

Current Year – Planned Expenditure



Summary information					
School	NAS - Radlett Lodge School			Type of SEN	ASD - Autism Spectrum Disorder
Academic Year	2019-2020	Total PP budget	£7 703	Date of most recent PP Review	July 2019
Total number of pupils	52	Number of pupils eligible for PP	6 (awaiting payments for 1 pupil)	Date for next internal review of this strategy	March 2020

	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP</i>
	2018-2019	2018-2019
% achieving or exceeding levels of progress in English	tbc	tbc
% achieving or exceeding levels of progress in Maths	tbc	tbc

Planned expenditure

Academic year 2018 - 2019

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 additional Speech and Language Therapist will mean greater scope for targeted interventions leading to happier calmer pupils.	Increase in individualised interventions from SaLT. Individual work and small group sessions with members of the MDT including a focus on emotional regulation through a school wide approach called 'Zones of Regulation'.	Growing complexity of need amongst pupils requires additional expertise provided by an increased individualised support team for interventions to work across residential and school sites. Increased personalisation of interventions using evidence based strategies will result in happier more focussed pupils.	Lead SaLT will oversee induction and direct interventions on a triage basis. Behavioural incident data is monitored by Behavioural Coordinators and Deputy Principal for Care, Lead Teacher and Deputy Principal for Education to monitor academic data.	SJ TA SM	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?
Increased pupil communication skills which will support language development and enable pupils to communicate effectively with others.	Continue to provide iPads and Proloquo2go communication programme.	Pupils who would benefit from using these programmes as their primary means of communication are identified. Proloquo2go is a symbol-supported / text-supported communication app to promote language development and grow communication skills, from beginning to advanced communicators.	Regular training of class staff from SaLT team. Regular monitoring of use of app and assessments by member of SaLT team.	SJ LB	Half-termly monitoring by SaLT team.
Increased pupil mathematical skills applied/generalised overall progress.	Introduction of My Maths resource.	My Maths is targeted primarily at the pupils working on Pathway 3. My Maths has been written and 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.	Initial training for teachers and teaching assistants. Regular monitoring by maths co-ordinator and Assistant Head Teacher progress and attainment in line with data collection	AR SL	Regular monitoring by AR & Maths co-ordinator Half termly in line with data collection to assess impact on learning. Regular assessments of pupils using the app.

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<p>Improved sensory integration strategies and interventions. Supporting pupils to self-regulate more effectively.</p>	<p>Use of sensory circuits and bucket sessions or equiv. throughout a pupil's day.</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>Supporting pupils who find it difficult to engage with the curriculum to access specific qualifications that are of interest to them.</p>	<p>Purchase of specific art resources which are solely for the use of the pupil within school.</p>	<p>Specific Art resources purchased to support pupil to access Arts Award syllabus and GCSE Art in the future.</p>			
<p>Improved support to develop fine motor skills, which will help improve hand-eye coordination, visual perception and directionality.</p>	<p>Purchase of a range of tasks and activities to specifically develop fine motor skills.</p>	<p>Resources designed specifically to improve fine motor skills from a leading special needs supplier. These resources are aimed at solely developing fine motor skills.</p>			
<p>Improved resources to support handwriting</p>	<p>Purchase of a range of specific handwriting resources.</p>	<p>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.</p>			

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.		Regular training of staff in all areas of the school.	HM	Regular review and rolling programme of training.
				Total cost	£0 - uses existing resources
				Overall total cost	£
					July 2019