

## Template for statement of pupil premium strategy – SEN schools

1. Summary information					
<b>School</b>	Childwall Abbey School			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	C.L.D.
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£72,040		
<b>Total number of pupils</b>	132	<b>Number of pupils eligible for PP</b>	88		

2. Current attainment
<p>All pupils at Childwall Abbey School have Complex Learning Difficulties. They are all working significantly below age related expectations. Progress and attainment are measured in a variety of ways, which are suited to their learning profile. In general, school data shows that pupils who are disadvantaged or Looked After perform as well as their peers. Use of the Pupil Premium allows school to provide additional resources and support to meet identified needs of specific groups and individuals. Deprivation Pupil Premium and catch up Pupil Premium are combined to allow provision of a coherent approach to support. Elements of provision such as yoga, dance, singing, drama and creative media coaching. We use some funding from the LAC Pupil Premium to provide services identified as being beneficial to these pupils in their PEPS.</p>

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
<b>A.</b>	Long term issues around poor attendance, often related to mental health, emotional and behavioural difficulties experienced by an identified group of pupils, requiring highly individualised, consistent and persistent management.
<b>B.</b>	Significant developmental delay in the vast majority of pupils, requiring intensive “catch up” in learning in secondary phase.
<b>C.</b>	Social communication difficulties and sensory sensitivities related to ASD, PDA , Aspergers Syndrome and other identified conditions requiring ongoing individual and group targeted interventions.
<b>External barriers</b>	
<b>D.</b>	Lack of access to cultural, social, educational activities within and outside school to extend, develop and embed understanding of and engagement with society and the wider world.

4. Outcomes					
	<table border="1"> <thead> <tr> <th><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		
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<b>A.</b>	Pupils to make expected progress defined by schools assessment processes	Expected progress or better
<b>B.</b>	All pupils gain nationally recognised accreditation at Key Stage 4	Accreditation record
<b>C.</b>	Significant improvement in overall attendance – PAs reduced	Whole school target attained or exceeded
<b>D.</b>	At least 20% improvement in pupil engagement numbers (cultural or social activities within or outside school)	Event attendance records

## 5. Planned expenditure

### Academic year

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?
All pupils access teaching and support which is at the appropriate level of challenge	Consistent whole school baselining and assessment system to inform teaching	Assessment is most effective when undertaken with a consistent approach by highly skilled staff.	Observations Pupil Progress meetings	Assessment Deputy	Termly progress meetings
Emotional support to access learning	ARC1 support base to provide emotional support sessions	Pupils who experience Mental Health, emotional or behavioural issues benefit from the opportunity to decompress and refocus to access learning	Observations Pupil progress discussions/staff meetings	SLSO	Termly progress meetings
<b>Total budgeted cost</b>					£14,400

#### 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?
Pupils attend regularly and access school offer	Attendance support via designated officer and EWO as needed	Prompt, positive, consistent attendance monitoring and support improve the attendance culture	Attainment of Attendance Quality Mark. Regular monitoring.	Deputy HT. SLSO	Monthly Attendance team meetings
Identified pupils show improved progress and meet targets	Individual/group sessions (Maths, English, Soc, Comm.)	Regular targeted teaching in small groups or to individuals is effective for our pupils.	Monitoring of target pupils progress (pupil folders/SPECTRUM)	Senco/ Deputy HT	Termly progress meetings
<b>Total budgeted cost</b>					£48,000

#### iii. Other approaches (including links to personal, social and emotional wellbeing)

<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>Staff lead</b>	<b>When will you review implementation?</b>
Pupils to have access to social, cultural and educational experiences to enrich learning and extend opportunities.	Provision of wide range of cultural and other experiences within and outside the school	Social engagement and enjoyment in learning for our pupils is greatly developed by offering experiences which they do not have access to at home.	Monitoring of target pupils engagement, including attendance.	Deputy HT	Termly progress meetings Monthly Attendance meetings
<b>Total budgeted cost</b>					<b>£ 11,500</b>

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The Pupil Premium : an update - GOV.UK-OFSTED 2014