

Hope School and College : Pupil Premium Strategy : 2018 – 2019.

1. Summary Information.					
School	Hope School and College			Primary Need	SLD/PMLD/Complex Medical /ASC/ C+L/ Visual Impairment / Sensory / Communication
Academic Year	2018 / 2019	Total PP Budget Total PP Budget (LAC)	£77.110.00 £11.500	Date of most recent PP Review	July 2018
Total number of pupils	201.8	Number of Pupils eligible for PP Number of LAC Pupils eligible for PP	66 5	Date for next internal review of this strategy	July 2019

2. Current Attainment : July 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%

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	Estimated 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. J.F.	To ensure individual pupils access bespoke curriculum access within environment that is safe to both themselves and others.	£18,978
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	£4,500.00
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.	£2,200
To provide additional Educational Psychologist support	Identifying and supporting pupil/student ongoing progression in terms of managing challenging behaviours strategies and resources	Internal monitoring systems. Parental feedback. Meetings, as appropriate	Ed. Psysc.	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	£1,200
Additional support re: Play therapy / Nurture Groups	To support well-being, confidence, self -esteem and social interaction	Track progress via Home/school diaries / conversations / In-built Monitoring procedures	Named staff members	Pupils and students with raised self- esteem and enhances both independence and social skills equipping them for future life. Improved attitudes and behaviour evidenced.	£18,978
					£13,761

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 J.F.	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	
Support re: Communication / Sensory and physical 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	P.H.	To support individual pupil and student progress through bespoke communication, sensory and physical programmes specific to individual need.	£18,978
To purchase additional ICT Licences	Pupils interaction with appropriate software to support, manage and enhance progress.	School tracking and monitoring systems. Class staff liaison Parental feedback	As appropriate	To improve progress in relation to specific software material relevant to individual needs	£3000
General resources	For additional resources	Cross referenced to above expenditure plans	S.L.T	To support pupil progress	£7, 015

6. Planned expenditure Termly Review Information

December 2018	March 2019	July 2019
Individual pupil/student progress recorded through I.D.P. (Individual Development Plan) Liaison between class staff / Curriculum Leads and Senior Management Teams. Rise in pupils accessing sensory provision as pupils originally identified in primary is impacting on senior department	Individual pupil/student progress recorded through I.D.P. (Individual Development Plan) Liaison between class staff / Curriculum Leads and Senior Management Teams Further rise through E.H.C. plans for 1-1 provision to enhance and accelerate learning in particular communication and integration	Individual pupil/student progress recorded through I.D.P. (Individual Development Plan) Liaison between class staff / Curriculum Leads and Senior Management Teams Training re: additional Sensory co-ordinator to support rising numbers in seniors

therefore there is the need to resource additional Busy Body Room.		
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7. Attainment Achieved : July 2019			
	Pupils eligible for PP	Pupils not eligible for PP	LAC
% achieving good or above progress in communication / S&L			
% achieving good or above progress in Number			
% achieving good or above progress in PSHE			