

Pupil Premium Strategy 2017-2018

1. Summary information					
School	Fairfields School				
Academic Year	2017-2018	Total PP budget	£50,100	Date of most recent PP Review	n/a
Total number of pupils	110	FSM Care Leavers Looked After Children	25 3 6	Date for next internal review of this strategy	March 2018

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Social interaction and communication difficulties
B.	Physical difficulties results in pupils needing support to maintain postural positions and develop their physical abilities to access learning as independently as possible.
C.	Emotional regulation / sensory regulation difficulties hinders some pupils readiness for learning and ability to sustain interactions with their peers.
External barriers (<i>issues which also require action outside school</i>)	
D.	In order to support our pupils beyond school we work hard to support families by providing support and advice. This includes focussed training to share successful strategies used at school such as communication systems.

2. Desired outcomes (<i>Desired outcomes and how they</i>)		Success criteria
A.	Improved communication skills	Individual pupils' MAPP (measuring and assessing pupil progress) assessments show progress. Pupils communicating using their preferred communication mode both in school and home.
B.	Improved personal development to include: physical development, emotional wellbeing	Pupils accessing Conductive Education will gain greater control over their movements leading to increased confidence, skills and independence. CE evaluation report illustrates progress. Improved emotional awareness and well-being. Individual pupils' MAPP assessments show progress
C.	Improved sensory processing and sensory regulation	Individual pupils' MAPP (measuring and assessing pupil progress) assessments show progress. Reduction in behaviour incidents reported for identified pupils.
D.	Families accessing advice and training in order to support their child's SEN at home	Parents report that they feel well supported and have enough information to support their child's development at home.

3. Planned expenditure: 2017-2018

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved communication skills	SALT employed for extra two days per week to enhance NHS SALT provision	Many of our pupils have communication difficulties requiring personalised communication modes to secure positive outcomes. Currently the SALT provision from NHS is limited to two therapists one day per week. Last year we commissioned additional SALT support which resulted in outstanding pupil progress. We feel that additional support will not only support the development of our pupils' communication it will also help develop staff and parents knowledge and skills.	Our English Leader will liaise with the SALT to ensure that there is a co-ordinated approach between SALT service and school. She will liaise with class staff to ensure they are receiving support and advice which is effective. All pupils will have communication targets which are regularly reviewed and amended to reflect developing needs of pupil. Parents' views will be sought to ensure they feel well informed.	Nicky Wood	End of January, April and July 2018
Total budgeted cost					£17,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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B. Improved physical development	Conductive education	Approximately 28/110 pupils need to access physical development programmes to help them develop great control of their movements. Analysis shows that pupils make progress which has a positive impact on their access to learning and levels of independence as well as promoting their emotional well-being	We have two skilled Conductive Education trained teachers who deliver a systematic programme of conscious movement strategies so that pupils gain great control over their movements. They ensure that there is a robust and rigorous assessment system in place which tracks pupil progress.	Zsuszi Kerestes	January / June 2018
B. Improved personal development: emotional wellbeing	Music therapy	Identified pupils to access weekly music therapy sessions delivered by qualified therapist. Music Therapy is a recognised approach which effectively promotes emotional wellbeing.	Music Therapist to provide report for pupil's Annual Review	Sara Clarkson	Pupils' Annual Review
C. Improved sensory regulation	Specialist OT to work with teachers/staff to lead small group sessions, develop personalised sensory integration programmes, model programmes, monitor and evaluate	Last year we commissioned a specialist OT to support our LAC pupils by assessing their sensory needs and designing a programme to be delivered by staff. This was successful as pupils responded to tools to self-regulate ready to learn. Sensory integration is a recognised effective strategy.	Individual programmes / strategies will be monitored and evaluated. Sara Clarkson will liaise with OT and teachers to discuss pupil progress Learning walk and lesson observations will identify whether strategies are being implemented in class	Sara Clarkson	January/ March / July 2018
CE partial funding £11,000 OT £9,000 Music Therapy £4,200				Total budgeted cost	£24,200

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Family Support	Family Support Worker	We wish to continue providing our families with advice and support to enable them to support their child at home.	Parent survey, parent views sought through Annual Reviews	Sara Clarkson	Pupil's Annual Review Annual Survey June 2018
Total budgeted cost					£8,900 (partially funded)
					£50,100