



# Astley Park School

*Nurturing Futures*

## Pupil Premium Grant: Annual Impact Statement 2018 - 2019

Pupil Premium Grant 2018 - 2019	
School Strategic Lead:	Janice Wilson (AHT/SENCO) & Karen Brereton (SALT)
Governor Strategic Lead:	Wendy Blundell: COG
Date:	Autumn 2019

Pupil Premium Grant 2018 - 2019	
Total Number of pupils	56 (13 Primary & 43 Secondary)
13 Primary X £1320	43 Secondary X £935
£17,160.00	£40,205.00
<b>Total £57,365</b>	

Pupil Premium Grant 2018- 2019 Objectives	
1	All pupils will display progression in their speech, language and communication skills by achieving a minimum of 80% progress towards their annual POP outcomes
2	All pupils will have access to planned intervention and classroom support to enable them to make a minimum of 80% progress towards their personalised POP outcomes
3	All pupils will have their basic needs met and have an opportunity to participate in all curricular and extra-curricular activities

## Summary of Impact

### **1. All pupils will display progression in their speech, language and communication skills by achieving a minimum of 80% progress towards their annual POP outcomes**

All teachers have been offered support and attended meetings to develop SMART SLCN targets for pupil EHC outcomes.

School SALT reviewed plans to ensure each pupil had an identified SLCN target on their Pupil Outcome Plan (POP).

School SALT assessed all pupils and developed personalised communication profiles which were shared with school staff and parent/carers/carers.

All parent/carers offered a home visit or school meeting, with the school SALT, to discuss SLCN needs and development.

SALT delivered two 10 week, ELKLAN communication, training courses to school staff to support SLCN of the identified pupils. 8 class teachers and 12 teaching assistants completed the course and gained an accredited qualification in order to support the identified pupil's communication skills within the classroom environment.

### **What was the impact?**

Staff are more confident in setting SMART SLCN targets developed from pupil EHC outcomes and school-based speech and language assessments. All pupils have an identified SLCN target on their Pupil Outcome Plan ensuring they are working towards relevant and appropriate personalised SALT outcomes to improve their receptive, expressive and social communication skills. The SLCN targets were moderated by the school SALT and this evidenced that all pupils made a minimum of 80% progress towards their personalised communication outcomes.

Parent/carers have access to a comprehensive overview of their child's speech and language needs, through the communication profile and have an improved awareness of the focused outcomes enabling them to fully support the development of their child's speech and language skills at home. They have benefitted from discussing and highlighting any strengths and concerns about their child's speech and language development with the school SALT or class teacher, at the annual review, in order to ensure the focus remains appropriate to their child's most pertinent needs. A quarter of the identified pupils' parent/carers took up the offer of a home visit or meeting with the school SALT. The remaining parent/carers were provided with a copy of the pupil's communication profile to further support their understanding of their child's SLCN needs.

Following the speech and language training staff appear more confident in their appropriate use of language with pupils at different stages of the ELKLAN Blank Levels. Pupils have benefitted from clearer questioning and instruction which has led to more positive and spontaneous interactions between staff and pupils and between pupil and peer.

**2. All pupils will have access to planned intervention and classroom support to enable them to make a minimum of 80% progress towards their personalised POP outcomes**

All Primary and Y7 pupils had access to an additional TA1 to support planned interventions

All Y8 – Y11 pupils had access to an appropriate additional intervention through the Pupil Additional Learning Support (PALS) team.

All teachers attended a termly intervention planning/evaluation meeting with the PALS team to discuss progress and set new outcomes.

PALS team supported class groups to plan for the transferral of skills from intervention groups in to the classroom.

TAs supporting PALS intervention received peer to peer training, support and advice on identified pupils.

**What was the impact?**

Class teachers are now more confident in setting individual SMART POP targets and planning relevant and focused intervention leading to pupils achieving greater success. The POP targets were moderated by the PALS team and this evidenced that all pupils made a minimum of 80% progress towards their personalised POP outcomes. This in turn has led to pupils displaying greater self confidence and self-esteem across the day.

All pupils accessed planned intervention to support their personalised POP outcomes. The increase in teaching assistants has led to an increase in the amount of targeted interventions on offer to our pupils. This has led to pupils having greater opportunities to work towards achieving the specific personalised outcomes on their EHC plans.

The teaching assistants involved in the PALS intervention sessions have developed their personal confidence in supporting and on occasion leading small group intervention. Furthermore, they were able to use their additional knowledge of the pupils to help transfer skills and language back into the classrooms. Many of the strategies and resources that have benefitted the pupils in the intervention groups have been introduced into the classroom with success.

The development of targeted intervention based on personalised targets has formed part of a whole school evaluation of the way we deliver the curriculum and the importance of this pupil centred approach to learning.

**3. All pupils will have their basic needs met and have an opportunity to participate in all curricular and extra-curricular activities**

Pupils in need of additional support identified by the school pastoral manager.

16 Educational Visits supplemented to ensure all pupils had equal access

25 pupils provided with refreshments when accessing educational visits

1 pupil provided with personal care items

1 pupil supplied with an outfit for their prom night

1 pupil provided with new underwear

1 pupil provided with an iPad and case

**What was the impact?**

Pupils in need of additional support were identified by the school pastoral manager ensuring that all pupils had access to items to address their physiological needs including providing, food, clothing and personal care items.

All pupils accessed and enjoyed class educational visits ensuring they participated fully in learning inside and outside of the classroom. This enabled pupils to extend, transfer and consolidate their learning in a variety of community settings. Whilst on educational visits all pupils were able to purchase refreshments alongside their peers ensuring social inclusion, development of life skills and promotion of positive experiences, memories and enjoyment.

1 pupil was provided with a personal iPad and case to ensure that he was able to learn in a way that met his own specific special educational needs. The iPad enabled the pupil to access his learning more effectively and promoted and extended his personal contributions in 1:1, small group and class activities thus raising his self-confidence and self-esteem.