

## 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	2020-21	Total PP budget	£24,210	Date of most recent PP Review	September 2020
Total Number of Pupils	51	Number of pupils eligible for PP (April 2019)	18 in Sept 20	Date for next internal review of this strategy	September 2021

2. Current Attainment ( 2019 Figures due to no data collection in July 2020 during the pandemic)		
	Pupils eligible for PP	Pupil not eligible for PP
Progress score in reading	1.6 (national EHCP -4.0)	-0.1 (national EHCP -3.2)
Progress score in writing	1.7 (national EHCP -4.8)	0.4 ( national EHCP -4.0)
Progress score in maths	-2.0 (national EHCP -4.6)	-1.9 (national EHCP -3.4)

3. Review of Impact 2019-20 (Hindered by CV-19 Pandemic March-July 2020)		
	Desired outcomes (all outcomes continued into 20-21 year due to pandemic outbreak)	Evidence of Impact
A.	All pupils will have access to additional tailored support for their specific needs (targeting sensory needs, dyslexia and memory/communication skills).	English Intervention reports show evidence of impact on each child targeted (limited by the impact of the pandemic). Experienced TA taking on sensory profiles and responsibility for supporting staff to address sensory needs.
B.	Identified pupils will receive necessary and timely support by trained ELSA or TAs trained in Talk-Draw/Build-To-Express.	ELSA Impact reports show good evidence of pupil progress in emotional regulation, anger management and processing of trauma situations (family breakdown etc). ELSA support continued through the pandemic and was supported via a small group of TAs providing regular phone calls to pupils and families to monitor wellbeing and support problem solving during lockdown.
C.	Family 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.	Parent training was highly successful prior to CV-19 pandemic, with families reporting new skills and strategies to support their children, particularly those with anxiety and behaviour that challenges. The FSW worked tirelessly throughout the lockdown period to support families

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		to cope with the extremely challenging situation, and to swiftly identify families becoming more vulnerable.
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4. Barriers to future attainment (for pupils eligible for PP)		
<b>In-School Barriers</b>		
A.	Individual access needs linked to autism diagnosis or associated conditions (ADHD/Dyslexia/Sensory Processing/PDA)	
B.	Individual SEMH needs within setting	
<b>External Barriers</b>		
C.	Parent engagement and skill set in hard to reach families	

5. 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. First round of STAR assessments complete, and in some cases these helped to inform teaching.
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 trained in Talk-Draw/Build to Express will provide additional support to pupils with emotional needs/barriers to learning. All staff will continue to receive training with a focus on attachment and emotional needs, with an emphasis on the importance of play and how to make play activities meaningful, including using special play to process trauma.
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.

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6. Planned Expenditure					
Academic Year	2020-21				
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><b>Quality Teaching for all</b> 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:  <a href="http://www.autism.org.uk/about/what-is/related-conditions.aspx">http://www.autism.org.uk/about/what-is/related-conditions.aspx</a></p> <p>The following links detail the impact of Sensory Processing Impairments on autism, and the impact of sensory integration therapy.  <a href="https://www.sciencedirect.com/science/article/pii/S1878929316301736">https://www.sciencedirect.com/science/article/pii/S1878929316301736</a>  <a href="http://journals.sagepub.com/doi/abs/10.1177/1539449217743456">http://journals.sagepub.com/doi/abs/10.1177/1539449217743456</a></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>NEW SEND Profiles to be updated termly with clear outcomes linked to EHCP.</p>	Ongoing training for staff.	Lucy Lee, Natasha Tompkins (SENDCO)	Ongoing linked to SEND Profile, observations and data reviews.
<p><b>Targeted support:</b> Use of in-house dyslexia specialist,</p>	Pupils with identified needs are assessed continuously in school to ensure provision is effective and pupils are	Reports from Dyslexia specialist and Specialist OT, data from STAR Assessments,	Cost of independent Specialist OT	Lucy Lee	Ongoing linked to SEND profile,

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targeted intervention from specialist HLTA, contracted Sensory Integration Specialist OT or from experienced TAs.	<p>making progress. SEND Profile is reviewed and data is collected throughout the year.</p> <p>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.</p> <p>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.</p> <p>Pupils showing significant sensory processing difficulties will be assessed by the Sensory Processing OT specialist.</p>	parental feedback, EHCP review reports.	(Up to £1500 per year). Cost of HLTA release to provide intervention (£6700).		observations and data reviews
<b>Total budgeted Cost</b>					<b>£8200</b>

<b>6. Planned Expenditure</b>					
Academic Year	2020-21				
<b>B. Identified pupils will receive necessary and timely support by trained ELSA or TAs trained in Talk-Draw/Build-To-Express.</b>					
<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Specific Cost</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
<b>Quality Teaching for all:</b> Access to adapted Zones of Regulation predominantly led by specialist HLTA and Autism Lead TLR. All staff are	<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</p>	Observations, learning walks, pupil/parental feedback and data will ensure significant progress and high quality provision	<p>Ongoing resources for Zones of Regulation £500</p> <p>ELSA Supervision £500/year</p>	Rosemary Charlton	<p>Ongoing review with formal review June 2021.</p> <p>ELSA and Zones of Regulation supervision and performance management</p>

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trained in Pathological Demand Avoidance and ADHD. Further training in Trauma and the Importance of Play	<p>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><a href="http://researchautism.net/interventions/15/cognitive-behavioural-therapy-and-autism">http://researchautism.net/interventions/15/cognitive-behavioural-therapy-and-autism</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>				continually throughout the year.
<b>Targeted support:</b> ELSA sessions or Talk-Draw/Build to Express sessions for targeted pupils	<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><a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/Cheshire-West-Chester-Evaluation-Report-Sept-2016.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/Cheshire-West-Chester-Evaluation-Report-Sept-2016.pdf</a></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 responses will detail positive impact.	ELSA HLTA implementing interventions 2 days per week. (£6700) Time to train additional staff in Talk-Draw/Build to express strategies.	Rosemary Charlton and Lucy Lee	Ongoing review to complete June 2021
Total budgeted Cost					£7700

### 6. Planned Expenditure

Academic Year	2020-21	
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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
<b>Quality Teaching for all:</b> 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  <a href="http://opus.bath.ac.uk/51350/1/DFE_RR156.pdf">http://opus.bath.ac.uk/51350/1/DFE_RR156.pdf</a></p>	Parent opportunities for feedback, including in annual reviews 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 (£500)	Lucy Lee	Ongoing, linked to parental feedback
<b>Targeted support:</b> 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:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/</a></p>	Monitoring impact through pupil/staff/parent feedback. Analysis of data and pupil progress	£4500 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					£5500

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