

Statement of Pupil Premium Strategy – SEN Schools

1. Summary Information					
School	Rosebank School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	ASC
Academic Year	2018-2019	Total PP budget	£23,420.00	Date of most recent PP Review	October 2018
Total Number of Pupils	49	Number of pupils eligible for PP (April 2018)	17	Date for next internal review of this strategy	October 2019

2. Current Attainment		
	<i>Pupils eligible for PP</i>	<i>Pupil not eligible for PP</i>
% achieving in reading, writing and maths	100% achieving in all strands (making some progress in each area)	100% achieving in all strands (making progress in each area)
% making progress in reading	100%	100%
% making progress in writing	100%	100%
% making progress in maths	100%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
In-School Barriers	
A.	Individual access needs linked to autism diagnosis or associated conditions (ADHD/Dyslexia/Sensory Processing/PDA)
B.	Individual SEMH needs within setting
External Barriers	
C.	Parent engagement and skill set in hard to reach families

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils will have access to additional tailored support for their specific needs (targeting sensory needs, dyslexia and memory/communication skills).	Identified pupils will receive a highly specialised and tailored experience linked to their needs and this will be demonstrated in observations, SEND Profiles and assessment.
B.	Identified pupils will receive necessary and timely support by trained ELSA or TAs trained in Talk-Draw/Build-To-Express.	Pupils will be identified swiftly, based on evidence, and personalised support will be offered from ELSA with qualitative outcomes. TAs

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		trained in Talk-Draw/Build to Express will provide additional support to pupils with emotional needs/barriers to learning. All staff will receive training with a focus on attachment and emotional needs.
C.	Parent Support/Liaison Worker and staff working directly with identified pupils, will through additional training, be able to offer families immediate and relevant support with SEMH needs.	Parental interactions and feedback will demonstrate a positive impact linked to their SEMH needs, especially those linked to the school setting.

5. Planned Expenditure					
Academic Year	2018-2019				
A. All pupils will have access to additional tailored support for their specific needs (targeting additional needs, including dyslexia and ADHD).					
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Specific cost	Staff lead	When will you review implementation
<p>Quality Teaching for all Whole school approach to access, class, group and individual needs are quickly identified and training put in place. Professional advice is implemented and evaluated.</p>	<p>Pupils at Rosebank school all have a diagnosis of autism, and many also have a range of associated needs such as Speech and language difficulties, Memory and Processing delays, ADHD, Sensory Processing Difficulties, PDA, Dyslexia, SEMH, Attachment difficulties. All pupils are continually assessed to ensure needs are identified and met. All pupils have sensory assessment on entry to school.</p> <p>This link describes some of the comorbid conditions alongside autism: http://www.autism.org.uk/about/what-is/related-conditions.aspx</p> <p>The following links detail the impact of Sensory Processing Impairments on autism, and the impact of sensory integration therapy.</p>	<p>Evaluation of Professional advice in pupil SEND Profiles in addition to observations, learning walks, pupil/parental feedback and data will ensure significant progress and high quality provision.</p>	<p>Ongoing training for staff.</p>	<p>Lucy Lee, Lizzie Wiffen</p>	<p>Ongoing linked to SEND Profile, observations and data reviews.</p>

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	https://www.sciencedirect.com/science/article/pii/S1878929316301736 http://journals.sagepub.com/doi/abs/10.1177/1539449217743456				
Targeted support: Use of in-house dyslexia specialist, targeted intervention from specialist HLTA, contracted Sensory Integration Specialist OT.	Pupils with identified needs are assessed continuously in school to ensure provision is effective and pupils are making progress. SEND Profile is reviewed and data is collected throughout the year. Pupils who are not making rapid progress (in accordance with their needs and abilities) are identified and subject/specialism leads assess, plan and review individual interventions. Any pupils identified as not making progress in literacy (where other reasons have been ruled out), will be assessed for dyslexia by our in-house specialist, and interventions put in place. Pupils showing significant sensory processing difficulties will be assessed by the Sensory Processing OT specialist.	Reports from Dyslexia specialist and Specialist OT, data from 'Nessy' programme, parental feedback, EHCP reports.	Cost of Nessy programme. Cost of independent Specialist OT (Up to £1500 per year). Cost of HLTA release to provide intervention (£6700).	Lucy Lee	Ongoing linked to SEND profile, observations and data reviews
Total budgeted Cost					£9000

5. Planned Expenditure					
Academic Year	2018-2019				
B. Identified pupils will receive necessary and timely support by trained ELSA or TAs trained in Talk-Draw/Build-To-Express.					
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Specific Cost	Staff lead	When will you review implementation

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<p>Quality Teaching for all: Access to adapted CBT across school, predominantly led by specialist HLTA. All staff will receive training in attachment theory and emotional support strategies.</p>	<p>Typically, children with autism can experience difficulties in social interaction and communication which can result in a variety of behaviours and risks to their mental health and wellbeing.</p> <p>It is important, as a setting, to look carefully at relevant methods being used to enhance our own provision. With this understanding and the specialised knowledge of practitioners within school it is important that the environment supports the needs of the pupils and reduces barriers to learning.</p> <p>The links below demonstrate the importance of Cognitive Behavioural Therapies and Social and Emotional Learning:</p> <p>http://researchautism.net/interventions/15/cognitive-behavioural-therapy-and-autism</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Observations, learning walks, pupil/parental feedback and data will ensure significant progress and high quality provision</p>	<p>Attachment and Emotional Support Training (£1000)</p>	<p>Rosemary Charlton</p>	<p>Ongoing review with formal review June 2019. ELSA and CBT supervision and performance management continually throughout the year.</p>
<p>Targeted support: ELSA sessions or Talk-Draw/Build to Express sessions for targeted pupils</p>	<p>Pupils indicating increased risk of mental illness or showing significant challenging behaviour will be targeted for ELSA or Talk-Draw/Build to Express sessions according to assessments by class staff and SLT.</p> <p>The links below detail the impact of ELSA work in schools across CWAC LA:</p>	<p>Evaluation of Professional advice in pupil SEND Profiles in addition to Reports/observations/record keeping from specialist staff will show positive impact on targeted pupils. Parental and class staff</p>	<p>ELSA HLTA implementing interventions 2 days per week. (£6700) Time to train additional staff in Talk-Draw/Build to</p>	<p>Rosemary Charlton and Lucy Lee</p>	<p>Ongoing review to complete June 2019</p>

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	https://www.elsanetwork.org/wp-content/uploads/2017/11/Cheshire-West-Chester-Evaluation-Report-Sept-2016.pdf	responses will detail positive impact.	express strategies.		
Total budgeted Cost					£8000

5. Planned Expenditure					
Academic Year	2018-19				
C. Parent Support/Liaison Worker and staff working directly with identified pupils, will through additional training, be able to offer families immediate and relevant support with SEMH needs.					
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Specific cost	Staff lead	When will you review implementation
Quality Teaching for all: Parent Support worker is available to all families.	<p>Within the setting, there is an expectation that all staff build supportive and professional relationships with the families of the pupils that they are responsible for.</p> <p>Research by the DFE into Parental Engagement shows the positive impact on work done with staff teams to enhance the initial support they give when talking to parents http://opus.bath.ac.uk/51350/1/DFE_RR156.pdf</p>	Parent questionnaires and opportunities for feedback will give SLT the necessary feedback to ensure parental engagement and the quality of home/school interaction is continuing to improve	CPD for Parent Support Worker (Including 123 Magic Training £450 plus delivery costs)	Lucy Lee	Ongoing, linked to parental feedback
Targeted support: Full-time Parent Support Worker (partially funded by PP) to target support for families in need.	<p>Research by EEF shows the impact parental involvement has on pupil progress: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/</p>	Monitoring impact through pupil/staff/parent feedback. Analysis of data and pupil progress	£5000 towards staffing cost of FSW, plus time cost for extending options for parent involvement through a variety of methods.	Lucy Lee	Ongoing, linked to parental feedback
Total budgeted Cost					£6000

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