

Statement of pupil premium strategy – NAS Robert Ogden School

1. Summary information					
School	NAS Robert Ogden School			Type of SEN	Autism or associated disorder
Academic Year	2017-2018	Total PP budget	As and when grants received from LA's	Date of most recent PP Review	July 2017
Total number of pupils	Ave 99	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 2018

1. Current attainment						
	<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP</i>		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
% achieving or exceeding levels of progress in English	100%	100%	100%	100%	98%	100%
% achieving or exceeding levels of progress in maths	100%	100%	100%	82%	100%	100%

2. Barriers to future attainment (for pupils eligible for PP)	
Barriers to learning at school	
A.	Language and communication skills are generally less well developed in autistic pupils leading to slower progress in English and other core subjects. All of the pupils eligible for PPG have a learning disability (with 60% severe learning disability).
B.	Social and interpersonal skills and ability to regulate emotion are less well developed than in mainstream peers. Pupils have difficulty initiating, maintaining and repairing social interactions. Sensory differences impact on ability to focus on academic skills.
C.	Pupils in the cohort with a demand avoidant profile are educated in a specialist area of the school, the Inclusive Learning Hub (ILH). Here pupils require a bespoke curriculum based around skills and interests. Difficulties with social relationships can impact on learning.

Barriers to learning, external factors

- D.** For more academically skilled pupils the lack of appropriate peer group and over dependence on technology impacts on learning. Pupils may develop erratic sleep hygiene impacting on motivation and ability to focus at school. On-line safety is an issue as parents are often less skilled than pupils with technology.

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Focus across all areas of the school on language and communication skills will lead to improved progress and attainment in English and Mathematics across all cohorts.	Pupils will progress well from their different starting points, achieving or exceeding standards expected, including the most able and the most disadvantaged.
B.	Appointment of skilled full time Occupational Therapist will further support pupils with emotional regulation and ability to manage sensory differences. Appointment of Assistant Psychologist will result in increase in targeted work around well-being involving Lego Therapy, anger management as well as individualised interventions.	Effective interventions will secure excellent outcomes for pupils, minimising variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
C.	Staff across the residential special school will continue to receive training in strategies to support pupils with a demand avoidant profile.	The schools actions will ensure that pupils receive the most appropriate teaching and learning strategies to enable them to learn effectively.
D.	Regular online safety updates sent home to parents will support in keeping children safe at home. Issues raised with external professionals where appropriate and on line safety lessons in school will increase parental awareness and awareness of pupils.	The schools actions will result in a reduction in the number and severity of on line safety issues recorded.

4. Planned expenditure					
Academic year	2017-2018				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choices	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Appointment of full time skilled Occupational Therapist and Assistant Psychologist. This will mean greater scope for targeted interventions leading to happier calmer pupils.	Increase in individualised interventions from OT. Individual work and small group sessions with Psychology Department including Lego Therapy and anger management.	Growing complexity of need amongst pupils requires additional expertise provided by an increased Personalised Support Team (Ed Psych, OT, SaLT) interventions to work across residential and school sites. Increased personalisation of interventions using evidence based strategies will result in happier more focussed pupils.	Assistant Psychologist supervised by Senior Ed Psych Multidisciplinary team input Behaviour Coordinator monitoring incident data, Assistant Head Teacher (Progress and Attainment) to monitor academic data.	JY SK	To be monitored termly in line with data collection and analysis. Teachers and residential staff to be involved and aware of interventions.
Total budgeted cost					£0 - uses existing resources
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>Increased pupil comprehension and literacy skills applied/generalised across all subjects and overall progress.</p>	<p>Lexia programme to continue.</p>	<p>Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Engages and motivates students in a game-like environment Provides progress-monitoring data without administering a test</p>	<p>Initial training for all teachers and senior Teaching Assistants.</p> <p>Implementation to be supported by PST (Personalised Support Team). SLT to ensure programme is implemented effectively.</p>	<p>JM PD</p>	<p>Termly in line with data collection.</p> <p>Monthly review meetings with PST and individual class teams.</p> <p>Half termly review by JM/SLT</p>
<p>Increased pupil communication skills which will support language development and enable pupils to communicate effectively with others.</p>	<p>Continue to provide iPads and Proloquo2go and Proloquo4text communication programme.</p>	<p>Pupils who would benefit from using these programmes as their primary means of communication are identified. Proloquo2go and Proloquo4text is a symbol-supported / text-supported communication app to promote language development and grow communication skills, from beginning to advanced communicators.</p>	<p>Regular training of class staff from SaLT team. Regular monitoring of use of app and assessments by member of SaLT team.</p>	<p>RB JD</p>	<p>Half-termly monitoring by SaLT team.</p>
<p>Increased pupil mathematical skills applied/generalised overall progress.</p>	<p>Continuation of My Maths resource.</p>	<p>My Maths is targeted primarily at the pupils working on Pathway 3.</p> <p>My Maths has been written and</p>	<p>Initial training for teachers and teaching assistants.</p>	<p>AR SL</p>	<p>Regular monitoring by AR & Maths co-ordinator</p>

<p>Improved sensory integration strategies and interventions. Supporting pupils to self-regulate more effectively.</p> <p>Supporting pupils to explore an area of the curriculum that they have a particular interest in, and would like to develop further.</p>	<p>Purchase of Vibro acoustic sensory resources.</p> <p>Purchase of time in a local recording studio.</p>	<p>developed by experienced teachers for teaching, practising and assessing children's maths fluency across the school. It develops children's skills, confidence and fluency in maths. It has access for parents to review their child's progress. Detailed results tracking.</p> <p>Pupil benefits from regular sensory input throughout the day. This supports them to remain calmer for longer periods and to engage more in learning during lesson times.</p> <p>Pupil has a specific interest in using the drums. To enable pupil to develop his skills we are looking at purchasing time in a local recording studio so as not to impact on other students within school.</p>	<p>Regular monitoring by maths co-ordinator and Assistant Head Teacher progress and attainment in line with data collection</p> <p>Input from new OT. Monitored by class teacher and staff team. Monitored by SL.</p> <p>Supported by class teacher and class staff. Monitored by SL.</p>	<p>SK ML SL</p> <p>DC SL</p>	<p>Half termly in line with data collection to assess impact on learning.</p> <p>Regular assessments of pupils using the app.</p> <p>Half Termly review meetings with OT and individual class teams.</p> <p>Termly review in line with data collection.</p> <p>Half termly monitoring by DC.</p>
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Supporting pupils who find it difficult to engage with the curriculum to access specific qualifications that are of interest to them.	Purchase of specific art resources which are solely for the use of the pupil within school.	Specific Art resources purchased to support pupil to access Arts Award syllabus and GCSE Art in the future.	Supported by class teacher and class staff Monitored by SL.	RR SL	Half termly monitoring by RR
Improved support to develop fine motor skills, which will help improve hand-eye coordination, visual perception and directionality.	Purchase of a range of tasks and activities to specifically develop fine motor skills.	Resources designed specifically to improve fine motor skills from a leading special needs supplier. These resources are aimed at solely developing fine motor skills.	Supported by class teacher and class staff.	AR SL	Half termly monitoring by AR.
Improved resources to support pupil's engagement in learning.	Purchase of a range of sensory and literacy activities to support pupils engagement during lessons.	Pupils struggles to engage in learning and a range of short tasks, in both sensory and core curriculum areas was required. Activities were purchase that would hold the pupils interest and engage them in learning.	Supported by class teacher and class staff.	MP SB SL	Half termly monitoring by MP
Improved resources to support handwriting	Purchase of a range of specific handwriting resources.	Pupil finds handwriting difficult and a need was identified to support improvement of this, a range of handwriting activities to be purchased to support this pupil.	Supported by class teacher and class staff.	GR SL	Half termly monitoring by GR

Total cost					£7,065
iii. Other approaches					
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 outcomes for pupils with Demand Avoidant profile.	Training to continue on rolling programme for all staff across the residential special school.	To enable a staff to equipped with the skills and expertise to provide the best learning opportunities for pupils with a Demand Avoidant profile so that these pupils can achieve the best outcomes.	Regular training of staff in all areas of the school.	JD	Regular review and rolling programme of training.
Total cost					£0 - uses existing resources
Overall total cost					£7,065
Review date					July 2018

5. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost
Increased pupil comprehension and literacy skills applied/ generalised across all subjects and overall progress.	Purchase Lexia programme.	That pupils will engage with the programme and progress in literacy will improve. Will impact more widely for pupils not eligible for PP as scheme was available for all students – no additional costing.	Lexia to be continued. All staff to be trained in using the programme.	£2,965
ii. Targeted support				
Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost
Increased pupil mathematical skills applied/generalised overall progress.	Purchase of My Maths online resource.	That pupils working on pathway 3 will engage with the resource and progress in mathematics will improve. Will impact more widely for pupils not eligible for PP as scheme was available for all pathway 3 students – no additional costing.	My Maths to be continued. Staff to be trained in the use of the resource.	£398

Improved sensory equipment and resources. Opportunities for pupils to share equipment, share space and take turns with others.	Purchase of sensory crash pit, balls and associated equipment.	Pupil that item is purchased for will be able to self-regulate more effectively, will be able to share space and equipment with others and learn to take turns. Will impact more widely for pupils not eligible for PP as other pupils with similar needs will have access to the equipment – no additional costing.	Use of Crash pit equipment to continue to be used.	£2,372
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iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost
Improved outcomes for pupils with Demand Avoidant profile.	Training to continue on rolling programme for all staff across the residential special school.	To enable pupils with a demand avoidant profile to engage in learning more effectively and achieve the best outcomes possible.	Regular training of staff in all areas of the school to continue.	£0 - uses existing resources