



Pupil Premium Report

2019-2020



We have 31% (75 pupils out of a population of 247) of our pupils that are currently entitled to additional support through the PPG. Pupils who receive pupil premium are aged between 3 and 19 years.

Summary of main barriers to achievement faced by eligible pupils

Our eligible pupils have very individual barriers to learning which means that provision needs to be targeted on an individual basis.

1. Attachment and Trauma - pupils require therapeutic input in order to support their trauma and attachment needs so that this is not a barrier to learning.
3. Emotional, health and wellbeing - pupils struggle with wellbeing, confidence and engagement.
4. Communication - pupils require speech and language support to develop effective communication and to develop social use of language skills.
5. Sensory Needs - pupils require support, assessment and equipment to support their sensory needs in order that they can access learning in the classroom.

Objectives

1. To diminish differences in progress and attainment between eligible and non-eligible pupils.
2. To increase the % of eligible pupils making good progress from their relative starting points in all the 4 areas of SEND.
3. To ensure all eligible pupils have a positive and proactive attitude towards their learning.
4. To ensure all eligible pupils are happy in school and have positive and enhanced experiences in their learning.
5. To provide enhanced curricular opportunities in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.

Expenditure

In 2019-2020 we received £69, 315 pupil premium funding

We take the strategic decision to dedicate most of the PPG to staffing costs, commissioning external therapists to work with staff in the classroom. We directly employ therapists as part of our staff team, on a part time basis. They work in collaboration with allocated NHS therapists who report directly into our Director of Inclusion. This allows us to maximise learning outcomes for pupils.

Speech and Language Therapist	£36,100
Sensory Integration Occupational Therapist	£22,202
Wellbeing Practitioner (PP portion)	£4,300
Out of Class	£6,013
Magic Words	£700

Sensory Integration Occupational Therapy and Speech & language Therapy

At Chiltern school we believe therapeutic support should be integral and embedded within the specialist curriculum, so that the most effective forms of intervention can be reinforced throughout the school day.

As Therapists we work together closely and are employed to work directly at the school with the teaching staff and the leadership team. We also work with local NHS therapists and other services to support children and their families.

Communication Approach

The speech and language therapy approach involves working within a shared communication framework developed from Communication and Cognition Framework (Latham and Miles 2001). The framework is developmental and looks at what the children want to communicate; the jobs they need their communication to do for them, how they meet those communication needs, and what we; communication partners, need to do to support their communication.



Sensory Integration Approach

The occupational therapy approach is focused on sensory integration theory this was pioneered by Jean Ayres who defined sensory integration as:

"The neurological process that organises sensation from one's own body and from the environment and make it possible to use the body effectively with the environment" (Ayres 1972)

Sensory integration is the foundation for us to be able to learn even the simplest things and to behave appropriately throughout our day. Sensations flow into our brain at every moment and provide us with information that we can use to help us understand what is happening around us, to know what we need to do and to plan how to do those things.

Most of our pupils at the school have difficulty processing and organising sensory information and performing the many complex tasks that are required for learning and functioning in our world. The Sensory Integration approach supports pupils in managing and developing their sensory systems to help them engage in their education and develop their essential skills



Levels of Therapeutic Intervention

Provision of support services in the school can be described in terms of three levels of intervention; Universal, Targeted and Specialist input. The level of input is related to assessed specific needs.

Universal All children have access to the universal provision. Key features of this include screening assessment by both therapists, therapeutic strategies recommended for use within

the teaching approach, training for teachers, support to enhance the school environment to meet therapeutic needs

Targeted This is for children who require additional support to meet their needs. Possible features of targeted therapeutic provision may include more specific assessments, some individual sessions, training for teachers tailored to the child's needs, modelling of specific strategies by a therapist and specific advice or support for significant people in the child's life.

Specialist –A few children require regular specialist intervention from a Therapist to support their needs. Key features of the specialist provision include regular direct therapeutic interventions with the therapist, regular liaison with families and education staff and bespoke programmes of intervention.

Targeted or Specialist support if needed, will be given for defined periods of time.



Nurture Provision.

In line with the ethos set out above, we were committed to embedding Emotional health and wellbeing support across the school. We supported a member of staff to become a qualified Nurture Practitioner and dedicated the support of 2 additional LSA's. We have a dedicated space which is prioritised for this work.

Nurture provision allows pupils who are struggling to cope with the demands of learning in a busy classroom setting to have their needs met and supported in a different way, there is strong emphasis on communication, social and emotional needs.

Nurture groups recognise that all behaviour is communication. They bridge the gap between home and school by providing a warm and homely setting. There is a balance between affection and learning which hugs the child and provides a safety blanket for them to grow. The group provides a safe space, familiar attuned adults and activities create a sense of belonging.

Nurture groups have been operating since the 1960's and the research supporting their success is overwhelming. Nurture groups are recognised by Ofsted and DfE. Research shows that nurture groups can have a positive impact on learning outcomes for those children who find learning difficult, who are at a lower stage than their chronological age, fear failure or who have low self-esteem. They can be a preventative measure to support those at risk of permanent exclusion.

Small Group work, through Art

We commissioned a member of staff who is also an accomplished artist to work 3 days a week with a range of groups and individuals. Art was used as a medium to support emotional health and wellbeing for individuals and groups identified through the Inclusion panel.

Out of Class

Extended school activities were set up and led by Out of Class, a charity which supports engagement of disadvantaged children.

Impact

In 2019-20, those entitled to FSM continued to achieve in line with their peers. The majority of pupils entitled to FSM made expected or better progress and achieved goals related to their EHCP outcomes. We understand the importance of measuring outcomes and monitoring pupil progress in order to shape change and identify areas for staff development. Detailed information on outcomes are shared through the annual review process and through Evidence for Learning.



Planned Expenditure for 2020-2021

In the current year 2020-2021, we expect to receive £73,826 pupil premium funding. We intend to continue to fund therapeutic support by directly employing staff, pupils continue to have the same barriers as outlined in this report. Providing therapeutic support through quality first teaching

Speech and Language Therapist (Rachel Sawford State Registered Speech and Language Therapist)	£36,100
Sensory Occupational Therapist (Karen Davies State Registered Occupational Therapist, Clasi certificate in Ayres Sensory Integration)	£29,053
Nurture Practitioner - Mandy Tilbury, portion of salary costs	£4,937
Cognitive Behaviour Therapist/Clinical Social Worker - Kati Taunt	£3,736
TOTAL	£73,826

Intended impact

- Pupils will have access to flexible and responsive therapy and support.
- Staff and parents will have access to support and development.
- Support embedding SCERTS approach in the curriculum.
- Pupils can access the intended curriculum and learning environment whilst having the most appropriate provision in place to support their needs.
- Enable all staff to have the appropriate skills and knowledge to deliver provision in the classroom.

Review of strategy

The pupil premium strategy will be reviewed by governors Finance and HR committee and a full report completed in April 2021.