

Ifield School Pupil Premium Strategy 2018-19

Ifield School plans careful interventions for pupils eligible for Pupil Premium Funding based on national and school evidence, but recognises the importance of Quality First Teaching to improve outcomes for all of our students.

1. Summary information					
School	Ifield School			Type of SEN (eg. PMLD/SLD/MLD etc.)	SLD/CLDD/PM LD
Academic Year	2018-2019	Total PP budget	£ 81 270	Date of most recent PP Review	September 2018
Total number of pupils	228	Number of pupils eligible for PP	73	Date for next internal review of this strategy	July 2019

2. Current attainment	
Pupil Premium Pupils	Non Pupil Premium Pupils
94% of Primary Pupil Premium pupils are making expected or better progress in Maths.	97% of Primary Non-Pupil Premium pupils are making expected or better progress in Maths.
91% of Primary Pupil Premium pupils are making expected or better progress in Reading.	92% of Primary Non-Pupil Premium pupils are making expected or better progress in Reading.
94% of Primary Pupil Premium pupils are making expected or better progress in Writing.	95% of Primary Non-Pupil Premium pupils are making expected or better progress in Writing.
94% of Primary Pupil Premium pupils are making expected or better progress in Speaking and Listening.	97% of Primary Non-Pupil Premium pupils are making expected or better progress in Speaking and Listening.
83% of Secondary Pupil Premium pupils are making expected or better progress in Maths.	81% of Secondary Non-Pupil Premium pupils are making expected or better progress in Maths.
86% of Secondary Pupil Premium pupils are making expected or better progress in English.	81% of Secondary Non-Pupil Premium pupils are making expected or better progress in English.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Skills in literacy and Mathematics
B.	Language and Communication
C.	Life skills
External barriers	
D.	Access to social and physical activities

4. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Increased progress in Reading, Writing and Mathematics for PP pupils.	Progress in English and Mathematics will improve so that 90% or more pupils will make expected or better progress (as seen on Pupil Asset).
B.	Pupil Premium pupils will be challenged to develop their language and communication skills	PP pupils will continue to be challenged in developing their communication so that 90% or more PP pupils will make progress towards their communication targets.
C.	Increased progress towards RFL targets for PP pupils.	Progress towards RFL targets will improve so that 90% or more PP pupils will make progress towards their RFL targets.
D.	Pupils engage in a range of physical activities and social experiences to develop self-confidence, self-esteem, social skills, well-being and engagement in learning	Evidence of pupils making good progress in self-confidence, social skills, well-being and engagement in learning.

5. Planned expenditure					
Academic year		2018-2019			
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?
A. Increased progress in Reading, Writing and Mathematics for Pupil Premium students.	Staff Training: - including identified aspects of Literacy and Mathematics as well as Communication and Language	NFER (2015) Report recommended a focus on high quality teaching	Staff Evaluation of the impact of training	ND / PJ	July 2019
B. Pupil Premium Pupils will be challenged to develop their language and communication skills					
C. Increased progress towards RFL targets for Pupil Premium Pupils	Senior Leaders to closely analyse data and discuss each Pupil Premium student each term.	Ofsted (2014) Report notes the importance of robust tracking by school leaders	Agreed actions to be monitored by Leadership Team. Use of Pupil Asset to support analysis of attainment and progress of Pupil Premium children	MJ / ND	
	Discussions about individual PP students' needs with Senior Leader	Ofsted (2014) Report notes the importance of robust tracking by school leaders	Agreed actions to be monitored by Leadership Team.	PJ	
	Pupil Progress Meetings – release time to discuss progress of all pupils and agree actions to ensure	NFER (2015) report noted successes from using frequent, rather than one-off assessment and decision points.	Interventions and other actions will be identified for class teachers to implement.	PJ	

	<p>identified pupils make accelerated progress</p> <p>Subsidies for educational enrichment activities and school visits</p> <p>P.E. enrichment activities</p>	<p>First hand opportunities and experiences will engage pupils in the curriculum and their learning</p> <p>P.E. enrichment activities will provide students with opportunities to develop physical skills, self-esteem and well-being</p>	<p>Enrichment activities will be planned to engage children in curriculum work. Pupil dialogue will show children are motivated by enrichment activities. Progress will be reflected in assessment data.</p> <p>Leuven Scales to be used to monitor whether PE enrichment has a positive impact on engagement outside of PE enrichment sessions.</p>	RG	
Total budgeted cost					
Staff Training					£2 500
Senior Leaders Time for data analysis and implementing actions					£4 000
Subsidies for enrichment activities and school visits					£5 000
P.E. Enrichment					£6 500
Total budgeted cost for "Quality teaching for all"					£18 000
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?
A. Increased progress in Reading, Writing and Mathematics for Pupil Premium Pupils	<p>Maths Booster Clubs</p> <p>Numicon</p>	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.	Use of high quality Maths specialist teachers. Regular review of Pupil Progress data. Focus on identified pupils that need to make	ND / PJ	July 2019
B. Pupil Premium Pupils	1:1 targeted				

<p>will be challenged to develop their language and communication skills</p> <p>C. Increased progress towards RFL targets for Pupil Premium Pupils</p>	<p>intervention time.</p>	<p>Body of research exists to suggest the use of manipulatives such as Numicon are crucial to the development of mathematical understanding.</p> <p>1:1 Tuition can add 5 months progress (EEF)</p>	<p>accelerated progress</p>		
	<p>Reading recovery teacher</p>	<p>Studies show 8/10 pupils who take part in reading recovery catch up with their age appropriate peers.</p>	<p>Use of subject specialist teachers.</p> <p>Regular review of Pupil Progress data</p>	<p>PJ / ND / IB</p>	
	<p>Beanstalk</p>	<p>Comprehension strategies have shown to add up to 5 months of progress.</p>	<p>Focus on identified pupils that need to make accelerated progress.</p>		
	<p>1:1 targeted intervention time.</p>	<p>1:1 tuition can add 5 months of progress.</p>			
	<p>Group Reading Interventions.</p>	<p>Opportunity for immediate feedback, repetition and direct instruction in those areas key to pupil progress in writing.</p>	<p>Use of subject specialist teachers.</p> <p>Regular review of Pupil Progress data</p>	<p>PJ / IB</p>	
	<p>1:1 targeted writing intervention time.</p>		<p>Focus on identified pupils that need to make accelerated progress.</p>		
	<p>Targeted resources</p>	<p>EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields.</p>	<p>Regular review of RFL trackers.</p>	<p>ES / SD / PJ</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>Speech & Language Therapists</p> <p>Sensory Circuit</p>	<p>Curriculum planning places the 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>Focus on identified pupils that need to make accelerated progress.</p> <p>Use of Speech & Language Therapists. Regular review of Pupil Progress data. Review of S&L interventions on Provision Maps.</p>	<p>CP / PJ</p>	
<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;">Reading Recovery £2 500</p> <p style="text-align: right;">Writing Intervention £1 000</p> <p style="text-align: right;">MOVE/ Physiotherapy/ Hydrotherapy/ Occupational Therapist £6 000</p> <p style="text-align: right;">Bean Stalk £350</p> <p style="text-align: right;">Specific Resources £2 270</p> <p style="text-align: right;">Speech and Language Therapists £36 000</p> <p style="text-align: right;">Total budgeted cost for "Targeted Support" £47 700</p>					

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	Ifield Life provides a safe space to develop independence and confidence in a home setting.	Review of Forest Schools. Specialist Teachers. Bi-termly reports shared with Leadership Team so that Leuven Scales can be monitored and reviewed with PE Enrichment and Forest School.	SK/ RG/ PJ/ ZD/ MJ	July 2019
	Youth Club After school clubs	Youth Club and After School Clubs provide opportunities for pupils to develop self-esteem, confidence and independence			
	Challenger Troop	Challenger Troop provides opportunities for pupils to develop their team work/social skills, enhances self-esteem, and encourages personal discipline and pride in personal appearance.			
	Forest Schools	Research has shown Forest schools has a significant impact on confidence, independence and general well-being both in the forest and school settings.			
	PE Enrichment	This programme ensures every pupil has a range of opportunities to enhance their physical development beyond the curriculum. This takes place every Tuesday (for Primary) and every Thursday(for secondary)			
	Ski Residential	The Ski-Trip provides opportunities for students to develop their team work/social skills, enhances self-esteem and encourages independence and take pride in their achievements.			

Total budgeted cost

Ifield Life	£1 200
Youth Club	£ 900
Challenger Troop	£2 600
After School Clubs	£4 000
Forest School	£3 800
Ski-Trip	£3 000
Total budgeted cost	£15 500