

## Pupil Premium Strategy Statement 2019-20

1. Summary Information					
<b>School:</b>	Lisburne School's Pupil Premium Action Plan				
<b>Academic Year:</b>	2019-20	<b>Total PP budget:</b>	<b>£52,080 +£1,700</b>	<b>Date of most recent PP review:</b>	July '19
<b>Total number of pupils:</b>	116	<b>Number of eligible pupils:</b>	38 PP 4 LAC	<b>Date for next internal review of strategy:</b>	Feb '20

2. End of KS2 current attainment at Lisburne	Pupils eligible for PP (6 pupils)	Pupils not eligible for PP (6 pupils)
<b>% achieving above expected progress (UQ)</b>	83% in English and Maths	67% in English and Maths
<b>% achieving median expected progress (M)</b>	17% in English and Maths	33% in English and Maths
<b>% achieving below expected progress (LQ)</b>	0% in English and Maths	0% in English and Maths

3. Barriers to future attainment (for pupils eligible for PP)
<b>In-school barriers</b>
<ul style="list-style-type: none"> <li>All of our PP children enter our specialist EYFS provision or alternatively in to various year groups through school with significant developmental and learning delay. In addition, our children have a wide range of difficulties with other restricted abilities and communication issues which mean that their baseline scores are considerably lower than their peers nationally.</li> <li>Our pupils access the curriculum at a developmentally appropriate level and school provides additional support in order to move towards independently achieving progress on their SEND learning journey.</li> <li>Many of our children have obstacles to their individual learning based on their ability to communicate, social and emotional development; several cohorts have a limited ability to play and/ or interact with others.</li> <li>Independence, confidence, self-esteem, resilience, problem solving and life skills need high levels of support to enable our children to access their environment and community; raising aspirations about what they can achieve in life.</li> <li>Children require additional support from a range of therapy, medical and other professional services to meet their complex needs.</li> </ul>

- Large classes are difficult for our children to access therefore minimising group sizes (by adding additional classes) has thereby reduced numbers of children – particularly where pupil needs are more complex. Adding appropriate support and intervention strategies to increase progress and capitalise on attainment.
- Additional confidence and self-esteem needs which impacts on awareness of their environment and community due to limited understanding and awareness of their wellbeing.
- Some pupils have difficulty and occasionally an inability to generalise learnt information or retain knowledge.

### External barriers

- All our children have a full EHC plan with a clear statement of SEN need; all are allocated a school place via the LEA SEN department.
- Attendance - families are encouraged to develop a better understanding of the importance of good attendance and the impact this has on academic and social achievement.
- Difficulties integrating within the community and limited access to facilities and services.
- Parents can require support from school and FLC team to ensure they access a range of services and receive their adequate entitlement.

### 4. Desired outcomes

- Our Pupil premium children continue to perform at the equivalent levels as our non-pupil premium children in KS1 and KS2 across most areas of the curriculum. Over the last 7 years, Pupil Premium children have consistently achieved higher levels of progress in comparison with Non-PP children, this past 2 years the difference has been less marked with the two groups progressing equally well.
- We will continue to spend our Pupil Premium funding in many of the same successful areas this academic year with a few changes to reflect our continuing approach to strive for improvement and to enriching learning with constructive changes.
- We are continuing to invest in a variety of Dance, Music and individualised learning opportunities for all our PP children within school which will support the development of communication, interaction, confidence and build resilience.
- We are promoting additional targeted SALT and OT input for functional communication and a range of intervention programmes in order to support some of our more complex PP children.
- The enrichment programmes are developed in order to meet the specific needs of all our PP and most disadvantaged children.
- We will continue to track the impact of all the interventions and monitor children individually and in cohorts within our regular pupil progress meetings with teachers and feedback of this analysis and evaluation is regularly reported to the GB and SLT .
- Home visits and links are supported by our FLC's as required in order to support key families and monitor interaction and attendance. Our support system provides a vital link between home and school, building opportunities for families to take an active role in their child's learning and break down barriers to education.

5. Planned expenditure					
Academic Year		2019-20			
i. Quality of teaching for all					
Desired outcomes	Chosen action/ approach	What is the evidence and rationale?	How will you ensure it is implemented?	Staff lead Review date	When will you review implementation?
To extend the use of dance, intensive interaction and expressive movement sessions to develop children's communication, interaction and learning.	Across school (2.5 days) 12hrs p.w. x 38 weeks Daily rate =£190  <b>Total annual cost: £18,050</b>	Blocks of groups/ classes in addition to individual 1:1 PP sessions with dance and movement specialist.  Timetabled lessons for all classes in addition short 1:1 sessions for Pupil Premium children Additional practice for children for show rehearsal	Development of key skills and learning in dance/ movement  1:1 sessions to develop skills in early communication and concentrated interaction	Sadie Walker : specialist dance teacher  Supported by Teachers and staff	<i>Mid and end of year analysis of data will show improvement in pupils learning with measurable progress in interaction, confidence and communication.</i>
To develop the use of music and patterning/ sequence to develop key skills and raise confidence levels across the school. To develop the use of ICT and new digital resources to support music and link it in to individual learning programmes.	Across school (1.5 days: Wed & Fri)  10 hrs p.w.  <b>Total annual cost : £22,550</b>	Blocks of groups/ classes in addition to individual 1:1 PP sessions with music therapy specialist.  Timetabled sessions for all classes / 1:1's	Develop patterning, rhythm skills and learning in music.  1:1 sessions to develop skills in confidence and receptive interaction	Sam Yates : specialist music teacher  Supported by Teachers and staff	<i>Mid and end of year analysis of data will show improvement in pupils learning with measurable progress in confidence and in children's receptive interaction.</i>
To extend and develop the use of SALT & OT across the school by increasing the knowledge and skills of our staff. Highlighting the needs of our pupil premium children and developing	Across school SALT - 0.5 days OT – 0.5 days  Total cost per term for	Groups/ cohorts of PP children participating in assessment and/or intervention with specialist SALT & OT staff. This may include	Develop of functional skills to assist with progress.  1:1 and small group sessions to develop	Ele Leatherbarrow (SALT lead) Caroline Murphy (OT lead)	<i>Mid-term and end of year analysis of data will show improvement in pupils' skills with measurable</i>

programmes in order for them to develop and progress.  The additional SALT and OT input takes a holistic approach to therapy which maximises functional skills	SALT 12 weeks= £1,667 OT 12 weeks = £1,667 £3,334 x 3 terms  <b>Total annual cost: £10,002</b> (including staff training)	investigation/ therapy, which involves the use of equipment and specialist resources. Children's sessions may be recorded and used to assist with any assessment/ therapy ~ all recordings will be treated confidentially	communication, social interaction in addition to coordination & motor skills. To work within class teams on a rolling programme to train and increase the expertise of our teaching staff	Supported by Teachers and staff on a rolling programme throughout school	<i>progress in children's functional language and independence/ fine or gross motor skills.</i>
<b>Total pupil premium expenditure:</b>					<b>£56,602</b>
<b>ii. Targeted support</b>					
Desired outcomes	Chosen action/ approach	What is the evidence and rationale?	How will you ensure it is implemented?	Staff lead Review date	When will you review implementation?
To develop confidence, resilience and self-esteem at Forest School when working in a small group.  The TA's are taking photographic and noted evidence in addition to using the engagement (Leuven) scale to assess progression and evaluate individual development.	Focus PP groups at a Forest School nurture group.  <b>Total cost: £275</b> (additional FS training)	Small groups of PP children from EYFS/ KS1/ KS2 to access social groups with Forest School leader Alison Riley.  Timetabled sessions for all PP groups.	Key/ focus children highlighted by school	Alison Riley & Stacey Hill : trained Forest School specialist & support leader  Supported by key staff within classes	<i>Mid and end of year analysis of data will show improvement in pupils confidence, resilience and self-esteem with measurable progress in social interaction.</i>
To provide 1:1 support for key children with severe and complex difficulties to access a range of out of school/ extra-curricular activities and holiday play scheme.	Targeted key PP children families who do not otherwise access extra-curricular opportunities Partial funding (play scheme only) – price matched/ overspend covered by school  <b>Total cost : £500</b>	Support for Play Scheme and after school club places	Key/ focus children highlighted by school	Rachael Knowles : Play-scheme Janet Berry : After school clubs  Supported by key support staff	<i>Parental evaluations and attendance analysis at the end of each play-scheme/ block of after school clubs or termly</i>

Individual progress and intervention strategy plans for all PPP/ LAC children who require input into specific areas of learning or activities to develop their self-esteem and confidence.	Resources set in PPP Action Plan Oct 19. Costings from virtual schools in addition to curriculum budgets.  <b>Only 1 child (out of 4) PPP money has presently come through to school.</b>	Target interventions and activities for all PP / LAC children	Explicitly tailored individual progress and intervention strategy plans to meet specific needs	Teachers and support staff	<i>Mid and end of year analysis of data will show improvement in pupils learning with measurable progress in intervention strategies and curriculum levels.</i>
<b>Total pupil premium expenditure:</b>					<b>£775</b>
<b>iii. Other approaches</b>					
Desired outcomes	Chosen action/ approach	What is the evidence and rationale?	How will you ensure it is implemented?	Staff lead Review date	When will you review implementation?
To develop specific skills (communication app with use of symbols) with functional communication and develop and improve learning links between home and school.	Equipment /software cost (devices + app) Additional costings from English and IT budgets Additional iPad protective covers  <b>Total cost : £1,200</b>	Additional individual communication iPads for two targeted PP children.	Individually tailored introduction of communication app and iPad to meet specific needs.  Reduction of visible frustration for pupils when communicating	Teachers, support staff and parental input/ training	<i>End of year analysis of data - improvement in pupils learning with measurable progress using communication devices</i>
To develop understanding of phonics with 1:1 and small group support and extend this to home / school links through phonic training and provision of resources to support reading skills within classes	Resourcing of phonic boxes and replenish phonic/ reading equipment in classes  <b>Total cost : £550</b>	Intervention focus on key children across KS1/ KS2	Children highlighted by assessment coordinator, discussed with teaching staff to plan appropriate intervention strategy with SERI support assistant	Cassie Pheiffer : Phonics lead and English CDG  Teachers, support staff and parental input/ training	<i>End of year analysis of data will show improvement in pupils learning with measurable progress using phonic analysis and range of reading assessment tests</i>
<b>Total pupil premium expenditure:</b>					<b>£1,750</b>

7. Review of expenditure									
Academic Year		2018-19							
PP and PP+ Children	Pupil Premium	30	3x Yr1	4x Yr2	11x Yr3	3x Yr4	4x Yr5	5xYr6	
	LAC	3			1x Y3	2x Yr4			
Desired outcomes	Chosen action/ approach	What is the evidence and rationale?			Staff lead Evaluation of implementation – July 2018.				
<p>To extend the use of dance, intensive interaction and expressive movement sessions to develop children's learning.</p> <p>Develop intensive interaction and 1:1 individual learning programmes with 15 children in Yr1 –Yr6</p>	<p>Sadie Walker: Specialist dance teacher across school</p> <p>Focus of small group of PP children for intensive interaction/ early communication &amp; engagement sessions</p>	<p>Sadie Walker has worked with all classes in school developing levels of confidence and encouraging participation in a wide range of performances; both within the class or individual weekly dance sessions. Christmas and Summer productions involve all of our pupils and allow them to demonstrate confidence and highlight increased levels of engagement. Sadie has supported a range of celebrations and themed creative weeks planning her sessions alongside the teachers to support and enhance learning opportunities. She worked alongside the Deputy Head and key staff to enhance both our Christmas and summer production / concerts. Sadie began working at Lisburne in September 2016 and has continued to enthusiastically develop and enhance dance/drama with individual intensive interaction/ engagement sessions, within classes and across school</p>			<p><b>Total annual cost: £18,050</b></p> <p>In 2018/19, Dance/movement sessions have taken place on a weekly basis for 15 children from a mixture of Key Stage 1 and Key Stage 2 classes. Some children accessed the programme for the full year and others accessed for a term at a time or as felt appropriate.</p> <p>The aim of the movement sessions was to promote engagement, physical development and communication (both verbal and/ or non-verbal) between the child and Sadie.</p> <p>The children worked with her for short bursts of 10 – 15 minute periods either in the Soft Play area, the Therapy/ Space room and for a few children the Light Room.</p> <p>Regular Observation and Session notes were kept throughout.</p> <p>Governors have observed and watched videos of some of the class and PP sessions - having the opportunity to ask Sadie questions about her Pupil Premium work.</p> <p>Approaches used:</p> <p><b>Interaction using Laban Dance Techniques</b> as an approach to teaching the pre-speech fundamentals of communication to children and adults who have severe learning difficulties and/or autism and who are still at an early stage of communication development. The 7 stages of Intensive Interaction were used as guide to assess and monitor the children's development.</p> <p><b>Developmental Movement Play:</b> is a child led approach that supports physical, social and emotional development through play and is concerned with children's full-bodied, wholehearted physical responses to their everyday lives and learning.</p> <p><b>Contact Improvisation</b> is an evolving system of movement initiated in 1972 by American choreographer Steve Paxton. The improvised dance form is based on</p>				

			<p>the communication between two moving bodies that are in physical contact and their combined relationship to the physical laws that govern their motion—gravity, momentum, inertia. Practice includes rolling, falling, being upside down, following a physical point of contact, supporting and giving weight to a partner. Contact improvisations are free play, spontaneous physical dialogues that range from stillness to highly energetic exchanges.</p>
<p>To develop the use of music and patterning/ sequence to develop key skills and raise confidence levels across the school.</p> <p>Develop the use of ICT / digital resources to support music and link it in to 1:1 individual learning programmes for key PMLD/ sensory children.</p>	<p>Samantha Yates Specialist music teacher</p> <p>Additional music therapy sessions for our EYFS children</p> <p>Focus of small group of PP children for intensive music therapy sessions</p>	<p>Sam Yates has worked with all classes and individual PP children during intensive 1:1 music therapy sessions with a range of computerised and instrumental music programs which all children enjoy.</p> <p>Sam also has had access to a range of music resources and services; this year the children have been learning to play a range of different instruments and follow a rhythm/ beat whilst learning new and engaging songs.</p> <p>Sam always links parts of her music lessons to class themes; this year she has developed a range of music and sound effects to enrich the curriculum, creative weeks and class based topics.</p>	<p><b>Total annual cost : £17,200</b></p> <p>Sam is able to tailor make the sessions according to the needs of particular children and respond more quickly to their responses. This is always then fed back in to the larger classroom settings where they can participate more fully with their peers. She stated “I have again seen on-going improvements from all of the students in our pupil premium sessions this year. There is a huge benefit for children to access music in smaller or individual group settings.”</p> <p>Often levels of confidence improve a little in the smaller sessions, they develop their confidence and make improvements within the larger sessions and their goals change in to making music within a larger group and what that entails e.g. turn taking and listening.</p> <p>Occasionally, when students are having difficulty accessing the sessions, the decision has made to change students.</p> <p>Working closely with staff in school we can ensure that all children are accessing the music sessions at the right time for them. Sam feels that the extra music sessions have been a success; all students have made big improvements in the targets set for them and she is very happy in the achievements the children have made over this academic year.</p> <p>The individual sessions have made music accessible to these children in ways that whole class teaching cannot. The significance of this is huge and can be seen in other areas of the children's lives within school. The offer of communication through music has mattered to these children and most have been able to seize this in ways that has given confidence that is far reaching. In consultation with a staff team who know their children so well the music sessions have been tailor made and individualized to meet specific needs.</p>

<p>To develop the staff awareness of SALT and OT programs for complex PP children.</p> <p>Increase input of therapy strategies with 1:1 and small group sessions across school</p>	<p>Alex Howden : specialist SALT</p> <p>Megan Bell : specialist OT</p> <p>Focus of small group of PP children across school for concentrated therapy sessions</p>	<p>Extended use of SALT with Alex Howden &amp; OT with Megan Bell across the school by increasing the knowledge and skills of our staff. Highlighting the needs of our pupil premium children and developing programmes in order for them to develop and progress.</p> <p>The additional SALT and OT input from Alex and Megan has taken a holistic approach to therapy thereby maximising functional skills.</p>	<p><b>Total annual cost including staff training : £7,992</b></p> <p>SpeechWise input into Lisburne School has consisted of 3 hours per week for the main school during the Autumn Term, with an additional 3 hours commencing in January 2019 to provide support in EYFS/ Holly Class (This service has been delivered by Alex Howden, Speech and Language Therapist). Input has involved supporting classroom staff with whole class strategies such as visual support, using simplified language, AAC and providing resources to help with this. There has also been some focus on individual support with reference to current targets and recommendations made by existing SALTs in school to ensure that staff are competent and confident in working on these objectives. Our input has therefore focused on practical help; ensuring staff have the resources they need to carry out an intervention/strategy and demonstrating their use within the classroom and with individuals.</p> <p>In addition, since January 2019 a period of weekly intervention with an individual PP child has begun. This involves working alongside staff to give direct intervention whilst skilling them up to continue this intervention once the regular therapy finishes.</p> <p>Input into EYFS has focussed on a couple of PP children highlighted as a particular concern. In addition advice has been provided on visual support strategies to help with developing understanding and attention skills for whole class and small group activities.</p> <p>A training session was provided by Ele Leatherbarrow from SpeechWise on Key Word Comprehension, to help staff understand this approach and apply it to everyday activities.</p> <p>Manchester Occupational Therapy services has provided in-class support to staff and children, this has worked by providing support to one class at a time based on classes which have been identified with a higher OT need by Senior Leadership. The provision has involved working alongside staff in the classroom offering advice 'in the moment' as well as reflecting with staff on changes that could be made within the classroom environment to assist with the needs of the children.</p> <p>Sensory Processing has been a large focus, due to the level of need in the classes. Training with staff on general principles of sensory processing and identifying how sensory needs impact behavior and engagement provided informally as part of the ongoing work in classes and through provision of key information sheets.</p> <p>General classroom strategies to support sensory regulation more holistically have been provided to classes in order to ensure the environment is meeting the</p>
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			<p>individual sensory needs of the children. Individualised strategies for children with more complex difficulties where needed. Provision of resources for sensory activities such as an activity to explore tactile input for children who are particularly tactile avoidant, as well as sensory diet activities to be carried out with a number of individuals.</p> <p>Programs for gross motor skills and fine motor skills to support work towards targets in children's IEP's were also created, demonstrated and handed over to the class team. Class teachers have sought advice on independence skills such as teeth brushing and dressing skills as well as sensory food play ideas. Key information created and provided on these topics in order for the classes to try general strategies to support the development of these skills.</p>
			<b>Total pupil premium expenditure: £43,242</b>

Desired outcomes	Chosen action/ approach	What is the evidence and rationale?	Staff lead Evaluation of implementation – July 2019.
To develop confidence, resilience and self-esteem when working in a small group at Forest School	Small groups of PP children from EYFS/ KS1/ KS2 to access social groups with Forest School leader Alison Riley.	Photographic evidence and notes in addition to using the Leuven scale (engagement) to assess progression and evaluate individual development.	<b>Forest School : £175</b> Social interaction and allocation for pupil premium children providing opportunities for appropriate contact with peers and inclusive practice with a local mainstream primary. Children have had a marked and evidenced improvement in engaging both with peers and also accessing the forest school and outside learning areas. The Forest School classroom has been equipped to provide a safe and secure area for the children before, during and after their forest school or outdoor learning sessions.
To provide support for PP children with severe and complex difficulties to access a range of activities.	Support and respite for key families for play-scheme places.	To encourage key children to access familiar social situations with familiar staff during periods of stress for the particular/ key families	<b>Funding to support families : £550</b> The allocation of funding for individual PP children provided the opportunity for appropriate social interaction with peers when attending the October, February, Easter and Summer play-schemes. This opportunity is primarily needed due to the complex emotional and personal difficulties with these specific families.
Individual progress plans for our LAC and	3 LAC children	3 looked after children in school receives Pupil Premium Plus money from the LEA. We have drawn up a specific action plan	<b>Virtual Schools : LAC funding</b> All funding applications were successful for a range of activities; discussions at Core Group meetings regularly monitor and evaluate progress. Funding

<p>PPP children who require input into specific areas of learning or activities to develop their self-esteem and confidence.</p>		<p>for these pupils, which was checked by the Virtual Schools and agreed by the LEA. All PPP children in school have individual action plans with intervention strategies and planning for progress clearly highlighted/ identified.</p>	<p>agreed to continue to raise specific targets in communication in addition to funding a range of activities and out of school and in specific clubs. The children have accessed core life skills in addition to 2 children accessing swimming lessons one afternoon each week to build confidence and interaction with peers. Our LAC action plans are regularly evaluated by the LEA and we were again asked to share examples of our good practice with other schools across Stockport, highlighting the clear objectives and measurable outcomes based on a wide range of individually planned interventions. All our PPP children are regularly monitored to check progress and that intervention strategies are in place and developing progress.</p>
<p>To develop specific skills (PODD app and use of symbols) with functional communication and develop and improve learning links between home and school.</p>	<p>Equipment and software apps  Additional iPads, PODD app &amp; protective covers</p>	<p>Individually tailored introduction of PODD app and iPad to meet specific needs.  Reduction of visible frustration when communicating</p>	<p><b>Software funding : £1,500</b> We have seen good progress towards both Speech and English targets from these specific pupil premium children which were fully evaluated in the end of year progression data. There has been positive impact with the majority of parents interacting well with school through the use of a home/school dialogue and telephone discussions.</p>
<p>To develop understanding of sounds with support in school and extend this to home / school links through a range of functional strategies in addition to phonic boxes for each class</p>	<p>Focus on key children and cohorts across KS1 and KS2  Cassie Pheiffer &amp; Lisa Fisk: English group led phonic interventions to raise standards of key children</p>	<p>The focus is linked to a range of specifically chosen phonic based interventions that are being closely monitored. Progress has been outstanding with all children making above expected levels of progress.</p>	<p><b>Funding provided: £150</b> There have been good progress towards reading targets from these specific pupil premium children, which were fully evaluated in the end of year progression data. There has been positive impact with the majority of parents regarding the Sign and Shine scheme through the use of a home/school dialogue linked to a range of intervention strategies this year.</p>
			<p><b>Total pupil premium expenditure: £2,375 + LAC funding</b></p>