

Ifield School statement of pupil premium strategy March 2017

1. Summary information					
School	Ifield School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/CLDD
Academic Year	2016-2017	Total PP budget	£71,135	Date of most recent PP Review	July 2015
Total number of pupils	223	Number of pupils eligible for PP	69	Date for next internal review of this strategy	July 2017

2. Current attainment	
In Communication, the PP pupils outperformed the non-PP pupils by 7% of the cohort.	
In Maths, 12 PP pupils need to make accelerated progress in order for the PP cohort to match the progress made by non-PP pupils.	
In English, 5 PP pupils need to make accelerated progress in order for the PP cohort to match the progress made by non-PP pupils.	
In Routes for Learning, 1 PP pupil needs to make accelerated progress in order for the PP cohort to match the progress made by the non-PP cohort.	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Poor attendance for pupils with complex medical conditions.
B.	Pupil re-baselining as a result of transitioning to a new assessment tool (Pupil Asset).
C.	
External barriers	
D.	

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Increased progress in mathematics for PP pupils.	Progress in mathematics will improve so that 75% or more PP pupils will make expected or better progress (as seen on Pupil Asset).

B.	Increased progress in Reading for PP pupils.	Progress in English will improve so that 80% or more pupils will make expected or better progress (as seen on Pupil Asset).
C.	Increased progress in Writing for PP pupils.	Progress in English will improve so that 80% or more pupils will make expected or better progress (as seen on Pupil Asset).
D.	Increased progress towards RFL targets for PP pupils.	Progress towards RFL targets will improve so that 80% or more PP pupils will make progress towards their RFL targets.
E.	Continued challenge in developing communication for PP pupils.	PP pupils will continue to be challenged in developing their communication so that 85% or more PP pupils will make progress towards their communication targets.

5. Planned expenditure					
Academic year		2016-2017			
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?
Improved progress in mathematics for PP pupils.	Maths Booster Clubs Numicon 1:1 targeted intervention time.	<ul style="list-style-type: none"> Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. 	Use of high quality Maths specialist teachers. Regular review of Pupil Progress data. Focus on identified pupils that need to make accelerated progress.	ND/ KM/ FR	April 2017/ July 2017
Improved progress in Reading for PP pupils.	Reading recovery teacher Bug Club renewal 1:1 targeted intervention time. Group Reading Interventions.	<ul style="list-style-type: none"> Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. 	Use of subject specialist teachers. Regular review of Pupil Progress data Focus on identified pupils that need to make accelerated progress.	SH/ LH/ ND	April 2017/ July 2017

Improved progress in Writing for PP pupils.	1:1 targeted intervention time.	<ul style="list-style-type: none"> • Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. • EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. 	Use of subject specialist teachers. Regular review of Pupil Progress data Focus on identified pupils that need to make accelerated progress.	SH/ LH/ ND	April 2017/ July 2017
Improved progress towards RFL targets for PP pupils.	<p>Targeted resources</p> <p>Occupational Therapist</p> <p>1:1 targeted intervention time.</p> <p>Sensory Room</p> <p>Hydrotherapy.</p> <p>Physiotherapy.</p> <p>MOVE</p>	<ul style="list-style-type: none"> • Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. • EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. • Curriculum planning places the pupils/students at the centre of the process. 	Regular review of RFL trackers. Focus on identified pupils that need to make accelerated progress.	ND/ SB	April 2017/ July 2017

Continued challenge in developing communication for PP pupils.	<p>Speech & Language Therapists</p> <p>1:1 targeted intervention time.</p> <p>PE enrichment</p> <p>Sensory Circuit</p>	<ul style="list-style-type: none"> • Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. • EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. • Curriculum planning places the pupils/students at the centre of the process. • SLIC Team use their expertise in guiding the development of both class based and additional interventions. 	Use of Speech & Language Therapists. Regular review of Pupil Progress data. Review of S&L interventions on Provision Maps.	CP/ND	April 2017/ July 2017
<p>Total budgeted cost</p> <p>Maths Intervention £10,000</p> <p>Reading Recovery £8,500</p> <p>Writing Intervention £10,000</p> <p>MOVE/ Physiotherapy/ Hydrotherapy/ Occupational Therapist £4,000</p> <p>Generic Resources £500</p> <p>Speech and Language Therapists £23,800</p> <p>P.E. Enrichment £8,600</p> <p>Total budgeted cost for "Quality teaching for all" £65,400</p>					

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?
Improved progress in mathematics for PP pupils.	<p>Maths Booster Clubs</p> <p>Numicon</p> <p>1:1 targeted intervention time.</p>	<p><i>Opportunity for immediate feedback, repetition and direct instruction in those areas key to pupil understanding which can be selected using resources available (e.g. Overcoming Barriers) suitably adapted to meet pupil needs.</i></p> <p><i>Body of research exists to suggest the use of manipulatives such as Numicon are crucial to the development of mathematical understanding.</i></p> <p><i>1:1 Tuition can add 5 months progress (EEF)</i></p>	<p>Use of high quality Maths specialist teachers.</p> <p>Regular review of Pupil Progress data.</p> <p>Focus on identified pupils that need to make accelerated progress.</p>	ND/ KM/ FR	April 2017/ July 2017
Improved progress in Reading for PP pupils.	<p>Reading recovery teacher</p> <p>Bug Club renewal</p> <p>1:1 targeted intervention time.</p> <p>Group Reading Interventions.</p>	<p><i>Studies show 8/10 pupils who take part in reading recovery catch up with their age appropriate peers.</i></p> <p><i>Comprehension strategies have shown to add up to 5 months of progress.</i></p> <p><i>1:1 tuition can add 5 months of progress.</i></p>	<p>Use of subject specialist teachers.</p> <p>Regular review of Pupil Progress data</p> <p>Focus on identified pupils that need to make accelerated progress.</p>	SH/ LH/ ND	April 2017/ July 2017
Improved progress in Writing for PP pupils.	<p>1:1 targeted intervention time.</p>	<p><i>Opportunity for immediate feedback, repetition and direct instruction in those areas key to pupil progress in writing.</i></p>	<p>Use of subject specialist teachers.</p> <p>Regular review of Pupil Progress data</p> <p>Focus on identified pupils that need to make accelerated progress.</p>	SH/ LH/ ND	April 2017/ July 2017

<p>Improved progress towards RFL targets for PP pupils.</p>	<p>Targeted resources</p> <p>Occupational Therapist</p> <p>1:1 targeted intervention time.</p> <p>Sensory Room</p> <p>Hydrotherapy.</p> <p>Physiotherapy.</p> <p>MOVE</p>	<p>EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields.</p> <p>Curriculum planning places the pupils/students at the centre of the process.</p>	<p>Regular review of RFL trackers.</p> <p>Focus on identified pupils that need to make accelerated progress.</p>	<p>ND/ SB</p>	<p>April 2017/ July 2017</p>
<p>Continued challenge in developing communication for PP pupils.</p>	<p>Speech & Language Therapists</p> <p>1:1 targeted intervention time.</p> <p>PE enrichment</p> <p>Sensory Circuit</p>	<p>EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields.</p> <p>Curriculum planning places the pupils/students at the centre of the process.</p> <p>SLIC Team use their expertise in guiding the development of both class based and additional interventions.</p>	<p>Use of Speech & Language Therapists.</p> <p>Regular review of Pupil Progress data.</p> <p>Review of S&L interventions on Provision Maps.</p>	<p>CP/ ND</p>	<p>April 2017/ July 2017</p>

Total budgeted cost	
Maths Intervention	£10,000
Reading Recovery	£8,500
Writing Intervention	£10,000
MOVE/ Physiotherapy/ Hydrotherapy/ Occupational Therapist	£4,000
Generic Resources	£500
Speech and Language Therapists	£23,800
P.E. Enrichment	£8,600
Total budgeted cost for "Targeted Support"	£65,400

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?
Increased pupil wellbeing and confidence.	Ifield Life overnight stays	Reduction in recorded behaviour incidents for PP pupils.	Termly Review of Forest Schools. Specialist Teachers. Leuven Scales.	SK/S S/RG/ SC/S S/MJ/ AW	April 2017/July 2017
	Youth Club	Research has shown Forest schools has a significant impact on confidence, independence and general well-being both in the forest and school settings.			
	Challenger Troop				
	Hadlow College				
	Ski Trip	Ifield Life provides a safe space to develop independence and confidence in a home setting.			
	After school clubs				
	Forest Schools	Challenger Troop provides opportunities for students to develop their team work/social skills, enhances self-esteem, and encourages personal discipline and pride in personal appearance.			
	PE Enrichment				
	After School Clubs				
Playground Equipment	The Ski-Trip provides opportunities for students to develop their team work/social skills, enhances self-esteem and encourages independence and take pride				

Increased progress of PP pupils in Maths and English.	Equipment and resources	66% of PP pupils made expected or better progress in English. 58% of PP pupils made expected or better progress in Maths.	Continue with this approach in order to aim for 80% or more of PP pupils making expected or better progress in Maths and English.	£6,700
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
Increase progress of PP pupils in Reading.	Reading interventions with reading recovery teacher.	70% of PP pupils made expected or better progress in Reading.	Continue with this approach in order to aim for 80% or more of PP pupils making expected or better progress in Reading.	£8,500
Increased opportunities for independence and improved life and social skills.	Ifield Life overnight stays	Pupils demonstrated increased independence and improved life and social skills, through opportunities for shopping, cooking and cleaning.	Implement system for measuring impact of Ifield Life overnight stays and Youth Club on pupil's independence.	£1,300
	Youth Club			£2,200

Increased pupil well-being and confidence.	Challenger Troop	Pupils provided with additional opportunities for lifelong learning and extended community involvement.	Implement use of Leuven Scales to support judgements of increased pupil well-being and engagement for Forest Schools, Ski Trip and Challenger Troop.	£1,600
Increased engagement and reduced behaviour incidents.	Thamesview College Options	Reduction in recorded behaviour incidents for PP pupils.		£500
	Hadlow College			£2,000
	Ski Trip			£1,300
	After school clubs			£6,700
	Summer Club			£700
Forest Schools	£3,600			
Increased progress in Communication and Social Interaction.	Speech & Language Therapists	79% of PP pupils made expected or better progress in Speech & Language.	Continue with this approach in order to aim for 85% or more PP pupils making expected or better progress in Speech & Language.	£23,800
Increased progress towards MOVE targets.	Physical and Occupational Therapy	PP pupils made progress towards their MOVE targets.	Continue with this approach.	£4,000

7. Additional detail

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