

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	2018-19	Total PP budget	£78,300		
Total number of pupils	151	Number of pupils eligible for PP	74		

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 co-morbid conditions requiring ongoing individual and group targeted interventions.				
External barriers					
D.	Lack of access to cultural, social, educational and outdoor activities within and outside school to extend, develop and embed confident understanding of and engagement with society and the wider world.				

4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>				<i>Success criteria</i>
A.	Pupils to make expected progress defined by schools assessment processes				Expected progress on record 2018-19

B.	All pupils gain nationally recognised accreditation at Key Stage 4 and Key Stage 5	Accreditation record 2018-19
C.	Steady improvement towards 94% overall attendance target	Attendance record 2018-19
D.	At least 10% improvement in pupil engagement numbers (cultural or social activities within or outside school)	Event attendance record 2018-19

5. Planned expenditure

Academic year	2018-19
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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 Learning walks Pupil Progress meetings	Assessment Deputy/ SENCo	Regular progress meetings SIP visits
Emotional support to access learning – break out provision developed.	ARC1 and Pastoral Team provide emotional 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 Weekly PIRG 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/ School Family Support	Prompt, positive, consistent attendance monitoring and support improve the attendance culture.	Involvement in LA Attendance Strategy Group. Regular monitoring.	Pastoral Deputy SLSO SFSS	Weekly Attendance team meetings SIP visits

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					£35,000
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 access social, cultural, creative and outdoor 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, Forest Schools and D of Ed.	Social engagement, confidence and enjoyment in learning for our pupils are enhanced by offering experiences, which pupils do not have access to at home.	Monitoring of pupils engagement, including attendance at enrichment and other events.	Curric. Deputy HT Outdoor Ed lead	Half-termly progress meetings, Monthly T.A.S. meetings SIP visits
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.

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