

## Pupil Premium strategy –

1. Summary information (Please note that original budget was a guestimate as pupil premium money was not agreed until several months after plan was set)					
School	Beverley School			Type of SEN (eg.PMLD/SLD/MLD etc.)	ASD SLD/MLD
Academic Year	2018-2019	Total PP budget	£69,003	Date of most recent PP Review	July 2018
Total number of pupils	145	Number of pupils eligible for PP	62 = 42%	Date for next internal review of this strategy	July 2019

additional income includes £3,150 LAC, £906 Early Years and £6,500 Catch up Premium = £69,295

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication	<b>71,4%</b>	<b>63%</b>
% achieving UQ targets in maths	<b>61%</b>	<b>78.2%</b>
% progress specific to school setting Internal target setting	<b>Eng 76% Maths 79%</b>	<b>Eng 71% Maths 85%</b>

3. Barriers to future attainment (for pupils eligible for PP )	
All pupils have a diagnosis of autism. 11 have SLD of whom 5 are also EAL. There are 8 girls and 54 boys. There is 1 service pupil and 2 LAC pupils.	
In-school barriers	
External barriers	
D.	Pupils do not generally live in their school community. Parents do not naturally visit the school as pupils are brought in via school transport which can make parental engagement difficult.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	School attendance to be measured at 94% or above	Attendance will be 94% or higher
B.	Pupils to have Occupational Therapy support for sensory and motor programmes, educational psychology input where relevant and access to a child psychotherapist	Pupils will have documented intervention by an OT, educational psychologist or child psychotherapist
C.	Pupils to have experiences beyond the academic classroom, particularly involving music	Pupils will access their community and enhanced school grounds

<b>D.</b>	Pupils to access learning through enhanced digital technology	Pupils will access IPADS and software to enhance their learning opportunities
-----------	---	---

### 5. Planned expenditure

<b>Academic year</b>	<b>2018-2019</b>
----------------------	------------------

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

<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 develop communication and confidence through music	Music specialists to work with pupils to enhance communication. This will include Steve McGarvie and Tees Valley Music Service and Open Orchestra	Pupils develop communication through music and singing opportunities.	Progress will be reviewed by the music specialist and Head Teacher	Neil Thomas	September 2018  Total £2,887
Pupils will access the academic curriculum through enhanced digital technology and software	IPADs will be purchased to allow pupils to further access digital technology	Pupils learn through different mediums and digital technology is an aspect that works particularly well for pupils with ASD	IPAD use will be monitored via the IT staff. Software subscriptions will enhance learning	Kerry Guy	May 2019 £2,230
<b>Total budgeted cost</b>					<b>£5,117</b>

#### ii. Targeted support

<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>
To allow pupils to access all aspects of the curriculum	Food Technology Swimming Lessons Horse Riding	Pupils benefit from the wider curriculum of swimming, horse riding and Food Technology	Through timetabled curriculum opportunities	JSm	May 2019 £1,325
To ensure that pupils receive additional support through therapy services	School will employ therapists including Educational Psychologist, Occupational Therapist and Psychotherapist to work with individual pupils.	Previous work with therapists through targeted support has benefitted individual pupils and their families	Therapists will provide written reports and programmes for school staff to document progress	JM	May 2019 £23,400

<b>Total budgeted cost</b>					<b>£24,725</b>
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<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 will attend school at 94%	FLO will work with families for whom attendance is a concern. Rewards for attendance will be given.	A named member of staff develops relationships with families and visit the family home to help develop strategies for improving attendance	FLO is line managed by the DHT	JSm/JM	£32,477 which includes salaries of FLO and staff responsible for catch-up
Pupils will develop confidence to try new activities	School Residential visits will be subsidised to give pupils positive life experiences outside of family life	Previous Residentials have given pupils opportunities to spend time away from home, form friendships and challenge their anxieties in fun and safe activities.	Residential visits are planned carefully by relevant staff	JSm/JM	May 2019 £9,000
<b>Total budgeted cost</b>					<b>£39,453</b>

Catch up literacy, Lexia and Intervention salaries

**Total = £69,295**

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Pupils to develop communication and confidence through music	Music specialist employed to work with pupils to enhance communication through music.	Specialist music teacher – Steve McGarvie was engaged to work with pupils every Wednesday afternoon until the end of the summer term. Steve worked with both primary and secondary pupils using instrument and voice. He worked with whole classes and liaised with teaching staff to develop music around the curriculum for example using the poisons and potions topic in 1KG. Steve was very successful in working with a range of pupils in call/response activities and with more advanced instrument work on guitar, keyboard, drums and percussion. His worked noticeably enhanced communication, supported independence and increased confidence amongst pupils. They also had fun! The final piece of work he did culminated in the contribution he made to the African Carnival which was a whole school event to which parents were invited. This was a brilliantly successful event enjoyed by staff and pupils alike.	Steve was very successful in his engagement with pupils and the final performances to showcase the ability of our pupils through music	£2,000
	Open Orchestra  Tees Valley Music lessons and support	Open Orchestra is a regional opportunity and is a long term project. Pupils involved are responding extremely well and have performed regularly in public at a variety of events  Tees Valley music service continue to support pupils across the primary department engaging pupils in song and call/response opportunities.		£1,000  £927

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that pupils receive additional support through therapy services	School will employ therapists including Educational Psychologist, Occupational Therapist and Psychotherapist to work with individual pupils.	Therapists; we have continued to commission the services of Jane Boyd who is an Educational Psychologist, an Occupational Therapist, Laura Clish and a Psychotherapist, Benedikte. These services have allowed individual pupils and often their parents to access a very specific additional therapy that as teachers we are not trained or skilled to provide. The Occupational Therapist works alongside staff and pupils which develops staff skills in developing the knowledge and understanding of the sensory curriculum. Our Educational Psychologist conducted a variety of testing including cognitive testing and has worked with individuals and small groups on a variety of interventions. The psychotherapist has also worked with both pupils and parents to deliver some very specific work.	This approach was very successful across the school and will be continued	£21,567
Families will be supported with all aspects of family life which affect their child's education	FLO will work with families for whom attendance is a concern. Rewards for attendance will be given.	Family Liaison Officer Lisa Hyde was engaged to work in school with families. Lisa has worked extremely hard in developing relationships with parents across the school. She actively promotes parenting sessions, visits families at home, she ensures that advice is given re benefits and with regard to attendance. Her work bridges the relationship between home and school brilliantly and she provides an opportunity for parents to confide worries and concerns whilst receiving practical advice and support. Attendance was 94%. Special schools nationally have average attendance of 89.9%. Persistent	Lisa plays a pivotal role in linking with families and individual pupils and has made excellent relationships	See interventi on/salarie s

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

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>	<b>Cost</b>
Pupils will develop confidence to try new activities	<p>School Residential visits and visits into the community will be subsidised to give pupils positive life experiences outside of family life</p> <p>Horse Riding Food Technology</p>	<p>Enrichment opportunities including Residentials. The 6<sup>th</sup> form residential to Hathersage took place in June. Weardale and Carlton Lodge Residentials are took place in May. There was an overnight visit to Kielder with the Calvert Trust for the first time taking secondary SLD pupils. A visit to on board a ship with the Oceans Youth Trust is planned for July. Visits out into the community are also significant for our pupils. Not only do they enhance the curriculum offer but they ensure experiences which cannot be replicated in the classroom or general school environment.</p> <p>Pupils find out about themselves, develop confidence and experience a chance to be away from their family setting where often their behaviour can be very different.</p> <p>Other visits this year have included Beamish x2, the blue reef aquarium,, Dolphin Centre, Eston Herlingshaw centre, Cineworld, Saltholme Nature Reserve, and Aspiration event (University) British Science Museum(London), Aladdin Pantomime, Jump 360, Newcastle arts Residential, The Lowry Theatre and Art gallery, Life science centre, Durham Science Festival, Newcastle University maths lectures, BBC Digital Taster day and Skinningrove Mining Museum.</p>	Pupils engaged in excellent opportunities and benefitted from the emphasis placed on these opportunities	<p><b>£9,000</b></p> <p><b>£855</b> <b>£700</b></p>
Pupils will benefit from additional resources	Intervention including IT software	Variety of IT software has been purchased to support learning across the school. Pupils are able to benefit from the software which enhances the curriculum offer as well as developing skills and confidence.	To continue	<b>£3,977</b>