

## Pupil Premium Strategy Statement

1. Summary Information					
<b>School:</b>	Lisburne School's Pupil Premium Action Plan				
<b>Academic Year:</b>	2018-19	<b>Total PP budget:</b>	<b>£43,560 +£7,000</b>	<b>Date of most recent PP review:</b>	July '18
<b>Total number of pupils:</b>	108	<b>Number of eligible pupils:</b>	34 PP 1 LAC	<b>Date for next internal review of strategy:</b>	Feb '19

2. End of KS2 current attainment at Lisburne	Pupils eligible for PP (7 pupils)	Pupils not eligible for PP (5 pupils)
<b>% achieving above expected progress (UQ)</b>	86% in English and Maths	80% in English and Maths
<b>% achieving median expected progress (M)</b>	14% in English and Maths	20% 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 our PP children enter reception class or at various points through the school with significant developmental delay and other abilities which are considerably lower than their peers nationally.</li> <li>Accessing the curriculum at a developmentally appropriate level and the need for additional support in order to move towards independently achieving this progress on their learning journey.</li> <li>Many of our children have obstacles to their individual learning based on their ability to communicate, social and emotional development or socially with their 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>Minimising and reducing class sizes where pupil needs are more complex and adding appropriate support/ strategies to increase progress and capitalise on attainment.</li> </ul>
<b>External barriers</b>
<ul style="list-style-type: none"> <li>All our children have a full EHC plan with a statement of SEN need and are allocated a school place via the LEA SEN department.</li> <li>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.</li> </ul>

#### 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 6 years Pupil Premium children have consistently achieved higher levels of progress in comparison with Non-PP children, this last year 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 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 intervention programmes in order to support 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 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**

**2018-19**

##### 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)  Daily rate =£190  Total annual cost: £18,050	Blocks of groups/ classes in addition to individual 1:1 PP sessions with dance and movement specialist.  Timetabled lessons for all classes in addition to short 1:1 sessions for Pupil Premium children	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 and communication.</i>

<p>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.</p>	<p>Across school (1.5 days: Wed &amp; Fri)  Total annual cost : £17,200</p>	<p>Blocks of groups/ classes in addition to individual 1:1 PP sessions with music therapy specialist.  Timetabled sessions for all classes / 1:1's</p>	<p>Develop patterning, rhythm skills and learning in music.  1:1 sessions to develop skills in confidence and receptive interaction</p>	<p>Sam Yates : specialist music teacher  Supported by Teachers and staff</p>	<p><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></p>
<p>To extend and develop the use of SALT &amp; OT 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.  The additional SALT and OT input takes a holistic approach to therapy which maximises functional skills</p>	<p>Across school (0.5 days: Thurs am)  Total cost per term for SALT 12 weeks= £1,332 OT 12 weeks = £1,332  £2,664 x 3 terms  Total annual cost including staff training £7,992</p>	<p>Groups/ cohorts of PP children participating in assessment and/or intervention with specialist SALT &amp; OT staff. This may include 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</p>	<p>Develop of functional skills to assist with progress.  1:1 and small group sessions to develop communication and motor skills.  To work within class teams on a rolling programme to train and increase the expertise of our teaching staff</p>	<p>Ele Leatherbarrow (SALT lead) and Caroline Murphy (OT lead)  Supported by Teachers and staff on a rolling programme through school</p>	<p><i>Mid-term and end of year analysis of data will show improvement in pupils skills with measurable progress in children's functional language and independence/ fine or gross motor skills.</i></p>

**Total pupil premium expenditure:** £43,242

## ii. Targeted support

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?
<p>To develop confidence, resilience and self-esteem when working in a small group.  The TA's are taking photographic evidence in addition to using the engagement (Leuven) scale to assess progression and evaluate individual development.</p>	<p>PP groups  Total cost: £175 (additional FS training)</p>	<p>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.</p>	<p>Key/ focus children highlighted by school</p>	<p>Alison Riley &amp; Stacey Hill : trained Forest School specialist &amp; support leader  Supported by key staff within classes</p>	<p><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></p>

To provide 1:1 support for key children with severe and complex difficulties to access a range of out of school/ extra-curricular activities.	Targeted key PP children families who do not otherwise access extra-curricular opportunities  Partial funding applied for through Aiming High – £550 matched by school	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 PP and LAC children who require input into specific areas of learning or activities to develop their self-esteem and confidence.	Resources to be set in PP Action Plans Oct 16.  Costings from school curriculum budgets.	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>

**Total pupil premium expenditure:** £725

### iii. Other approaches

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 (PODD app and use of symbols) with functional communication and develop and improve learning links between home and school.	Equipment and software cost £1,500 (3 devices + app) Additional costings from English and IT budgets  Additional iPads, PODD app & protective covers	Additional individual communication iPads for two targeted PP children.	Individually tailored introduction of PODD app and iPad to meet specific needs.  Reduction of visible frustration when communicating	Teachers, support staff and parental input/ training	<i>End of year analysis of data - improvement in pupils learning with measurable progress using PODD and reduction in children's levels of frustration when communicating</i>
To develop understanding of phonics with 1:1 and small group support and extend this to home / school links through Play-bags and phonic training within classes	Cost : £150 for phonic box resources and replenishing Play-bags	Intervention focus on key children across Ks1/ KS2	Children highlighted by assessment coordinator, discussed with teaching staff to plan appropriate intervention strategy with SER 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>

**Total pupil premium expenditure:** £1,650

7. Review of expenditure									
Academic Year		2017-18							
PP and PP+ Children		Pupil Premium	32	4x Yr1	11x Yr2	2x Yr3	4x Yr4	4x Yr5	7xYr6
		LAC	3	1x Yr3					
Desired outcomes	Chosen action/ approach	What is the evidence and rationale?			Staff lead Evaluation of implementation – July 2016.				
<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 12 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 sessions</p>	<p>Sadie Walker has worked with all classes developing levels of confidence and encouraging participation in a wide range of performances both within the class or individual weekly dance sessions; our Christmas and Summer productions involve all our pupils. 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 our Christmas and summer production / concerts. Sadie began working at Lisburne in September at the start of the academic year, and has continued to enthusiastically develop and enhance dance/drama within school</p>			<p>In 2017/18, Dance/movement sessions have taken place on a weekly basis for 12 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 as appropriate. 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. The children worked with her for 10 – 15 minute periods either in either the Soft Play space, the Therapy/ Space room and for a few children the Light Room. Regular Observation and Session notes were kept throughout. Governors observed and watched videos of some of the sessions and had the opportunity to ask Sadie questions about her Pupil Premium work. 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 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>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>Overall I have seen continuing 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. Sam is able to tailor 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.</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 it is thought that students are having difficulty accessing the sessions, the decision has made to change students. By working closely with staff at the 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 the 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>
<b>Total pupil premium expenditure:</b>			<b>£34,000</b>

<b>Desired outcomes</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale?</b>	<b>Staff lead Evaluation of implementation – July 2018.</b>
<p>To develop understanding of sounds with support in school and extend this to home / school links through a range of narrative and functional strategies in addition to phonic boxes for each class</p>	<p>Focus on key children and cohorts across KS1 and KS2</p> <p>SALT : Speech and Narrative Intervention with Ele Leatherbarrow supporting &amp; training Lisa Fisk and Darcy Moores</p>	<p>The focus is linked to a range of specifically chosen Narrative Phases which are being closely monitored and progress has been outstanding with all of the children making above expected levels of progress.</p>	<p>Funding provided: £950</p> <p>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.</p> <p>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 linked to a range of intervention strategies from January- May 2018 00</p>

<p>To provide 1:1 support for 4 children with severe and complex difficulties to access a range of activities.</p>	<p>Support and respite for key families for play-scheme places.</p>	<p>To encourage key children to access familiar social situations with familiar staff during periods of stress for the particular/ key families</p>	<p>£250 funding to support families The allocation of funding for 4 individual PP children provided the opportunity for appropriate social interaction with peers when attending the October, February, Easter and Summer play-schemes. This opportunity would not have been possible without the financial support and transportation of the children, this is primarily due to the complex emotional and personal difficulties with these specific families</p>
<p>Individual progress plans for our LAC and PP children who require input into specific areas of learning or activities to develop their self-esteem and confidence.</p>	<p>1 LAC child</p>	<p>1 looked after child in school receives Pupil Premium Plus money from the LEA. We have drawn up a specific action plan for this pupil which was checked by the Virtual Schools and agreed by the LEA. All PP children in school have individual action plans with intervention strategies and planning for progress clearly highlighted/ identified.</p>	<p>£700 LAC funding All funding applications were successful for a range of activities; discussions at Core Group meetings regularly monitor and evaluate progress. Funding was agreed to continue to update apps and activities on the iPads to raise specific targets in communication in addition to funding a range of activities and out of school and in specific clubs. The child has accessed core life skills in addition to accessing swimming lessons one afternoon each week to build his confidence and interaction with his peers. Our LAC action plan was 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 PP children are regularly monitored to check progress and that intervention strategies are in place and developing progress.</p>
<p><b>Total pupil premium expenditure:</b></p>			<p>£1,900</p>