

Template for statement of pupil premium strategy – SEN schools

1. Summary information					
School	Childwall Abbey School			Type of SEN (eg.PMLD/SLD/MLD etc.)	C.L.D./ASD
Academic Year	2017-18	Total PP budget	£83,4000		
Total number of pupils	137	Number of pupils eligible for PP	67		

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)	
In-school barriers	
A.	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.	Significant developmental delay in the vast majority of pupils, requiring intensive “catch up” in learning in secondary phase.
C.	Social communication difficulties and sensory sensitivities related to ASD, PDA , Aspergers Syndrome and other identified conditions requiring ongoing individual and group targeted interventions.
External barriers	
D.	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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A.	Pupils to make expected progress defined by schools assessment processes	Expected progress on record
B.	All pupils gain nationally recognised accreditation at Key Stage 4	Accreditation record
C.	Steady improvement towards 94% overall attendance target	Attendance record
D.	At least 10% 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 learning 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 skilled staff.	Observations Pupil Progress meetings	Assessment Deputy/ SENCo	Termly progress meetings
Emotional support to access learning	ARC1 provide emotional support /Mentor support/ sensory/time out.	Pupils who experience ASD, Mental Health, emotional or behavioural issues benefit from the opportunity to decompress and refocus to access learning	Observations Pupil progress discussions/staff meetings	SLSOs/ Mentor/ SENCo	Termly progress meetings
Total budgeted cost					£26,500

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?
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.	Pastoral 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

Total budgeted cost					£43,000
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?
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 e.g, school choir, Artsmark, photography/digital media	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 at enrichment and other events.	Curric. Deputy HT	Termly progress meetings, Monthly T.A.S. meetings
Total budgeted cost					£ 19,000

6. Additional detail

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

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