



Old Hall Special School,
Bentley Lane, Walsall.

Everyone working together to achieve outstanding outcomes for our pupils and families.

Pupil Premium Strategy Statement.

Context

The Pupil Premium was introduced in April 2011. In 2012–13 schools were allocated a total of £1.25 billion funding for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces. The funding aims to improve the quality of education for all. However, it also aims to raise disadvantaged pupils' attainment and reduce the gap between them and others.

In 2016 – 2017 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception to year 6.

Schools will also receive £1,900 for each pupil who has left Local Authority care because of one of the following reasons:

- Adoption
- A special guardianship order
- A child arrangement order
- A residence order

**For more information please see the Government Publication on the Pupil Premium Grant*

** Pupils who come under the umbrella of Looked after Children come into a different action plan.*

| 1. Summary Information | | | | | |
|------------------------|------------|---|----|---|--------------------------------|
| Academic Year | 2016 -2017 | Total Pupil Premium Budget | | Date of most recent Pupil Premium review | Internal November |
| Total Number of Pupils | 75 | Number of pupils eligible for Pupil Premium | 30 | Date for next internal review of the strategy | Internal and external February |

2. Current Progress (Within Old Hall Special School from 2016 - 2017)

| | Pupil premium | | Other | |
|--|-------------------------|----------|-------------------------|----------|
| | Old Hall Special School | National | Old Hall Special School | National |
| Reading Comparison for expected progress | 73.33% | 92% | 66% | 91% |
| Writing comparison for expected progress | 83.33% | 95% | 73.33% | 94% |
| Maths comparison for expected progress | 66.66% | 91% | 65.33% | 97% |

3. Barriers to future attainment (for pupils eligible for Pupil Premium including high ability).

- In-School Barriers** (to be address in School, for example poor oral language skills).

| | |
|----|---|
| 1. | Pupils have a range of understanding, cognition, learning and developmental needs |
| 2. | Pupils have varying communication and interaction needs |
| 3. | Social, emotional and mental health of pupils |
| 4. | Sensory and physical needs of pupils |

- External Barrier** (Which also require action outside school, such as low attendance rates).

| | |
|----|---|
| 1. | Old Hall Special School has pupils from around Walsall, which ranks as 39 for Multiple Deprivation within the UK, and Wolverhampton which is ranked at 19 |
| 2. | Walsall is in the top 12 for deprivation within education, skills and training |
| 3. | Many pupils do not have access to broader life experiences that are needed to provide a rounded education and experience that other pupils may have. |
| 4. | Pupils are situated around Walsall which provides logistical and location barriers |

4. Outcomes

| | Desired Outcomes and how they will be measure | Success Criteria |
|----|---|---|
| 1. | To continue to deliver high quality teaching across the School | Pupil Premium as well as all pupils continue to make rapid progress, ensure that the gaps within progress are diminished/reduced |
| 2. | To reduce the gap between other pupils and those pupils who receive Pupil Premium within all areas of communication | All pupils to make rapid progress in this area using speech and language therapists and new technology |
| 3. | To improve the rate of progress within the SLD and ASD cohort, especially those eligible for the grant, specifically in maths | To ensure that progress within the SLD and ASD cohort are in line with SEN groups |
| 4. | To maintain the rate of progress, ensuring Higher Able Pupils eligible for the grant achieve their school target | The ensure the large majority of pupils are reaching at least minimum target, with an increase in pupils reaching their school target |
| 5. | For families to feel supported and empowered to meet their children's needs | Family Liaison role developed in order to support the best outcomes for children |
| 6. | To develop children's emotional and social understanding of their world and how to cope with these emotions as well as feel pride, enjoyment and self-worth | SCERTS to be introduced across school which is positive support programme that will meet the needs of the pupils in Social Communication, Emotional Regulation and Transition |

5. Planned Expenditure

Academic Year 2017 – 2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support the whole school strategies.

1. Quality of teaching for all

| Desired Outcome | Chosen Action/Approach | What is the evidence and rationale for the choice? | How will you ensure it is implemented well? | Staff Lead | When will your review the implementation? |
|--|---|---|--|-------------------|--|
| All staff to continue to demonstrate a deep knowledge and understanding of the teaching of maths in school appropriate to the individual needs of pupil's. | Teachers will plan discrete embedded maths experiences for the pupils they teach. Use of Creative Curriculum to ensure maths is taught across the breath of lessons Work will be shared and triangulated through moderation meetings, internal and external | We are keen to reference our progress with maths against those of similar schools and the national average. The School is to further embed experiences of maths. Maths Lead will continue to move maths on through sharing CPD and mainstream school experiences. | Pupils are accessing a range of T&L activities observed in lessons, learning walks and observations. | SLT HS SC | Ongoing |

5. Planned Expenditure

Academic Year | 2017 – 2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support the whole school strategies.

1.

| Desired Outcome | Chosen Action/Approach | What is the evidence and rationale for the choice? | How will you ensure it is implemented well? | Staff Lead | When will your review the implementation? |
|--|--|---|--|-----------------|---|
| All staff to continue to demonstrate a deep knowledge and understanding of the teaching of maths in school appropriate to the individual needs of pupil's. | <p>Teachers will plan discrete embedded maths experiences for the pupils they teach.</p> <p>Use of Creative Curriculum to ensure maths is taught across the breath of lessons</p> <p>Work will be shared and triangulated through moderation meetings, internal and external</p> | We are keen to reference our progress with maths against those of similar schools and the national average. The School is to further embed experiences of maths. Maths Lead will continue to move maths on through sharing CPD and mainstream school experiences. | Pupils are accessing a range of T&L activities observed in lessons, learning walks and observations. | SLT HS SC | Ongoing |
| Pupils learning to be inspired through outdoor experiences which continue to enrich the curriculum | <p>Instructor to be employed to lead on outdoor education settings in school and within the community</p> <p>All class lessons to have elements of outdoor learning</p> | For some of our pupils there is a lack of experience in the outdoors. As a school we are keen to extend outdoor learning experiences for pupils. | All pupils accessing outdoor learning as part of their daily curriculum | SLT | Ongoing |

5. Planned Expenditure

Academic Year 2017 – 2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support the whole school strategies.

| Desired Outcome | Chosen Action/Approach | What is the evidence and rationale for the choice? | How will you ensure it is implemented well? | Staff Lead | When will your review the implementation? |
|--|---|---|---|---|---|
| To improve the rate of progress within the SLD and ASD cohort, especially those eligible for the grant | <p>To use national SEND data and prior progress to best support target setting for these groups</p> <p>To review the speaking and communication curriculum to ensure resources are available to give all pupils a voice</p> <p>To ensure the School's curriculum meets the needs of the ASD and SLD groups</p> <p>To implement a Nurture Group to ensure pupils learning and development are challenged in specific ways</p> <p>To implement specific 1:1 or group interventions for pupils who are not making sufficient progress in maths</p> | To provide a greater number of opportunities to access the curriculum and learning environment and for specific interventions be put into place | <p>Pupil Progress Meetings, teacher monitoring, SOLAR all monitored on a half-termly basis. Pupil numbers to be measured each term to ensure sufficient progress is being made</p> <p>Middle Leaders and Subject Leaders to complete observations in school and provide scaffold support to enhance teachers delivery of lessons</p> <p>Teachers to record and share good practises</p> <p>Visual widgets to be used within lessons in order for pupils to have a better understanding and promote independence</p> | <p>SLT SL ML Teachers All Staff</p> | <p>February 2017 May 2017 November 2017</p> |

5. Planned Expenditure

Academic Year | 2017 – 2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support the whole school strategies.

| Desired Outcome | Chosen Action/Approach | What is the evidence and rationale for the choice? | How will you ensure it is implemented well? | Staff Lead | When will your review the implementation? |
|---|--|--|--|---|---|
| Maintain the rate of progress to ensure Higher Able pupils eligible for the grant achieve their full potential | <p>Deliver 1:1 interventions</p> <p>Ensure that the intervention is monitored for impact through Pupil Progress Meetings</p> <p>Target feedback for pupils to be a key strategy for all teachers</p> | <p>1:1 interventions will be focus specific in areas of; communication and maths</p> <p>Interventions will be documented as having impact</p> <p>Lead intervention staff have specific training in areas to ensure successful teaching and impact</p> | <p>Improve percentage rate of pupils making expected or above expected progress</p> | <p>SLT SL ML Teachers All Staff</p> | <p>February 2017 May 2017 November 2017</p> |
| <p>Additional Speech and Language and communication support through 1:1 Or small group work. Areas covered will include communication, social understanding, social interaction and turn taking</p> | <p>Ensure all pupils have given a range of ways in order to hear Pupil Voice</p> <p>Specific Lead Practitioner to deliver Speech & Language program</p> <p>Specific focus on communication through CPD</p> | <p>The range if varying needs at Old Hall Special School will require a range of different types of aids to be used in order to give pupils a voice. These means of communication need to enable to child to communicate in all areas of their life, e.g. home, school, community visits</p> | <p>Specific focus on communication through CPD implemented within teaching and learning</p> <p>Pupils to show increase progress within their communication which will show in data</p> <p>Pupil behaviour incidents will reduce as pupils' will have a voice and an ability to communicate their wants and needs, along with understanding what is required from this a instructions will be given at appropriate levels</p> | <p>SLT SL ML Teachers All Staff</p> | <p>February 2017 May 2017 November 2017</p> |

| | | | | | |
|---|---|--|---|------------|---------------------------------|
| <p>To create partnerships with families</p> | <p>Through Family Liaison Officer develop opportunities for pupils, families and enhance well-being</p> | <p>To work with families, accessing resources to help increase their involvement in the education and welfare of pupils.</p> | <p>Interactive family learning days Parent questionnaire to identify initial training needs Communication diaries for parents Regular contact with pupils' parents which require support</p> | <p>SLT</p> | <p>March 2017 May 2017</p> |
|---|---|--|---|------------|---------------------------------|