



Fitzwaryn School
'through learning to learn, pupils access society'

1. Summary information					
School	Fitzwaryn School			Type of SEN (eg.PMLD/SLD/MLD etc.)	MLD, SLD, PMLD, ASD, PD, VI, SEMH
Academic Year	2017 - 2018	Total PP budget	£ TBA	Date of most recent PP Review	September 2018
Total number of pupils	95	Number of pupils eligible for PP	21	Date for next internal review of this strategy	January 2019

2. Current attainment		
<i>Note: due to the small numbers of pupils involved in the calculations, each pupil can make a significant difference to the % points.</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication/literacy/English (not incl. KS5)	86%	69%
% achieving UQ targets in Maths (not incl. KS5)	100%	88%
% achieving at least 5 of 6 IEP targets in English and Maths (not including KS5)	84%	69%

3. Barriers to future attainment (for pupils eligible for PP)
<p><i>All pupils at Fitzwaryn School have significant barriers to their learning because of their special educational needs. We are determined to make outstanding provision for each pupil at Fitzwaryn in order that they fulfil at least their potential and are able to take their place in society. To this end, the journey to and preparation for adulthood is the lynchpin on which we build our provision.</i></p> <p><i>Since March 2018 all pupils have an EHCP; targets will be reflected in pupils' termly IEPs. Whilst each EHCP will have a communication/literacy/English target and a maths target, we will also measure progress in these 2 areas using B². The B² measured targets data is reflected in the first 2 boxes above.</i></p> <p><i>Pupils eligible for PP are assessed by their class teachers who decide on a termly basis whether the focus should be communication/literacy/English, maths or behaviour for learning.</i></p> <p><i>In the case of pupils in KS5, funding is used to pay for ingredients to prepare and cook lunches on a daily basis, for community visits, residential trips</i></p>

*and resources for learning new ways to use leisure time.
In all cases, the PP is used on an individualised basis for the pupil concerned.*

External barriers	
A.	Communication/Literacy/English – many of our pupils need support with their communication, from extending their vocabulary to teaching them to use Makaton or communication devices. Reading is very important both as a functional life skill and as a means of enhancing life. For more able pupils we are keen that they can write for a variety of genre, as well as read fluently and communicate effectively. For these reasons all EHCPs have a communication/literacy/English target; most of these will be achieved through the implementation of the class teachers’ plans, however, if a pupil needs more, for whatever reason, then interventions will be planned and implemented.
B.	Maths – as a preparation for adult life, functional aspects of mathematics are taught to all pupils. For pupils who find maths particularly challenging, further interventions to support class teachers’ curriculum plans will be planned and implemented.
C.	Behaviour for learning – due to the nature of the conditions of some of our pupils, there is sometimes work to be done in order to help a pupil become ready to learn. In these cases interventions are planned and implemented in order to support this. Typically, therapies such as ‘Drawing and Talking’ may be used, as well as the therapy dogs. We also use ELSA trained staff in this instance.
D.	Health – due to the nature of their conditions, some pupils’ progress may be hampered. In some cases, maintenance of the current levels will represent progress.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Communication/literacy/English will be further developed through the new horticulture curriculum, the PMLD curriculum and values education (including British Values, SEAL and circle time). Assessment of the new horticulture curriculum will be embedded in all key stages. Assessment of the new PMLD curriculum will be completed and reflect recommendations from the Rochford review.	85% of all pupils will attain UQ progress towards their end of key stage targets.
B.	CPD opportunities planned for all staff in teaching mathematics, leading to more pupils achieving UQ progress towards their targets.	At least 85% of all pupils will attain UQ progress towards their end of key stage targets and there will be a diminished gap between PP and non PP pupils.
C.	The percentage of pupils achieving at least 5 out of 6 of their IEP targets will increase. The targets will be directly evolved from EHCP targets. Multime will be embedded for assessment of targets. The social aspects of Multime will explored with parents and training given to pupils and parents. Effective holiday and after school clubs will be established and run for the benefit of pupils and families.	At least 75% of IEP targets for all pupils will be met. All stakeholders will be familiar with the use of Multime for both assessment and social purposes. The new OSLO will

		establish holiday and after school clubs.
D.	School nurse will continue to work with families and medics to promote the best possible outcomes for the health and well-being of all pupils.	

5. Planned expenditure					
Academic year	2018 - 2019				
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?
To continue to raise or maintain standards teaching and learning of reading.	Review and enhance reading provision within library and classrooms	Vital skill for all pupils. Important that teachers are skilled in teaching reading on an individualised basis.	Classroom observations, pupil progress meetings. Data from EHCPs, IEPs, B ²	BB	Termly
To continue to raise standards in the teaching and learning of functional maths – in particular measurement.		Most important aspect of maths for our pupils' future independence. (All other strands of maths are also in the curriculum)	Data rich – EHCPs, IEPs, B ² data, pupil progress meetings. Classroom observations.	JE	Termly
Total budgeted cost					
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?
All pupils ready to learn	Individual therapies and interventions	Past experience in school; each pupil is unique with individual strengths and areas for development, therefore an individualised approach is most appropriate	Through the teacher appraisal process. Through the TA appraisal process.	SC	Feb 2019

Outside learning opportunities for all pupils is embedded into each class curriculum.	Playground lead opportunities, horticulture.	A lot of work went into the design and commissioning of the playgrounds; now staff need to plan for the learning opportunities both in break times and PE lessons.	Class timetables. Classroom observations. See links with horticulture in SDP. School council will devise a questionnaire for pupils regarding the new playground.	JE	Termly
Total budgeted cost					
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 implemented well?	Staff lead	When will you review implementation?
More clubs available for more pupils after school and in holidays	OSLO to maintain holiday and after school clubs.	Pupil and parental requests	Pupil take up, anecdotal responses from parents.	CT	Feb 2019

6. Review of expenditure				
Previous Academic Year	2017 - 2018			
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
Improved confidence in maths teaching	Les Staves training. 1:1 targeted interventions	Past success; revisited for new staff. All staff regarded it as highly useful, as noted in Teaching and Learning audit Feb 2018	Classroom observations. Data analysis. Followed up in staff meetings – staff encouraged to be more creative in their planning – see notes from Maths staff meeting.	£1000 (also funded by year 7 catch up). £8000

Assessment of all IEP targets captured in Multime	Staff meeting time. Class ipads. 1:1 targeted interventions	Cutting paperwork for staff. Streamlining IEP target setting directly from EHCP key stage targets.	This is well embedded, as noted by the emails sent by Multi Me to Asst. Head. Next is to train new staff and TAs to use it.	£3000 £8000
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
All pupils to be ready to learn	Therapies including dogs, music, art, food and lego. Use of ELSA trained TA	Qualitative evidence from class teachers (<i>reported to governors strategy & performance committee</i>). Individual pupils have improved self-esteem and resilience and therefore better able to make progress with the rest of the curriculum	Yes. We will continue to find and use new therapies for pupils as well as those that are already established. Dog therapy impact assessed by the charity sponsors. Lego therapy established by S<. Drawing and talking is an established therapy. Others suggested by behaviour support. Another TA will be ELSA trained.	£1500 for ELSA training and supervision. £3000 – dog therapy.
Communication targets for some pupils	S< input needed for some pupils	S< caseload	Termly scrutiny of IEP targets achieved	N/A
iii. Other approaches (including links to personal, social and emotional wellbeing)				
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

Improved mental health and well-being for all.	To continue training and awareness of mental health issues and implement appropriate strategies for pupils, families and staff.	On going. This is a partnership priority. Mental health audit carried out and reviewed. Actions implemented; not an easy one to measure but behavioural evidence shows on going decrease in incidents.	Very important to continue with this. Mindfulness training rated very highly by staff in Teaching and Learning audit Feb 2018	£2000 for training.
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Jane Edwards

September 2018