

Elms Bank Specialist Arts College Pupil Premium Strategy

1. Summary information					
School	Elms Bank Specialist Arts College		Type of SEN (e.g. PMLD/SLD/MLD etc.)	PMLD, SLD, MLD, ASD	
Academic Year	2016/17	Total PP budget	£78,780	Date of most recent PP Review	N/A
Total number of pupils	181	Number of pupils eligible for PP	81 (13 LAC)	Date for next internal review of this strategy	Summer 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving good or better in reading	71%	79%
% achieving good or better in writing	72%	76%
% achieving good or better in maths	69%	72%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Achievement within the area of reading and writing is lower for students eligible for PP than other students.
B.	Achievement within the area of maths is lower for students eligible for PP than other students.
External barriers	
C.	Some pupils in receipt of pupil Premium do not have access to social opportunities.
D.	Some pupils in receipt of pupil Premium do not have access to enrichment opportunities.
E.	Some pupils in receipt of Pupil premium have complex SaLT needs, which require support and specialist resources. If these resources are not in place they are not able to access the curriculum or communicate effectively.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	English Intervention	Students eligible for PP will make good or better progress over the year in reading and will make at least 'as much' progress as students not in receipt of PP
B.	Maths Intervention	Students eligible for PP will make good or better progress over the year in all strands of maths and will make at least 'as much' progress as students not in receipt of PP
C.	Residential Holidays and Extended Services (Breakfast Club, After School Clubs and Holiday Clubs)	Students eligible for PP will have access to appropriate school residential holidays within the year so they have the same social opportunities as other students not in receipt of PP. These activities will be meaningful and enjoyable for them and

		their will be an increasing number of pupil who will take up the sessions.
D.	Individual Instrumental Music Tuition Music Therapy	Students eligible for PP who receive individual instrumental music tuition will all participate in concerts and events over the year to showcase the progress they have made. Students eligible for PP will have access to bespoke music therapy sessions over the year and as a consequence will achieve all their communication targets and will show as much progress towards music as other students not in receipt of PP
E.	Speech Therapy	The SaLT Teaching Assistant will conduct regular face-to-face sessions with targeted pupils. The additional resource being targeted in this area will enable the SaLT to ensure that training and assessment is delivered to ensure the best outcomes for all pupils. The additional funding from the PPG will add capacity to the core provision provided by the NHS.

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?
Speech Therapy (A)	1) Staff training has been provided by SaLT in-house in various areas of communication for school staff: PECS, Signing, language comprehension, Lego Therapy, boardmaker online (symbol resource) 2) SaLT provides training on signing and general communication for Parents / Carers of pupils and outside agencies in Bury.	1.1) Staff are able to continually support the communication of pupils they work with. 1.2) With SaLT onsite training needs are able to be met as needed without delay or additional cost. 2.1) For the communication needs of pupils to be supported in all areas of their lives (not just at school). 2.2) For parents / carers to be included in their child's communication development.	Training is evaluated by staff attending after each session. Any feedback is analysed and used to plan future training. Staff are asked for specific learning needs in their performance management and this directs the training planned. The head teacher line manages the SaLT within school and therefore quality checks training.	FM	Implementation of training is reviewed each term when the next terms training is planned.

Total budgeted cost				See below for budgeted SaLT costs	
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?

<p>Speech Therapy (A)</p>	<p>1)Each child with communication needs will be assessed by the SaLT and advice will be written on how to support and develop their communication in the form of a PCS (Pupil Communication Summary).</p> <p>2)Each child with communication needs will be given a specific target and programme, if required, to be followed by class staff.</p> <p>3)Children with 'specialist' need for input will receive 1:1 sessions with the SaLT team, attendance at meetings and resources and visits provided for home.</p> <p>4)Children who struggle to express themselves will have access to eye-gaze technology to assess and develop their communication skills. The school will invest in eye-gaze technology and staff will be provided training on this. Pupils on pupil premium (who need eye-gaze to support or develop their expressive communication) will be able to access to this technology for at least 30 minutes per week.</p> <p>5)A report will be written by the SaLT each year for pupils with communication needs.</p> <p>6)Boardmakeronline is an online symbol resource available to all staff through school to make communication resources for pupils.</p>	<p>1)The PCS is a one page document which will detail how the pupil understands and expresses themselves. This will inform all adults on how to interact with the pupil and how to best pitch lessons they are planning leading to more meaningful lessons and activities.</p> <p>2) Communication skills are the basis for all learning and therefore communication targets should be worked on throughout the school day, not just in a single session direct with SaLT.</p> <p>3) SaLT will prioritise time focus on pupils with the highest / most specialist level of communication need to make the most impact for them and their families.</p> <p>4.1) Pupils who have a deficit between their cognitive skills and ability to express themselves will have access to eye-gaze technology and other AAC methods to work to even out this imbalance and achieve their communication potential.</p> <p>4.2) Pupils who have complex needs and are difficult to assess with traditional methods will have access to eye-gaze technology to explore their skills and abilities.</p> <p>5)The new EHCP process is in place in Bury and each for pupil with SaLT needs a report is requested by the LEA.</p> <p>6)Symbol resources are essential in supporting understanding and developing expression of pupils with communication needs.</p> <p>EEF - Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>1)SaLT will liaise with teaching staff around implementation of PCS advice and this will also be part of teachers performance management.</p> <p>2) The SaLT will provide training and demonstrations of advice and programmes to teaching staff when requested by the form teacher.</p> <p>3) SaLT will prioritise pupils using specialist skills and experience. SaLT will continually liaise with parents and multidisciplinary teams to meet the communication needs of pupils.</p> <p>4.1)Training will be provided for staff from the company who sell the eye-gaze technology and SaLT will liaise with the eye-gaze company rep for maintenance and training needs</p> <p>4.2) The ICT technician in school will also access the eye-gaze technology training so he can help with any technical problems.</p> <p>5) SaLT will liaise with school admin support re. scheduled EHCPs and send reports prior to meetings. Due to case load number SaLT will only attend EHCP meetings in special circumstances.</p> <p>6) Boardmaker training provided by representatives from the company for all staff in 2017.</p>	<p>F M</p>	<p>1)PCS information will be shared with school staff on the system and will also be available for parents / carers to have at home.</p> <p>2)The SaLT will review programmes and targets yearly or more frequently if needed.</p> <p>3)Pupils with 'specialist' need will be reviewed at least each term.</p> <p>Data will be gathered on the pupils using the eye-gaze technology to evaluate the effectiveness before investment in further technology is planned.</p> <p>COSTS</p> <ul style="list-style-type: none"> • Eye Gaze = £3000 • TA support for SaLT team = £10,000 • Boardmaker online subscription = £650
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<p>Maths Intervention (C)</p>	<p>121 and small group intervention, either within class or within a separate intervention area.</p>	<p>EEF Toolkit - Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. EEF Toolkit - Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.</p>	<ol style="list-style-type: none"> 1. Monitoring sheets will be completed to show the progress of all students receiving intervention 2. The subject coordinator will meet regularly with staff who are leading the interventions to discuss progress and further intervention 3. Intervention leader will set up a termly timetable of intervention support via liaison with subject coordinator and DHT in charge of Pupil Premium 4. Data will be presented termly by data coordinator. This will be discussed through SLT meetings and regular subject coordinator 	<p>NR</p>	<p>Implementation will be reviewed half termly with feedback from the Pupil Premium Intervention lead to the subject coordinators.</p> <p>Progress of students will be regularly reviewed through monitoring sheets.</p> <p>£20,000</p>
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English Intervention (D)	121 and small group intervention, either within class or within a separate intervention area.	EEF Toolkit - Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. EEF Toolkit - Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. EEF Toolkit - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should	<ol style="list-style-type: none"> Monitoring sheets will be completed to show the progress of all students receiving intervention The subject coordinator will meet regularly with staff who are leading the interventions progress and further intervention Intervention leader will set up a termly timetable of intervention support via liaison with subject coordinator and DHT in charge of Pupil Premium Data will be presented termly by data 	HB I	<p>Implementation will be reviewed half termly with feedback from the Pupil Premium Intervention lead to the subject coordinators.</p> <p>Progress of students will be regularly reviewed through monitoring sheets.</p>
Individual Instrumental Music Tuition (B)	121 music tuition provided by external professional musicians	EEF Toolkit - Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	<ol style="list-style-type: none"> External musicians will complete a written report about the progress of each of the students. Students will be given regular opportunities to show off their new skills in front of an 	RH	<p>Informally from term to term and then formally at the end of the cycle.</p> <p>£5,000</p>
Music Therapy (F)	Small group tuition from experienced music therapist (Music Unlimited/ Kenton Mann)	EEF - In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.	<ol style="list-style-type: none"> Music therapist will complete a written report about the progress that each student has made in the sessions. Class staff will complete daily marking sheets and progress towards communication 		<p>Informally from term to term and then formally at the end of the cycle.</p> <p>£10,000</p>
Total budgeted cost					£65,000
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	Staff lead	When will you review

