

Statement of pupil premium strategy – SEN schools

1. Summary information					
School	Carlton Digby School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	Wide range
Academic Year	2020 - 21	Total PP budget	£37,110	Date of most recent PP Review	Summer 20
Total number of pupils	91	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Summer 21

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above targets in English & communication	N/A (due to Covid)	N/A (due to Covid)
% achieving expected or above targets in maths	N/A (due to Covid)	N/A (due to Covid)
% achieving expected or above targets in non-subject specific learning	N/A (due to Covid)	N/A (due to Covid)

3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers		External barriers	
A.	Pupil behaviour	1.	Attendance
B.	Literacy and numeracy skills	2.	Health and physical needs
C.	Emotional well being	3.	Communication and language needs
D.	Social skills	4.	Sensory needs

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To employ strategies into place to support the reduction of whole school behaviour incidents.	Reduction in whole school behaviour incidents by 5%. Reduction in disadvantaged pupils' behaviour incidents by 5%.
B.	To continue to ensure that post-Covid progress in all subjects is good or better (see school data for measures).	90% of all pupils make expected or better progress across the curriculum, with at least 25% making better than expected progress. 90% of disadvantaged pupils' make expected or better progress across the curriculum, with at least 25% making better than expected progress.
C.	To employ strategies to improve attendance of those eligible for pupil premium and to ensure that whole school attendance meets the school target of 92%.	Disadvantaged pupils' attendance is at least 92%. Whole school attendance is at least 92%.
D.	To continue to ensure that pupils are able to access a wide range of interventions / activities / resources to develop their personal, social and emotional wellbeing.	Evident through observation, teacher feedback, pupil and parent voice.

5. Planned expenditure						
Academic year		2020 – 2021				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
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?	Staff lead	When will you review implementation?	Budgeted cost
1. Pupil progress across the curriculum is expected or better in ALL subjects	Quality teaching	<ul style="list-style-type: none"> Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> small group tuition reducing class sizes peer tutoring feedback 	<ul style="list-style-type: none"> Timetabled lessons Quality assurance process monitors quality of teaching and learning Termly pupil progress meetings (2 days per term) Annual review of progress meeting (linked to EHCP) 	AHTs – BM / AD	Termly	£2,500
Total budgeted cost						£2,500

ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted cost
2. Pupil progress in reading accelerated a. Pupils are more confident readers b. Pupils decoding skills improve c. Pupils reading skills are transferrable across the curriculum	Switch On Reading, Writing and Inference	<ul style="list-style-type: none"> • Previous success with the intervention • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ reading comprehension strategies ○ one to one tuition ○ teaching assistants ○ feedback ○ individualised instruction 	<ul style="list-style-type: none"> • Protected timetabled sessions • Additional staff bought in to cover trained staff • Staff training as required • PPA for trained staff timetabled • Pupil progress closely monitored by lead 	English Lead – AD	Termly	£1,500
3. Pupil progress in maths accelerated a. Pupils are more confident mathematicians b. Pupils maths skills are transferrable across the curriculum	Catch Up Numeracy intervention	<ul style="list-style-type: none"> • Previous success with the intervention • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ one to one tuition ○ teaching assistants ○ feedback ○ individualised instruction 	<ul style="list-style-type: none"> • Protected timetabled sessions • Additional staff bought in to cover trained staff • On-going staff training as required • PPA for trained staff timetabled • Pupil progress closely monitored by lead 	Maths Lead – RS	Termly	£1,500
4. To offer an opportunity to learn through early nurturing experiences and develop the skills to do well at school, make friends and deal more confidently and calmly with issues that may arise	Nurture group	<ul style="list-style-type: none"> • Previous success with the intervention • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Small group tuition ○ Social and emotional learning 	<ul style="list-style-type: none"> • Dedicated sessions • Progress in nurture group assessed using Boxall profile • Additional staff bought in to cover trained staff 	Nurture lead – SM	Termly	£1,000
5. To support the behaviour and attendance needs of identified pupils through positive strategies and liaison with families	Family support worker appointment Allocated time to support individual pupils	<ul style="list-style-type: none"> • Support the individual needs of identified pupils through positive strategies • To improve attendance at school for identified pupils • To improve behaviour at school for identified pupils • Liaise with other agencies • Develop individual programmes • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Social and emotional learning ○ Parental engagement 	<ul style="list-style-type: none"> • Staff attendance at meetings and minutes of meetings • Home visits as required • Close monitoring of behaviour, attendance and progress • Feedback to SLT • Appointment of a Family Support Worker (approx. 20 hours per week) 	AHTs – BM / AD	Termly	TBC up to £12,000 (remaining cost from main budget)
Total budgeted cost						£16,000

iii. Other approaches (including links to personal, social and emotional wellbeing)						
Desired outcome	Chosen action / approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted cost
6. To run lunch clubs to develop social skills, turn taking, collaboration, communication, enjoyment and the chance to learn new skills	Lego club Craft club Choir Nurture	<ul style="list-style-type: none"> • Previous success with the intervention • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Arts participation ○ Social and emotional learning 	<ul style="list-style-type: none"> • Purchase of new and suitable equipment to successfully run intervention • Appropriately chosen pupils • Feedback from pupils and lead staff at the end of the year • Lunch cover provided for staff to allow sessions to run 	AHTs – BM / AD	Termly	£1,000
7. To ensure that pupils' sensory needs are met within school	Sensory occupational therapy Sensory programmes	<ul style="list-style-type: none"> • Previous success within school to ensure pupils sensory needs are met • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Arts participation ○ Learning styles ○ Meta-cognition and self-regulation ○ Social and emotional learning 	<ul style="list-style-type: none"> • Sensory OT support once a fortnight • Class staff to work 1:1 on pupils sensory needs • Consultation and programme support from a sensory occupational therapist • OT reports demonstrate areas that need to be addressed and follow ups show improvement • Feedback from teachers demonstrating the impact of the sensory OT input / sensory programmes 	Staff lead – BM	Termly	£3,000
8. To ensure that pupils are able to safely access a wide range of educational visits and experiences within and out of school, including developing links to the Gatsby benchmarks	Educational visits and experiences	<ul style="list-style-type: none"> • Previous success with Educational Visits • Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> ○ Outdoor learning ○ Arts participation ○ Outdoor adventure learning ○ Social and emotional learning ○ Sports participation 	<ul style="list-style-type: none"> • Monitor feedback from staff through Evolve visit feedback • Increased number of pupils accessing off-site educational school visits for a variety of purposes • Pupil voice shows impact is effective in developing transferrable skills • (Covid guidelines adhered to) 	EVC – RE Careers lead – TL	Annually	£1,000
9. To allow pupils to be able to have the opportunity to access a physical activity that they may not normally	Ice skating	<ul style="list-style-type: none"> • Previous success with the programme • Evidence from the Education Endowment Foundation 	<ul style="list-style-type: none"> • Weekly monitoring of progress by class staff and ice skating teachers • Outcomes at the end of the course are monitored and recorded • 3 blocks of 5-6 weeks 	PE lead – AR	Termly	£1,200
10. To ensure that pupils have access to appropriate resources to meet their needs	Miscellaneous resources	<ul style="list-style-type: none"> • To support staff to purchase any additional resources required to extend pupil learning and development 	<ul style="list-style-type: none"> • Impact of resources on pupil progress within lessons 	Subject leaders	Termly	£1,000

		<ul style="list-style-type: none"> To purchase additional resources to support the delivery of switch progression work in ICT 				
11. To provide adequate levels of staffing to support swimming to maintain and develop their physical swimming skills	Swimming additional staffing support	<ul style="list-style-type: none"> Previous success within school to develop and maintain pupils swimming skills Pupils require additional staffing support in the water to support individual needs, including medical needs 	<ul style="list-style-type: none"> Feedback from staff on the swimming progress of the pupils Achievement certificates for pupils Appropriate staffing to maintain safety 3 x staff per week for 13 weeks in the summer term 	PE lead – AR	At the end of the block of swimming	£1,500
12. To ensure that the physical needs of pupils are effectively met	Physical programme	<ul style="list-style-type: none"> Previous success within school to develop and maintain pupils physical and walking skills 	<ul style="list-style-type: none"> Identified pupils receive support to access their walking frames and standing frames On-going staff training as required by physiotherapists Sessions ran by a trained member of staff Pupils able to maintain current strength, movement and flexibility (Covid guidelines adhered to) 	Class teachers	Termly	£2,000
13. To allow pupils to be able to access arts therapies to support their social and emotional needs	Drama Workshops Music Therapy Pet Therapy	<ul style="list-style-type: none"> Previous success within the school Evidence from the Education Endowment Foundation <ul style="list-style-type: none"> Feedback Meta-cognition and self-regulation Social and emotional learning Arts participation 	<ul style="list-style-type: none"> Qualified therapists to work with identified pupils Timetabled sessions Regular feedback / reports obtained from the therapists Class teacher feedback on pupils emotional and social needs (Covid guidelines adhered to) 	AHTs – BM / AD	At the end of the activity / block of therapy	£7,000
Total budgeted cost						£17,700

Estimate Total IN = £37,110

Estimate Plan Total OUT = £36,200

Remaining = £910