# Statement of pupil premium strategy – Osborne SEN School

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| 1. **Summary information**
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| **School** | Osborne school | **Type of SEN (eg.PMLD/SLD/MLD etc.)** | LD, whole range of SEN |
| **Academic Year** | 2019/20 | **Total PP budget** | £57,055 | **Date of most recent PP Review** | March 2019 |
| **Total number of pupils** | 197- end of academic year 2019216 – start of the academic year 2019 | **Number of pupils eligible for PP** | 80 | **Date for next internal review of this strategy** | July and sept 2019 |

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| 1. **attainment of pupil who received Pupil premium 2018/19**
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|  | *Pupils eligible for PP*  | *Pupils (whole school)*  |
| **% achieving and exceeding LQ and UQ targets in English** | **75%** | 82% |
| **% achieving and exceeding LQ and UQ targets in Maths**  | **84%** | 81% |
| **% pupils achieving external accreditation at their leaving points**  | **100%** | 100% |

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| 1. **Barriers to future attainment (for pupils eligible for PP ) All pupils in the school have an EHCP**
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|  **In-school barriers :Pupils enter the school with a range of PMLD, SLD, MLD,complex medical/health needs and a high proportion with Autism. All are supported by an Education, Health & Care Plan** |
|  | Poor attendance due to medical conditions  |
|  | Behaviour issues, attachment difficulties, low self-esteem, low self-confidence and mental health issues |
| **C.** | Communication difficulties, non-verbal. Limited language and understanding , social communication difficulties |
|  **External barriers**  |
| **D.**  | Communication and behaviour strategies not implemented in the home |
| **E.** | Lack of encouragement for students to be independent and gain self-help skills  |
| **F.** | Social isolation outside of school, not being able to access facilities and clubs |
| **G.** | Lack of resources to support families in supporting children with SEN |

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| 1. **Outcomes**
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|  | Pupil progress in all areas of life academic, confidence, independence |
|  | Communication – pupils able to use methods of communication in order to get their needs met and be able to give across their individual views and desires |
|  | Independence – to enable pupils to be able to develop skills to allow then to be as independent as possible and to pursue their individual future plans |
|  | Mental health – for pupils to be able to manage their own anxieties, allowing them to seek relevant support and also have a wealth of information to manage situations with self-help skills  |
|  | Well-being – for pupils to be safe, happy and secure in all areas of their life, be resilient to change and able to make informed choices |

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| 1. **Planned expenditure**
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| **Academic year** | **2019-2020** |
| The 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.  |
| 1. **Quality of teaching for all**
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| **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?** |
| Continued Literacy support, including reading development  | 1;1 support as required, extra tuition for those facing exams | Well trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles and individual need | Analysis of progress relative from starting points and in line with their peers. | CI/LT | Reviewed every 6 weeks for each pupil receiving |
| Continued Numeracy support  | 1;1 support as required, extra tuition for those facing exams | Well trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles and individual need | Analysis of progress relative from starting points and in line with their peers. | CI/LT | Reviewed every 6 weeks for each pupil receiving |
| Maximise learning opportunities for pupils to make at least expected progress | High staff ratio | Well trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles and individual need | Analysis of progress relative from starting points and in line with their peers. | LT | Termly PP meetings  |
| Reduce challenging behaviours and anxieties so pupils are on task for learning. | Sensory Integration | Strategies are planned in consultation with our SI OT. These calm pupils and reduce their anxieties. Past successes are our evidence base. The OT is highly skilled and effective. | Regular reviews and updates of programmes. | SC/HN | Through behaviour core group meetings, annual reviews and as required. ^ weekly reviews by OT |
| Functional communication skills developed enabling choice making, increased understanding, vocabulary and expressive communication understanding, vocabulary and expressive communicationunderstanding, vocabulary and expressive communication | Low and high tech AAC equipment and methodologies | Evidence from past success and international research related to communication for children with LD. | Ongoing teacher assessment, regular professional discussion and pupil progress meetings. | SALT/class staff//EJ | Ongoing and termly through meetings with parents and staff |
| Improve access to learning and develop functional core skills and skills of life | ICT Equipment | Pupils show great interest and aptitude with ICT especially iPads. Functional apps and programmes can increase engagement levels and skills development. | Regular evaluation of progress in lessons and next steps of learning. | BD | Ongoing and termly through meetings with parents and staff |
| Broaden experiences in their local community or places further afield | Outdoor/offsite learning  | Pupils’ independence and engagement levels have been shown to expand when away from their usual routines and home. Very often parents unwittingly promote ‘learned helplessness’ | Oversight from ICT manager | MB | Through long term and midterm planning and through the trip evaluation |
| ELSA Support | Emotional support | Targeted support around individual emotional needs at a basic level | Reviewed every 6 weeks, monitored and discussed at SLTPupil progress, behaviour change  | LB | Reviewed every 6 weeks for each pupil receiving |
| FEIPS SUPPORT | Emotional support | Targeted support around individual emotional needs at a more advanced level once ELSA has been completed | Reviewed every 6 weeks, monitored and discussed at SLTPupils progress, behaviour change  | NB | Reviewed every 6 weeks for each pupil receiving |
| DRUMMING Therapy | Emotional support | Pupils have a real desire to access drumming and this is used to support their confidence and low self-esteem, giving rise to higher achieving in academic subjects  | Reviewed every 6 weeks, monitored and discussed at SLT Pupils progress, behaviour change  | NB | Reviewed every 6 weeks for each pupil receiving |
| Music Therapy | Emotional support  | Some pupils require time to release feelings and emotions and in some cases this is the way in which they are able to do this  | Reviewed every 6 weeks, monitored and discussed at SLT Pupils progress, behaviour change  | NB | Reviewed every 6 weeks for each pupil receiving |
| Counselling  | Emotional support  | This is used for specific needs and usually used around one particular issue in order for the pupil to remain on track with their learning  | Reviewed every 6 weeks, monitored and discussed at SLT Pupils progress, behaviour change | NB | Reviewed every 6 weeks for each pupil receiving |
| SHIP Support | School/home support  | This is used to enable the same strategies are used at home as well as in school so enabling consistency and behaviour management  | Reviewed every 6 weeks, monitored and discussed at SLT Pupils progress, behaviour change | SW | Reviewed every 6 weeks for each pupil receiving |
| Pulse programme  | Behaviour management  | This is a targeted programme for young people who are able to learn how to manage their own emotions  | Reviewed throughout the course and discussed at SLT, pupil progress and behaviour change. | NB | Reviewed throughout and at the end of the course for each pupil receiving |
| Social skills intervention | Social skills  | This is targeted individual support for pupils who need to develop their interactions with peers in an appropriate manner  | Reviewed throughout the course and discussed at SLT, pupil progress and behaviour change. | BR | Reviewed throughout and at the end of the course for each pupil receiving |
| Inclusion and social confidence | Preparation for further education possibilities | Targeted support for individuals who need to work alongside mainstream pupils to develop confidence and the opportunity to develop social skills before moving to mainstream college  | Reviewed throughout and at the end of the course for each pupil receiving | SL | Reviewed throughout and at the end of the course for each pupil receiving |

**Total cost for the above interventions for 2019/2020 : exceeds £57,055**

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| 1. **Review of expenditure for previous years**
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| **Academic Year – 2016/2017****£45,900****Academic Year -2017/18****£61,165****Academic Year -2018/19****£62,965** | **All the interventions listed above were the same interventions delivered in this academic year.****Please see individual case studies to see the impact the pupil premium has had on individual pupils.****Please also see assessment data to see how each individual is progressing in certain areas due to the interventions that they are receiving.****The data at the start of this statement clearly shows that the progress pupils make who receive pupil premium is similar to those who do not. By receiving these interventions, it allows them to achieve at the same rate as their peers.****All the interventions listed above were the same interventions delivered in this academic year.****With further interventions added. (listed)****Please see individual case studies to see the impact the pupil premium has had on individual pupils.****Please also see assessment data to see how each individual is progressing in certain areas due to the interventions that they are receiving.****The data at the start of this statement clearly shows that the progress pupils make who receive pupil premium is similar to those who do not. By receiving these interventions, it allows them to achieve at the same rate as their peers.****All the interventions listed above were the same interventions delivered in this academic year. 17/18****Please see individual case studies to see the impact the pupil premium has had on individual pupils.****Please also see assessment data to see how each individual is progressing in certain areas due to the interventions that they are receiving.****The data at the start of this statement clearly shows that the progress pupils make who receive pupil premium is similar to those who do not. By receiving these interventions, it allows them to achieve at the same rate as their peers.** |