



Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School	Cliffdale Primary Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	Complex Needs & Autism
Academic Year	2019-2020	Total PP budget	£81,120	Date of most recent PP Review	Sept 2019
Total number of pupils	150 (R-6)	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% working at expected standard in maths	0%	0%
% working at expected standard in reading	0%	0%
% working at expected standard in writing	0%	0%
% Annual Attendance	95%	95%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Cognition and Learning: How can we ensure that all pupils make excellent progress in their literacy and numeracy despite the disadvantage of their highly complex special educational needs?
B.	Communication: What do we need to do to ensure that all pupils are able to communicate effectively and with confidence considering that increasing numbers of our pupils are non-verbal?
C.	Readiness for Learning: How can we create opportunities for pupils to develop resilience, so that pupils become as independent in their learning as possible?
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance: How can we promote higher levels of attendance by all pupils?

4. Intended outcomes		
	<i>Specific outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	That all pupils will make excellent progress in cognition and learning, as indicated by personalised planning, target setting in connection with their EHC Plans and evidenced through their individual learning journey	That across the school, all pupils will make excellent progress against personalised targets linked to their EHCPs. That there will be no gap in all round academic and personal progress between those pupils with a PP and those that do not have a PP.
B.	That all pupils will have their sensory regulation needs met; that they are ready to learn and engage with every aspect of their school day.	That all lesson observations and learning walks will provide evidence of excellent teaching and that pupils are fully engaged with their learning. The number of behaviour incidents recorded on Behaviour Watch will decrease throughout the year. That all pupils will make progress in their learning as demonstrated by 90% or more pupils achieving their personalised targets.
C.	That the school will provide the expertise through a range of continual and consistent opportunities for every pupil to develop effective communication strategies.	That all pupils will make excellent progress in communication, they will achieve targets linked to their EHCPs. That there will be no gap between those pupils with a PP and those that do not have a PP. That all pupils will have evidence of their personal progress in communication against their EHCP outcomes and the SAT values as shown through their individual learning journeys on Earwig Academic.

5. Planned expenditure					
Academic year	2019-2020				
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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That the use of Earwig Academic to depict the holistic progress of every pupil through a learning journey will become further embedded, to ensure the learning links clearly to pupil progress especially in the areas of SEMH and Sensory / Physical, linked with EHCP outcomes and SAT values	All teachers and TAs to provide robust evidence of pupil outcomes on a weekly basis, on Earwig Academic; clearly linking EHCP outcomes to pupil progress. CPD linked to importance of 'smart' annotation to be provided to further develop staff skills in providing high quality evidence of progress.	Assessment – particularly teacher assessment - is a crucial skill which provides teachers with up-to-date and accurate information about the specifics of what pupils do and don't know. Effective assessment helps teachers identify pupils in need of additional support so they can catch up and keep on track (EEF: Attainment Gap Report 2017) The Earwig Academic system provides a framework to link the pupils EHCP outcomes and SAT values to their progress. Resulting in the tracking and monitoring of all aspects of pupil development and wellbeing. Ensuring that teachers have up to date and accurate information for every pupil.	School Strategic Plan Teacher and TA Meetings. SLT/WLT Monitoring and feedback. Peer review sessions Termly progress review meetings Learning Walks and Lesson Observations. Annual Reviews / Termly Reports to Families	AOC	Half Termly
Total budgeted cost					£12,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That all pupils have access to sensory integration programs, including sensory regulation and oral-motor programmes, where necessary, that ensure pupils are ready to learn; resulting in all pupils achieving their personalised targets.	Providing teachers with access to an OT for the development of personalised sensory integration and regulation programs for all pupils that need them.	Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes. EEF (The impact of non-cognitive skills on outcomes for young people, 2013)	That all staff, including new staff as part of their induction, receive training from the OT on sensory integration and its implementation. All new pupils to be assessed on entry by their teacher and BA, in conjunction with the OT.	BA	Termly
That progress in reading continues to be judged to be excellent for all pupils identified as 'ready for reading'. That there will be no attainment gap between PP and Non-PP pupils.	Specialist teacher to provide 1:1 reading support and intervention for KS1 and KS2 pupils identified as being 'ready for reading'.	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. (EEF: Attainment Gap Report 2017) Reading comprehension strategies have high impact for very low cost, based on extensive evidence. (EEF: Attainment Gap Report 2017)	All pupils are reviewed at the start of the academic year for their annual attainment target in reading. The class teacher in conjunction with the specialist reading teacher identify pupils that would benefit from 1:1 reading intervention. Those pupils are reviewed half termly. SLT to monitor and review.	NP	Half Termly Review
Total budgeted cost					£45,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Working with individual families in need, to improve structures at home to support behaviour and communication. Where appropriate to tackle pupil attendance, and lateness.	Family liaison worker (recently acquired through amalgamation) to work with families, particularly PP pupils identified as requiring parenting support. Workshops and coffee mornings to support and encourage families to come together and share experiences.	Socio-economic profile for the City of Portsmouth and the demographic of pupils, showing the high numbers of families in deprivation. <i>...parental involvement in school, and their aspirations for their children, emerged as some of the most important factors associated with lower educational achievement, even controlling for family background</i> (Blanden 2006; Goodman and Gregg 2010; Sodha and Margo 2010; Strand 2007).	Regular line management meetings. Weekly monitoring of pupil attendance – including siblings. Attendance of families at annual reviews, parent/carer evenings, parent/carer coffee mornings and workshops. Personalised programmes and plans to support individual families of pupils on PP	AOC	Termly July 2020
Total budgeted cost					£25,000

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
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
That the Earwig Academic system will create a rigorous monitoring framework ensuring assessment evidence is informing planning and the setting of challenging attainment targets for all pupils. That there will be no attainment gap between PP and Non-PP pupils	All teachers and TA's to evidence pupil outcomes on a weekly basis. Linking EHCP outcomes to pupil progress. Guidance, support and monitoring to be provided by SLT.	<p>Rigorous and thorough monitoring by the Senior Leadership Team ensured that all pupils, including those eligible for PP made excellent progress against their personalised 'key skills' targets, in line with their ECH Plans. There is no gap between the attainment of PP and Non-PP pupils.</p> <p>Support was planned for and interventions were put into place swiftly as part of the personalised planning for each pupil, where a pupil was 'at risk' of not meeting termly 'key skills' targets throughout the year.</p> <p>Staff received continued support and CPD throughout the year on using the Earwig Academic system to show evidence of pupil progress. This ensured that all areas of the EHC Plan were targeted and any gaps in progress were planned for.</p>	<p>The Earwig Academic system of demonstrating individual pupil progress and proved invaluable to the school and to families.</p> <p>Progress can be seen through individual learning journeys, in great detail, personalised to every pupil, in line with their EHCP outcomes. Any gaps in understanding and small next steps can be quickly identified by teachers and senior leaders, ensuring that personalised planning is meaningful and relevant to the needs of each child.</p> <p>The Senior Leadership Team have worked closely with Earwig Academic to tailor the software ensuring that it meets the school's needs particularly in line with rigorous monitoring; for example the method for filtering learning journeys has been significantly improved by Earwig to allow monitoring to happen more quickly.</p>	£24,550
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
That all pupils have access to sensory integration programs where necessary, all pupils are ready to learn, resulting in all pupils achieving their attainment targets. That there will be no attainment gap between PP and Non-PP pupils.	Providing teachers with access to an OT for the development of personalised sensory integration programs for all pupils that need them.	<p>The OT has continued to work closely with teachers and TAs throughout the school to provide general training and specific advice with regards to Sensory Circuits and individual Sensory Integration programmes for pupils.</p> <p>All PP pupils who require additional support, are given an individual programme and personalised training for staff and (where appropriate) families.</p> <p>Case studies show the positive impact of Sensory Integration strategies, including Sensory Circuits on 'readiness for learning' for all pupils in terms of engagement, concentration and progress.</p>	<p>The specialist OT and the advice, support and training that she gives to staff and families is invaluable and this will continue in the future.</p> <p>Staff are more readily aware of the impact of sensory processing difficulties on a pupil's ability to learn and are seeking support and guidance quickly, to inform their planning for individuals.</p> <p>During a recent refurbishment project going on in the school buildings, a decision was made to create a Studio space to allow Sensory Integration programmes to continue to run throughout the day in an appropriate environment. More resources will be required to extend the programmes throughout the day in the next academic year.</p>	£23,000

Progress in reading continues to be judged to be outstanding for all pupils. That there will be no attainment gap between PP and Non-PP pupils.	Specialist teacher to provide 1:1 reading support and intervention for KS1 and KS2 pupils identified as being 'ready for reading'.	PP Pupils taking part in specialist reading intervention programmes have all made excellent progress from their starting points. There is no gap between PP and Non-PP pupils in terms of the progress made. Families have really valued the progress that their child has made. The specialist teacher running the programme plans collaboratively with class teachers ensuring support for reading is continued in class. The specialist teacher also supports the planning of English targets for individuals as well as providing coaching to new teachers.	The increasingly complex needs of the pupils throughout the school has shown that the programme is more suited to KS2 pupils, who are ready to learn and can concentrate in a one to one situation, for the required 20 minutes. The increasingly complex needs of the pupils also means that the programme needs to run for longer, across at least two terms, in order that the pupils can make meaningful progress.	
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iii. Other approaches

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
That all teachers extend their pedagogical knowledge to meet the needs of pupils with complex learning needs. That the Attention Autism approach will be fully embedded into the curriculum.	Teachers to provide Attention Autism sessions as part of the curriculum.	<p>All classes now have staff trained in the Attention Autism approach and sessions are run throughout the week, several times a week as appropriate to the needs of the class.</p> <p>Pupils enjoy the creative, fun sessions and case studies have shown that there have been increased levels of attention and engagement during these sessions; for some pupils there is a marked difference in their levels.</p> <p>In addition spontaneous communication has been seen to progress during the sessions and some pupils have continued with this in other situations.</p> <p>The impact of Attention Autism sessions for some pupils has also been seen in social progress made, their interactions and awareness of others as well as their ability to sit for longer periods of time with their peers in a group.</p>	<p>As an approach, Attention Autism works extremely well for the needs of the pupils in the school. Staff have embraced the approach and TAs have been empowered to take the lead on sessions and research their own ideas.</p> <p>The creative ideas used for Attention Autism session have impacted on starter activities in other learning activities throughout the day, increasing pupil engagement and interaction.</p> <p>The approach will continue throughout the school as some classes are working towards 'Stage 4' and greater peer working together.</p>	£27,500
Total Cost:				£75,050

7. Additional detail

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