

## Pupil Premium September 2017 – July 2108



### Horton Lodge Community Special School statement of Pupil Premium Strategy 2017 - 2018

**Strategy Statement:**

Horton Lodge School believes that every child should access their learning in an environment that fully meets their entire needs; intellectual, academic, physical, social and emotional and that the development and use of functional communication systems is essential for every child and underpins all learning. The School’s Pupil Premium policy is based upon providing a broad, balanced and relevant curriculum, using National Curriculum and Early Years Foundation Stage Curriculum, which are differentiated to meet each child’s Special Educational Needs. Whole school and class timetables provide pupils with access to every appropriate opportunity to develop their independence, through physical and communication skills, with a positive ‘I can’ approach. We focus on individual targets, and set learning intentions that are relevant and meaningful for **all** pupils. This means the pupils understand when they have been successful, and collectively celebrate their achievements in a variety of forums, taking an active role on their journey towards independence.

It is for the school to decide how the Pupil Premium funding is best spent to provide additional support for Pupil Premium children. At Horton Lodge time is allocated for Pupil Premium pupils to receive **additional individual** support, on a minimum weekly basis, from a member of staff who works in close liaison with class teachers and families. All Pupil Premium pupils have an individual focus target, discussed and agreed with relevant professional and parents and carers as appropriate. This is monitored and reviewed termly to ensure the focus support remains current and reflects learning and personal development. This may be academic, physical (independence) development, communication and/or wellbeing.

**All schools receive this money based on:**

1. The number of pupils in the school who are eligible for Free School Meals (FSM), or have been at any time in the past 6 years
2. Have been a Child in Care continuously for more than six months.
3. Have a parent in the Armed Forces
4. Adopted pupils

<b>This report covers the period:</b>	September 2017 – July 2018	<b>Total Pupil Premium Budget:</b>	£13,740
<b>Designated teacher and position in the school:</b>	Jane Dambach Headteacher	<b>Name of designated Governor:</b>	Alison Lee
<b>Total Number of Pupils:</b>	52 (including part time & split placements)	<b>Total Number eligible for Pupil premium:</b>	10 *9 from Feb 18
<b>Qualifying pupils for Pupil Premium</b>	<b>Quantity</b>	<b>Rate PA</b>	<b>Total</b>
Free School Meals children eligible for Pupil Premium * Update Feb 18	7 *6	£1320	£9,240 *£7920

## Pupil Premium September 2017 – July 2108

Looked after children (LAC)	3	£1500	£4,500	
<b>Type of SEN:</b>	PD/PMLD/SLD/MLD/HI/VI/MSI/Additional communication needs/Complex Medical needs			
<b>Barriers for future attainment include:</b>				
<ul style="list-style-type: none"> <li>• Accessing AAC (Alternative and Augmentative Communication) systems to develop expressive and receptive skills.</li> <li>• Recording work</li> <li>• The development of early communication skills requiring a multi-sensory approach.</li> <li>• Complex medical needs limiting access to the curriculum.</li> </ul>				
<b>Success Criteria:</b>				
<ul style="list-style-type: none"> <li>• Children with increased independence to access their environment and learning through communication and physical independence.</li> <li>• Opportunities to have extended enrichment activities to support wellbeing</li> <li>• Use IT to recording work</li> <li>• To raise standards in maths and English</li> </ul>				
<b>Planned Expenditure:</b>	<b>Academic Year September 2017 - July 2018</b>			
<b>Targeted support:</b>				
Due to the nature of this small cohort of pupils (19%) and the wide range of needs across the group we have used HLTA 1:1 support to focus on a key target that is decided with class teachers and monitored termly. The information is used in termly teacher progress reports and evaluated. There are also termly ePep meetings for the LAC children with parents and the social worker.				
<b>Targets linking to EHCP outcomes</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>Staff lead</b>
Improve progress in maths ( 2 pupils –Pathway 3)	1:1 HLTA support and 1:1 within small group sessions	Progress from previous term	Progress monitored termly Moderation of work completed and targets BSquared data	HLTA 1:1
Improve progress in reading Comprehension (1 pupil – Pathway 3)	1:1 HLTA support sessions	Progress from previous term	Progress monitored termly (assessments) Blooms Taxonomy skills 1 & 2 BSquared data	HLTA 1:1
Writing: Improve progress in recording using IT ( 1 pupil	1:1 HLTA support sessions Keyboards Assessment and	Progress from previous term	Progress monitored termly Moderation of work completed	HLTA 1:1

## Pupil Premium September 2017 – July 2108

Pathway 3)	software purchased.		and targets BSquared data	
Improved progress in communication for pupils with PMLD (3 including pupils EYFS/ Pathway 1)	1:1 support within specified lessons – greeting & Sensology	Pupils are passive without 1:1 support for parts of the lesson. The need to develop ‘yes and no’ body language The need to establish a baseline.	Monitored termly: MAPP assessment on 2 key speaking& listening skill: A: listening and attending B: Reaching for object	Class teacher HLTA 1:1
<i>Designed and Technology /creative therapy</i>	<i>1:1 support sessions</i>	<i>Limited attendance for medical reasons. A focus on physical engagement as joint project with parent and pupil.</i>	<i>Sessions adapted and rearranged to meet times in school. Photographic evidence and art designs completed for purpose of enjoyment and memories.</i>	<i>HLTA 1:1 Achieved.</i>
			<b>Total budgeted cost:</b>	<b>£13,400</b>

**Evidence for September 2017 – December 2018 - *Using data to reflect progress against EHCP outcomes:***

		Number of pupils	%
<b>Physical &amp;/or sensory:</b>			
Of pupils with a target in this area? 1	Regressed		
	Sustained	1	100%
	Progressed		
	Total		
<b>Communication and interaction:</b>			
Of pupils with a target in this area? 3	Regressed		
	Sustained	2	66%
	Progressed	1	33%
	Total		
<b>Cognition and learning:</b>			
Of pupils with a target in this area? 5	Regressed		
	Sustained		
	Progressed	5	100%
	Total		

Targets remain in the areas highlighted for Spring 2018 and reflect EHCP outcomes.

Targets for pupils who have sustained current levels have been modified to be more specific and measurable.

Maths and English targets remain for cognition and learning. Targets have been modified to be SMART and reflect challenge.