

Hope School and College : Pupil Premium Strategy Statement : 2017 – 2018.

1. Summary Information.					
School	Hope School and College			Primary Need	SLD/PMLD/Complex Medical /ASC/ C+L/ Visual Impairment / Sensory / Communication
Academic Year	2017 / 2018	Total PP Budget Total PP Budget (LAC)	£77.715.00 £7.000	Date of most recent PP Review	June 2017
Total number of pupils	197	Number of Pupils eligible for PP Number of LAC Pupils eligible for PP	65 7	Date for next internal review of this strategy	June 2018

2. Current Attainment : July 2017			
	Pupils eligible for PP	Pupils not eligible for PP	LAC
% achieving good or above progress in communication / S&L	84%	82%	100%
% achieving good or above progress in Number	77%	79%	100%
% achieving good or above progress in PSHE	84%	81%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
In – School barriers	
A.	Sensory needs of pupils due to autism or other diagnosed factors
B.	Communication needs – verbal and non- verbal
C.	Social emotional and mental health needs
D.	Diversity of needs/abilities increasingly more complex
E.	Management of Challenging Behaviour
F.	Social and economic factors including life experiences
External barriers	
G.	Family support

4. Outcomes:		Success Criteria
A.	Sensory needs of pupils due to autism or other diagnosed factors	<ul style="list-style-type: none"> • Specialist OT Input to work with staff / pupils/parents • Set up additional Sensory Integration room • Sensory timetables/diets and programmes implemented • Sensory needs of pupils to be identified through assessment and targeted programmes implemented within the context of curriculum access
B.	Communication needs – verbal and non- verbal	<ul style="list-style-type: none"> • Use of digital media / resources to enable communication/ interaction • Staff continually extending their expertise enabling a range of alternative communication strategies to be appropriately implemented within individual pupil curriculum/lesson content • 1-1 sessions implemented to support pupils
C.	Social emotional and mental health needs	<ul style="list-style-type: none"> • Play Therapy / Nurture sessions accessed by some pupils. • Staff trained re: Lego to support play therapy sessions • Appropriately trained staff facilitate play sessions/ activities / 1-1 sessions • School Councillor access • Pupil will be equipped with strategies and support to improve emotional well- being at both home and school which in turn will manifest in their increasing ability to manage 'difficult situations or phases throughout their life.
D.	Diversity of needs/abilities increasingly more complex	<ul style="list-style-type: none"> • Staff knowledge of diversity of needs has been extended to be able to support, challenge and expand progress of individual pupils. • New strategies implemented • Staff knowledge expanded through specialised training • New school curriculum implemented to acknowledge diversity of need • Therapy assistant to support additional sessions – hydro / rebound /physical
E.	Management of Challenging Behaviour	<ul style="list-style-type: none"> • 1-1 support implemented • Behaviour Planning / liaison and pupil/parent support implemented • Environments adapted to support progress for pupils with challenging behaviour
F.	Social and economic factors including life experiences	<ul style="list-style-type: none"> • Music session from specialist teachers timetabled and delivered • Communication sessions 'Fun Box Jo' implemented
G.	Family support	<ul style="list-style-type: none"> • Early Bird training to support parents and start networking process • Parents Group • Open door policy • Safeguarding briefing held daily enabling Designated Safeguarding leads to continually monitor • CPOMS initiated to support management and communication mechanism of Safeguarding meetings/ conferences / notes etc.

5. Planned expenditure					
Action / Target	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Outcome	Cost
Support re: Challenging Behaviour	The rise in the management of pupils displaying challenging behaviour across school.	Reduction of incidents reported. Staff trained to plan, manage and support challenging behaviours	T.M. L.G.	To ensure individual pupils access bespoke curriculum access within environment that is safe to both themselves and others.	£18,305.56
To implement Peripatetic Music support	Pupils respond and enjoy music of all genres and it is an excellent vehicle to motivate and support many other facets – communication / interaction /sensory/physically making music etc. These sessions are used to experience and/or expand skills as directed via a music specialist	Attainment progress. Individual staff / specialist statements/ reports	External provider S.L.T	To improve progress in relation to communication through specialised group music lessons. Enhanced well-being progress	£4,537.30
To provide Counselling Service for pupils	Number of Looked After Pupils and/or pupils learning to cope/manage with various situations	Pupils progress well in school. Reduction of any pupil ‘outbursts’ and/or incidents	External provider	As a school and college we invest a great deal of time in on-going ethos of a caring and supportive provision. This is particularly pivotal in the well –being and emotional stability for our more vulnerable pupils and by investing in Counselling Support this has supported the ongoing the emotional difficulties that they have faced. Reduction in behaviour incidents during the school day.	£2,106
To implement additional TA therapy provision	To build on strategies, skills and progression for individual pupils in their ongoing physical and communication progress by providing additional bespoke sessions	Progress report vis physio/communication specialist Internal monitoring systems. Parental feedback.	P.H. S.L.T	To provide additional support to aid and support pupils postural management through hydrotherapy sessions. The impact shown is that pupils strength and resilience enables increase in school attendance thus increased learning opportunities	£14,164.92
To provide additional music sessions for pupils across school	To extend pupils music skills via implementing additional music lessons	Progress reports. Feedback between staff	External provider	Achievement, enjoyment and improving social skills when participating in regional music festivals	£8,040
					£1,120.10

Holiday Club / Swimming lessons Financial support and Horse Riding sessions	Pupils often lack the opportunity to attend appropriate bespoke out of school activities with their peers which we deem to be an essential means for building confidence, self - esteem and social interaction	Track progress via Home/school diaries / conversations / In-built Monitoring procedures	S.K. Named staff members	Holiday club/swimming lessons provides pupils and students with raised self- esteem and enhances both independence and social skills equipping them for future life. Improved attitudes and behaviour evidenced.	
Staff member to support Sensory Processing Progress	The rise in population of pupils who would benefit from a sensory programme to assist their ongoing progress	School tracking and monitoring systems. Class staff liaison Parental feedback	External provider L.G.	The Sensory Processing Programme enables pupils to cope and manage the day to day activities and access to the curriculum having participated in sensory processing techniques. In addressing social and emotional needs within the sensory programme allows barriers to learning and development to be identified and thus implement appropriate support	£13,391
Specialised swing in Sensory Busy Body Room	To build on resources within our Busy Body Room to support pupil/student sensory needs.	Ongoing progress reports Reduction of individual behaviour	L.G.	To support sensory programmes within specialist resourced area.	£3,829
1-1 support re: Communication progress	To enhance and cement communication skills progress re: Use of talker and/or inclusion with peer groups	Recorded attainment results Staff / Parent comments Staff Observation	K.S. S.L.T	To support individual pupil and student progress through bespoke communication, sensory and physical programmes specific to individual need.	£18,305.56
Laptop computer to support Safeguarding information / documentation	To ensure a secure and safe mechanism of recording and safeguarding information and documentation of pupils and students within one system and only accessible by the 3 Designated Safeguarding Leads	Monitored by 3 Designated Safeguarding Leads	S.L. P.L. S.Y.	In line with Safeguarding information/ documentation access and progress a bespoke laptop purely for access by 3 Designated Safeguarding Leads.	£358.99
General resources to support progress	For additional resources	Cross referenced to above expenditure plans	S.L.T	To support pupil progress	£549.87

6. Planned expenditure Termly Review Information

December 2017	March 2018	July 2018

<p>Individual pupil/student progress recorded through I.D.P. (Individual Development Plan) Liaison between class staff / Curriculum Leads and Senior Management Teams.</p> <p>Rise in pupils accessing sensory provision as pupils originally identified in primary have now progressed to senior department therefore there is the need to resource additional Busy Body Room.</p>	<p>Individual pupil/student progress recorded through I.D.P. (Individual Development Plan) Liaison between class staff / Curriculum Leads and Senior Management Teams</p> <p>Further rise through E.H.C. plans for 1-1 provision to enhance and accelerate learning in particular communication and integration</p>	<p>Individual pupil/student progress recorded through I.D.P. (Individual Development Plan) Liaison between class staff / Curriculum Leads and Senior Management Teams</p> <p>Training re: additional Sensory co-ordinator to support rising numbers in seniors</p>
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7. Attainment Achieved : June 2018			
	Pupils eligible for PP	Pupils not eligible for PP	LAC
% achieving good or above progress in communication / S&L	77%	84%	50%
% achieving good or above progress in Number	82%	79%	75%
% achieving good or above progress in PSHE	74%	84%	50%

Pupil Premium Report July 2018.

Target	Outcome	Impact	Continued Strategies / Actions
Support re: Challenging Behaviour	To ensure individual pupils access bespoke curriculum access within environment that is safe to both themselves and others.	This enables appropriate staffing in classes where there are challenging behaviours allowing support for the class group as a whole if a pupil on a behaviour programme needs to access alternative provision for a session.	To continue to monitor and support both individual pupils without detriment to a whole class group. Continue to train new staff on rolling programme re: Team teach and Strategies to Support. Continue to address band funding with LA (LA currently addressing)

To implement Peripatetic Music support	To improve progress in relation to communication through specialised group music lessons. Enhanced well-being progress	17 pupils and students with a 'passion' for music have had a positive impact on their behaviour/concentration and enjoyment through experiencing and learning different instruments.	Continue to support as appropriate
To provide Counselling Service for pupils	As a school and college we invest a great deal of time in on-going ethos of a caring and supportive provision. This is particularly pivotal in the well-being and emotional stability for our more vulnerable pupils and by investing in Counselling Support this has supported the ongoing the emotional difficulties that they have faced. Reduction in behaviour incidents during the school day.	Pupils and students experiencing social / well being / anxiety etc can access a confidential service quickly. This year 2 pupils/students have accessed the service	Continue to support pupils / students through Counselling Service as appropriate
To implement additional TA therapy provision	To provide additional support to aid and support pupils postural management through hydrotherapy sessions. The impact shown is that pupils strength and resilience enables increase in school attendance thus increased learning opportunities	As physio staff do not physically support hydro session with pupils this input has supported pupils who have complex physical disabilities - additional hydro sessions can help relax muscles to enable different positioning in and on different equipment supporting ongoing physiotherapy / joint and muscle control	For staff to access relevant training if appropriate to support pupil/student progress
To provide additional music sessions for pupils across school	To enjoy the concept of music/singing and being part of a group creating music as well as and improving social skills when participating in school based /local or regional music festivals	Additional sessions continue to enhance enjoyment/ experience / social interaction as well as musical skills	To continue to support these sessions where appropriate or through lunchtime/out of school clubs. Investigate additional funding opportunities for extending sessions.
Holiday Club / Swimming lessons Financial support and Horse Riding sessions	Holiday club/swimming lessons provides pupils and students with raised self- esteem and enhances both independence and social skills equipping them for future life. Improved attitudes and behaviour evidenced.	These sessions have been an excellent tool for social interaction in particular with many being supported by staff who are familiar to the pupils and students where individual targets and progress can be continued within discreet settings and part of a continued learning and development process.	To continue to support and run out of school provision where funding allows and/or in conjunction with social services.

Staff member to support Sensory Processing Progress	The Sensory Processing Programme enables pupils to cope and manage the day to day activities and access to the curriculum having participated in sensory processing techniques. In addressing social and emotional needs within the sensory programme allows barriers to learning and development to be identified and thus implement appropriate support	Cindy continues to support staff, pupils and parents In conjunction with school staff. Her specialism within the sensory field is invaluable to us as a school and college and has supported curriculum and behavioural progress	To continue to build on practices and strategies to support sensory provision across school and college. Accessible and on-going training for all staff to support provision.
To purchase specialised swing in Sensory Busy Body Room	To support sensory programmes within specialist resourced area.	As part of resources to support sensory curriculum the swing has had a positive impact on pupils as a relevant part of the equipment within the Busy Body Room 34 pupils access Busy Body room as part of their curriculum progress	Continue to monitor progress as well as acknowledge and research further relevant equipment to support sensory room.
1-1 support re: Communication progress in relation to parental request via EHC/review process	To support individual pupil(s) and student(s) progress through bespoke communication programmes specific to individual need. To track and monitor progress in relation	Additional sessions to embed strategies, in particular accessing communication aids, have been extremely positive specifically for one student who is now fluent and continuing to grow in confidence in using a hand held communication aid	To continue to support progression in terms of staff training for pupils progression. To continue to address funding via LA / Health support
Laptop computer to support Safeguarding information / documentation	In line with Safeguarding information/ documentation access and progress a bespoke laptop purely for access by 3 Designated Safeguarding Leads.	A secure tool to access/monitor/record meetings/information/etc whereby the 3 designated leads are always communicating and up to date with an issues/cases relevant to the ongoing progress of pupils across school and college	Continue to access in relation to recording and accessing information.
General resources to support progress	To support pupil progress	Achieved	To continue to meet pupil/student needs as appropriate.