resilience</li> <li>-A personalised careers curriculum is embedded based upon individual strengths and skills</li> <li>-Increased consistency of approach by providing a clear progression through the school</li> </ul>

E.	Parents and families work in partnership with school leading to improved outcomes in all aspects of school life.	<ul style="list-style-type: none"> <li>-Holistic approach across the setting to supporting pupils and their families, ensures consistency, trust and positive relationships</li> <li>-Advocacy services help families to access information and services, thus making informed decisions about their lives and the confidence to defend and promote their rights and responsibilities</li> <li>-Targeted early intervention support between universal and specialist services prevents escalation of issues</li> <li>-Embedded multi-agency and partnership work ensures that the child remains at the centre of the services around them</li> </ul>
----	--	--

**5. Planned expenditure**

Academic year	September 2020 – March 2021
---------------	-----------------------------

**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Who?	Funding Allocation
<p><b>Communication Approaches</b></p> <p>A Total Communication approach is fully embedded across school, with key communication principles at the centre of classroom practice. All staff have a secure understanding of communication systems used.</p>	<p>Additional Speech and Language Therapist (SaLT)</p> <p><i>Focus: Development of MORE (Means, Opportunities, Reasons, Engagement) principles across school including introduction of class communication profile.</i></p>	<p>All our pupils require additional support within the area of communication and interaction. There is an ongoing need to provide training and support for staff and the wider community. Links to the English, reading and phonics curriculum need to be more explicit.</p>	<p>Class communication development plans Class communication profiles Communication/English policies and ILL statements Training records Classroom monitoring EHCP/Annual Review</p>	<p>Soundswell JC/JW/CU</p>	<p>£14,262</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>

<b>Quality of teaching for all Total budgeted cost</b>					£14,462
--	--	--	--	--	---------

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Who?	Funding Allocation
<p><b>Engagement within Pathway 2</b></p> <p>The curriculum map for pathway 2 pupils is further developed to ensure planned learning experiences are engaging and relevant to age and stage of development.</p>	<p>DPA specialist music teacher</p> <p><i>Focus: Developing, observing, and recording levels of engagement during DPA sessions with pupils working within OPS pathway 2.</i></p>	<p>DPA sessions are well established within school. Informal feedback suggests that pupils are engage well within these lessons. This was echoed by parents during the last Covid19 lockdown. Sessions are not currently formally observed or assessed.</p>	<p>Individual pupil evidence sheets Engagement profiles Staff and pupil conferencing Feedback from DPA music teacher Curriculum planning documentation</p>	<p>RJ/JW</p>	<p>£3,372</p> <p>This expenditure equates to 40% of the total costs.</p>

<p><b>Work Related Learning</b></p> <p>Pupils are provided with well-rounded experiences in relation to the world of work including the development of key skills and personal characteristics such as social skills, communication, independence, and resilience.</p>	<p>Forest School Leader</p> <p><i>Focus: Development, planning and implementation of work experience opportunities during forest school maintenance sessions.</i></p>	<p>The school has an established forest school area that requires regular weekly maintenance. As part of our development of the 14-19 curriculum, we are looking to identify both inhouse and external work-related learning opportunities.</p>	<p>Curriculum planning documentation Staff and pupil conferencing</p>	<p>RM/JW/MS</p>	<p>£11,855</p> <p>This expenditure equates to 40% of the total costs.</p>
<p><b>Family Engagement</b></p> <p>Holistic approach across the setting to supporting pupils and their families, ensures consistency, trust and positive relationships. This is embedded within the first 12 months in school.</p>	<p>Family Support Worker</p> <p><i>Focus: Role of the FSW within the ongoing transition process during the first 12 months in school.</i></p>	<p>The school has an established Family Support Worker that works across the setting. She is integral to the development work the school is doing around extended transition into school.</p>	<p>Family support plans CPOMS logs Parent/carer feedback Family Support Worker impact statement</p>	<p>JC/LPH</p>	<p>£12,006</p> <p>This expenditure equates to 40% of the total costs.</p>
<p><b>ASD Provision</b></p> <p>Pupils are supported effectively to reduce challenging behaviour and engage fully in opportunities for learning and personal development.</p>	<p>Furniture, Equipment and Resourcing</p> <p><i>Focus: Further training, development and implementation of strategies utilising the environment to support pupils with ASD e.g. TEACHH</i></p>	<p>The school places an 'engaging environment' at the heart of its school vision. Use of specialised equipment and resources within the classroom will enable a specific cohort of pupils to develop their independence, engagement, and self-regulation.</p>	<p>All About Me documents EHCP/Annual Review Classroom monitoring OT/EP reports</p>	<p>DT/JC</p>	<p>£5,000</p>
<b>Targeted support Total budgeted cost</b>					£32,233
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Who?</b>	<b>Funding Allocation</b>
<p><b>Remote Learning</b></p> <p>School is able to deliver a long-term remote learning offer that is well planned, accessible and personalised, for pupils who are unable to access onsite provision e.g. Shielding, in hospital</p>	<p>IT technician available on site with specialist knowledge</p> <p><i>Focus: Implementation of school life app/virtual 'homework' function to support remote learning delivery.</i></p>	<p>Reduced onsite provision during Covid19 has meant that the school has needed to develop a remote learning package. Currently includes paper-based work packs and emailed resources. There is a need to develop a system that can be used longer term.</p>	<p>TLR monitoring of learning opportunities offered Class teacher monitoring of engagement Parent/carer questionnaire feedback</p>	<p>MS/JC</p>	<p>£8,734</p> <p>This expenditure equates to 40% of the total costs.</p>

<p><b>Curriculum Enrichment</b></p> <p>Pupils have a range of opportunities to learn outside of the classroom, allowing for application of skills and preparation for transition/adult life.</p>	<p>Purchase of play sessions at Sycamore Play, a specialist SEND play area in the borough.</p> <p><i>Focus: (Covid19 Dependent) Development of Sycamore Play sessions in supporting the delivery of the English/reading for pleasure curriculum.</i></p>	<p>The school has previously accessed sessions at Sycamore Play. Feedback suggests that pupils are engaged and involved during these times. This provides an ideal opportunity to further develop the curriculum work around English and reading for pleasure.</p>	<p>Individual pupil evidence sheets Staff and pupil conferencing</p>	<p>Classteacher JC/CU/PW</p>	<p>£1,440</p> <p>This expenditure equates to 100% of the total costs.</p>
<p><b>Curriculum Enrichment</b></p> <p>Current resources (including the school environment) are fit for purpose, appropriate to the current cohort and designed to ensure maximum engagement and interaction.</p>	<p>Lower Playground, horticulture and sensory courtyard development</p> <p><i>Focus: Planning, design and implementation of three specific areas within the outdoor environment.</i></p>	<p>There are three key areas within school that have been identified for development. All three areas will offer pupils the opportunity to work towards focused EHCP targets.</p>	<p>Staff and pupil conferencing Area designs and plans</p>	<p>SLT</p>	<p>£13,000</p>
<b>Other approaches (including links to personal, social and emotional wellbeing) Total budgeted cost</b>					<p>£23,174</p>
Contribution towards cost of uniform					<p>£3,775</p>
<b>Total Spend</b>					<p><b>£73,644</b></p>

6. Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail
School Development Plan 2020 - 2021