



Fitzwaryn School

*'through learning to learn, pupils will 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	2019 - 2020	Total PP budget	£43,500	Date of most recent PP Review	September 2020
Total number of pupils	106	Number of pupils eligible for PP	38	Date for next internal review of this strategy	February 2021

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)	Data incomplete due to COVID – 19	Data incomplete due to COVID – 19
% achieving UQ targets in maths (not incl. KS5)	Data incomplete due to COVID – 19	Data incomplete due to COVID – 19
% achieving at least 80% IEP targets in English and maths (not including KS5)	Data incomplete due to COVID – 19	Data incomplete due to COVID – 19 but on target for 51%

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>EHCP Outcomes drive the IEP targets. Whilst each EHCP will have a communication/literacy/English target and a maths target, we will also measure overall progress in these 2 areas using B<sup>2</sup>. Under normal circumstances, the B<sup>2</sup> measured targets data is reflected in the first 2 boxes above.</i></p>

*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.*

*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 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. During lockdown and the subsequent return to part-time then full-time school, PP funding has also paid for food parcels for families prior to the government issue of vouchers; it has paid for ICT hardware and software to enable all pupils to continue their education remotely. It has also provided other resources and equipment in order to help pupils continue their education from home – for example, reading books, pens and pencils, art materials etc.*

*LAC funding is determined by VSLAC on a needs basis following requests from school. It is upto £1900 per pupil per year, but may be less.*

External barriers	
<b>A.</b>	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. Reading has a very high prominence in daily and weekly activities. 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>B.</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. All pupils have an EHCP target in maths. Aspects of maths mastery will be taught, enabling pupils to make further progress.
<b>C.</b>	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.
External barriers	
<b>D.</b>	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. Mental health – some pupils have mental health needs as a result of their complex special educational needs. Other pupils will experience mental health issues from time to time. 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.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure that the most able pupils are consistently challenged to achieve as well as they can in English. To further develop the teaching of reading. To monitor the impact that the teaching of phonics has on the acquisition of reading skills.	85% of all pupils will attain UQ progress towards their end of key stage targets. <i>Unfortunately progress data is incomplete due to</i>

		<i>COVID – 19. Staff will be baselining all pupils in order to capture data for the following year.</i>
<b>B.</b>	CPD opportunities planned for all staff in teaching mathematics, leading to more pupils achieving UQ progress towards their targets. More able pupils will have challenging targets within maths mastery.	At least 85% of all pupils will attain UQ progress towards their end of key stage targets. <i>Unfortunately progress data is incomplete due to COVID – 19. Staff will be baselining all pupils in order to capture data for the following year.</i>
<b>C.</b>	All pupils ready to learn. On top of the therapies used the SLT are creating a Nurture room for individuals and small groups who need an alternative curriculum in order to prepare them for a reintegration back into their class.	At least 80% of all pupils will achieve at least 80% of their IEP targets. <i>Unfortunately progress data is incomplete due to COVID – 19. Staff will be baselining all pupils in order to capture data for the following year.</i>
<b>D.</b>	To develop mental health guidelines within policy and practice and ensure all parents are aware of them. 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.	Attendance will remain high. Staff will be equipped to provide necessary support when needed. <i>Unfortunately progress data is incomplete due to COVID – 19. Staff will be baselining all pupils in order to capture data for the following year.</i>

## 5. Planned expenditure

**Academic year**                      **2020 – 2021**    **PPG Budget £43,500 (+ LAC Funded separately)**    **TBC due to additional pupils**

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 further develop the teaching of reading. To monitor the impact that phonics teaching has on the acquisition of reading skills.	Review and enhance reading provision within library and classrooms. Further phonics training for all staff.	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 <sup>2</sup>	CW	Termly
To further develop communication skills for all.	All staff to know and use the basic 'Fitzwaryn' signs. Communication groups used after term 2 to develop particular skills.	Vital skill for all pupils to ensure they have a voice, can express their needs and are able to take their place in society.	Classroom observations, pupil progress meetings. Data from EHCPs, IEPs, B <sup>2</sup>	CW and S&LT.	Termly
To ensure that all pupils, including the most able, are consistently challenged to achieve well.	Scrutiny of EHCP targets. Analysis of data. Training from maths adviser in maths mastery.	Ofsted visit. SLT work scrutinies.	Data rich – EHCPs, IEPs, B <sup>2</sup> data, pupil progress meetings. Classroom observations.	DH	Termly
<b>Total budgeted cost</b>					£6000

### 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?
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.All pupils enabled to meet progress targets set in English and maths	.1:1 intervention from class staff and HLTAs when needed	Pupils can fall behind for a number of reasons. Due to the size of the class and number of adults available, this is identified early and measures are put in place quickly to allow the pupil to catch up.	Staff performance management. Data drops. EHCP reviews, parents' evenings.	DH	Termly
<b>Total budgeted cost</b>					£20,000
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
More clubs available for more pupils after school and in holidays	OSLO to maintain holiday and after school clubs – COVID permitting	Pupil and parental requests	Pupil take up, anecdotal responses from parents.	CT	Termly
Targetted therapies in place for pupils who need them in order to secure behaviour for learning	Staff trained in Drawing and Talking therapy. ELSA trained staff. OT, Physio, S&LT. Use of nurture room and nurture group practices.	Experience from previous years	Referral process. Impact statements from class teachers. Anecdotal evidence from pupils and their families at annual review and parents' evenings. Possible use of Boxall profile	Well-being cluster.	Termly  <b>Cost</b> £15000

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2019 - 2020</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>

To continue to raise or maintain standards of teaching and learning in reading and communication	.Phonics – letters and sounds for most pupils. 1:1 targetted support from teachers and HLTAs. Use of communication	More than 85% of disadvantaged pupils reached their targets.	Some non-disadvantaged pupils did not meet enough of their targets. Work has been done in finding out the reasons for this. The curriculum offer has been refined and all staff have received further training.	£ 1000
To continue to raise standards in the teaching and learning of functional maths – in particular measurement.	Training during Staff meetings. Scrutiny of maths units of work. 1:1 targetted support from teachers and	100% disadvantaged pupils reached their maths progress target.	We need to ensure that more able pupils have access to mastery of maths.	£ 1000

## 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 ready to learn.	Individual therapies and use of nurture curriculum	Individual anecdotal evidence from class teachers outlines the impact on pupils' behaviour and readiness to learn. This evidence, in report form, is reviewed by governors as part of their work.	Drawing and Talking and ELSA support are particularly beneficial to targeted pupils, and will continue. Further time for ELSA trained staff to work with pupils has been designated.	£ 400
Outside learning opportunities for all pupils is embedded into each class curriculum.	Class timetables. Classroom observations. See links with horticulture in SDP. School council will devise a questionnaire for pupils	New playground, in particular the cycle track and new bikes is very popular with pupils. School council questionnaire showed that 98% of pupils enjoyed playtime 'sometimes' and 74% enjoyed playtime 'always'. Horticulture curriculum embedded across all classes.	We will continue. The horticulture curriculum will now be overseen by the Well-Being staff cluster.	£ 400

## iii. Other approaches (including links to personal, social and emotional wellbeing)

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
More clubs available for more pupils after school and in holidays – COVID permitting	OSLO to oversee	Holiday clubs and after school clubs continue to be in high demand. Pupils enjoy coming to them and their social skills are enhanced by meeting new people/children/peers.	They will continue to run – COVID permitting. OSLO reports to Headteacher and to governors.	Self-funding

Jane Edwards

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