

Statement of pupil premium strategy – Coppice School (SEN)

1. Summary information					
School	Coppice School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD
Academic Year	2018-19	Total PP budget	£50765	Date of most recent PP Review	September 2019
Total number of pupils	116	Number of pupils eligible for PP	47	Date for next internal review of this strategy	April 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above end of year targets in English	79%	70%
% achieving expected or above end of year targets in Maths	89%	79%
% progress towards EHCP Targets	31%Green 51% Yellow	

3. Barriers to future attainment (for pupils eligible for PP)	
<p>All pupils at Coppice have severe learning difficulties, primarily with a diagnosis of ASD. In association with this pupils at Coppice have sensory processing difficulties and related behavioural issues. Therefore the curriculum is bespoke to meet the needs of each pupil, an on site sensory OT provides sensory support strategies and bespoke programs for all pupils who have had a referral.</p> <p>For pupils in receipt of pupil premium, bespoke spending related to their ECHP targets are identified through Pupil progress meetings and funding is allocated once moderated by SLT.</p>	
In-school barriers	
B.	Pupils with ASD are more likely to experience mental health problems, the complex dynamic between the two can impact on their ability to learn.
C.	Pupils with SLD are more likely to have difficulties in social communication.
D.	36% of pupils in receipt of PP have complex sensory and behavioural difficulties impacting on learning.
External barriers	
A.	Attendance for those in receipt of PP is 93.6% compared to 95.1% of non PP.
	Pupils in receipt of PP do not always get the same support at home.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the attendance of those in receipt of PP and remove barriers to learning for those young people in receipt of PP	All young people in receipt of PP to have at least 94% attainment with none classed as persistent absentees.

	Improve home school links and attendance of school functions/meetings/sessions for parents & carers.	Anecdotal evidence of increased numbers of parents/carers attending functions.
B.	Improve whole school approach and understanding towards Social Emotional Mental Health.	Increased staff knowledge and confidence in identifying and supporting students with SEMH difficulties and students beginning show more awareness of their own emotions and SEMH. Regular outdoor learning opportunities to support mental health.
C.	Improve communication strategies through the use of total communication strategies.	PECS evident and in use in all classes, Talk4writing and sensory stories being delivered regularly in all classes. Whole school Makaton linked signage both in doors and out. Makaton training for parents/ bus staff/ MDS/ Teacher and TAs. Story Massage
D.	Improve sensory support strategies for pupils identified as needing a bespoke sensory profile.	Increased levels of engagement for pupils in receipt of PP through bespoke spends on items designed to support their sensory needs.

5. Planned expenditure					
Academic year	2017-18				
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					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

C) Improve communication strategies through the use of total communication.		<p>A key priority for our SDP 18-19 (Informed by the SEF from a triangulation of evidence) was: <i>"All stake holders to have a consistent communication method to use with every child"</i> All of the pupils at Coppice, have an EHCP, including a 'Communication and Interaction' area of need. Communication challenges can potentially be a huge barrier to learning for all of our children, therefore it is of paramount importance that this is a key area of development for our school, to get the best outcomes for all of our pupils.</p> <p>Communication should be a two-way process and should happen at all times to increase our pupils' development. Coppice has a total communication approach, to ensure that this happens.</p> <p>Staff attended training, to increase their knowledge and skills on how to incorporate communication strategies throughout the school day and during lessons. Training included PECS, Talk4Writing, Sensory Stories, Story Massage, TacPac, Intensive Interaction and Makaton Levels 1&2. In addition to this our English lead attended EEF training to promote early language skills across the school.</p>			
Total budgeted cost					£7600
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A) Improve home school links and attendance of school functions/meetings/ sessions for parents & carers.</p> <p>D) Improve sensory support strategies for pupils identified as needing a bespoke sensory profile.</p> <p>It is well publicised and evidenced that people with autism have sensory needs and sensory processing difficulties. Almost all of our pupils have autism. It is a key area of need for EHCPs, again all of our pupils have an EHCP. Lynn Cowburn, our sensory therapist works closely with staff and families on a caseload of pupils in school, to support them in meeting their sensory needs, enabling them to access learning and the curriculum. Sensory profiles are worked towards by staff, pupils and families in class and at home. Lynn has provided formal and informal training to staff in school, to develop and increase their skillsets in this area.</p>		<p>A) The vast majority of our pupils begin and end their day on school transport and live all over the borough. This means that it is more of a challenge for our staff to build relationships with parents and families, as we don't see them on a day-to-day basis. School thought that by building relationships with parents and families as soon as their children started school at Coppice, an expectation would be set for home school links.</p> <p>An SDP Priority for 18-19 was as follows: <i>"To build on parent knowledge to support their child with skills for life"</i></p> <p>We envisaged that if better relationships are built between school and home, we would be more equipped to provide parents and carers with skills to support their children's learning.</p> <p>Our parent support advisor continued to build relationships with families by being present at all meetings, and offering support and advice wherever possible. EYFS parents were invited to Coffee Mornings with JW and LC, to have informal discussions but also develop their knowledge of sensory strategies. Parents and families of pupils throughout school were invited to attend a calendar of events throughout the year to celebrate pupils learning and achievements (Special assemblies, project days, performances and special events etc.)</p> <p>The EEF published a guidance report in December 18 – 'Working with Parents to support pupils learning', again, highlighting the need for this to be a priority area that will continue in 19-20.</p> <p>D)</p>			
Total budgeted cost					£16000
iii. Other approaches (including links to personal, social and emotional wellbeing)					

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B) Improve whole school approach and understanding towards Social Emotional Mental Health.	<p>1-1 support for pupils and class teachers so that specific communication/behaviour can be better supported.</p> <p>Sensory Therapist to create sensory profile and plans to be put in place Whole school CPD for sensory need and challenging behaviours.</p> <p>To provide children in receipt of Pupil Premium a dedicated ELSA trained member of staff to provide time for well-being and mental health support</p>	<p>Through use of sensory strategies pupils can be provided with extra support to guide them through potential crisis points, reduce anxiety and reduce impact on learning for the whole class.</p> <p>Pupils have sensory needs which prevent learning and by providing support for pupils and staff to meet the needs will allow them to access the curriculum more.</p> <p>ELSA (Emotional Literacy Support Assistant) <i>'The capacity to cope with adversity and even be strengthened by it, is at the heart of resilience. It is not something that people either have or don't have – resilience is learnable and teachable and as we learn we increase the range of strategies available to us when things get difficult.'</i> Providing children with an ELSA trained support assistant and specified time to work through specific issues, providing them with strategies to cope and time to talk should help to alleviate behavioural issues affecting learning.</p>	Reduction in Behaviour incidents and information from families on wider impact.	KO LC JH	January 2018
A) Improve the attendance of those in receipt of PP	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of PSA about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	KO YK AC	January 2018
Total budgeted cost					£35612

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
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
A) A) Improve outcomes in writing for young people in receipt of PP	Invest in sensory stories and mark making/writing whole school CPD Input from sensory specialist for approach and techniques for sensory stories and blank level questioning.	85% of pupils in receipt of Pupil Premium Funding achieved or exceeded their end of year targets in English. Classes are more mindful of their lessons and conduct more outdoor learning opportunities for pupils, through the use of Forest Schools or other outdoor experiences including the newly established Coppice Farm Gardens. Staff are more aware of the impact of sensory stories and build these into their lessons. Staff from the communication team are working towards creating a bank of sensory stories to ensure this continues. CW conducted a refresher meeting on the importance of sensory stories and blank level questioning and how this is fully inclusive of PECS and Makaton.	Anecdotal evidence from staff shows a much greater level of engagement from pupils whilst accessing the outdoor learning environments and an increase in pupil participation. For the coming academic year Forest schools, Coppice Farm and outdoor learning environments should continue to be given a greater focus and developed further to better support all pupils attending Coppice School. Through work on sensory stories staff again noticed an increased awareness and level of engagement for most pupils in their classes and with further development of a sensory story bank these should be used at least once a week to help to enliven stories for children and look into how Talk4Writing can help to support this and build up an internal language bank for all pupils. Continued work on blank level questioning to support comprehension and single word level understanding.	£5000
B) Improve outcomes for young people in Maths	Invest in a whole school Maths programme designed to improve outcomes for young people with SEN Implement more outdoor learning with a focus on Maths	82% of pupils in receipt of Pupil Premium Funding achieved or exceeded their end of year targets in Maths.	See above for impact of use on Outdoor Learning. Development of a whole school bespoke maths package is ongoing. (Further details see Maths lead)	£2600
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

A) Improve outcomes in writing for young people in receipt of PP.	1 to 1 support for pupils in receipt of PP for English and Maths sessions / interventions.	The majority of pupils in receipt of pupil premium have achieved or exceeded their end of year targets. Input from SALT have designed bespoke programs for children in receipt of PP which are delivered on a 1:1 basis.	To continue to provide for extra support opportunities for pupils who require further development of skills or consolidate knowledge in class. Continuous involvement through SALT, hearing impaired etc. To continue to whole school ongoing training package of Makaton training for all staff including drivers, MDS and escorts.	£8000 (50% 1 to 1 funding)
B) Improve outcomes for young people in Maths		In class interventions developed through reflective practise have helped to support pupils improve in English and Maths.	To develop a whole school PECS training and increased use of signage around school (see communication action plan) Continued development of bespoke Maths package.	£8000 (50% 1 to 1 funding)

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

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
C) Remove barriers to learning for those young people in receipt of PP	<p>1-1support for pupils and class teachers so that specific communication/behaviour.</p> <p>Sensory Therapist to create sensory profile and plans to be put in place</p> <p>Whole school CPD for sensory need and challenging behaviours.</p> <p>To provide children in receipt of Pupil Premium a dedicated ELSA trained member of staff to provide time for well-being and mental health support.</p>	<p>Increased knowledge of sensory therapies has provided staff with the confidence to be able to better support pupils from having crisis episodes and behavioural incidents. Since implementing these approaches under the guidance of our sensory therapists behavioural incidents have fallen from 589 (2016-2017) reportable incidents to 400 (2017-2018).</p> <p>The ELSA trained member of staff has begun a structured program of strategies for pupils needing further support every afternoon.</p>	<p>Continued knowledge gathering of sensory therapies through CPD opportunities.</p> <p>Sensory therapist to continue assessment and bespoke packages for those pupils who require it.</p> <p>Continuation of ELSA trained member of staff to deliver sessions for pupils requiring extra support for mental health needs.</p>	<p>(costing for 1 to 1 above)</p> <p>£12000</p> <p>£500</p>

C)Improve the attendance of those in receipt of PP	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	Attendance for all pupils in receipt of PP funding was 93.34% (2017-2018) which is a slight decrease from the previous year on the same number of pp pupils.		£23112
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

For further information of PP spend please go to www.copiceschool.com/pupilpremium

The school have also undertaken an external review of PP which was very positive. This was conducted in March 2017. The full report is available on request.