

Pupil Premium and SEN Strategy Statement

19-20

Recovery Planning

We strive to plan effectively and appropriately to meet the needs of our pupil premium children, to ensure that the funding provided is used to benefit them fully and address their needs. This strategy plan is fluid to allow for ever changing needs and situations that arise.

In the light of school closing for non-key worker children during Covid lockdown, we have adapted this plan to ensure that the children have every chance to catch up on their learning, and that the learning is targeted and appropriate to their needs.

Below we have included our plans to use teacher and teaching assistant times smartly, and to the greatest effect to deliver the best teaching we can.

Desired Outcome	Chosen approach	How will it be implemented?	Additional information
To improve communication and interaction skills for pupil premium children	<p>1:1 or group support for children in need of speech and language support. This will be carried out by our SENCo lead with guided activities made available for the class teacher. Where necessary outside SALT (speech and language therapy) will be arranged.</p> <p>Group support for children who need to develop their skills in interacting with other children</p> <p>Free access to after school clubs (run by teachers, rather than the general after school club) once these are set up again</p>	<p>This may involve targeted speech and language activities for individuals, or activities involving communication skills that can be delivered in a group. This may include sharing a story, developing listening skills, phonics work etc.</p> <p>This may include playing games with other children outdoors or board games. It may include team building activities and opportunities to mix with children in their larger bubble</p> <p>Once restrictions are lifted, PP children will be able to attend after school clubs, that are run on different nights, by different staff for free, so long as the club can accommodate their age range at that time</p>	<p>A child may be included on our SEN register, in which case the parents will be informed and included in the process of the child having an IEP (Individual Education Plan) to address their needs.</p> <p>We are limited to interaction within their class bubble or their Key stage bubble</p>

<p>To improve social, mental and emotional needs of pupil premium children</p>	<p>1:1 or group support for children in need of mental and emotional health support</p> <p>Group activities to develop social skills. This will be limited to the class/ KS bubble due to COVID restrictions</p>	<p>Lego therapy and drawing therapy. This will be carried out by MC Anger management work 1:1</p> <p>Social stories and social drama sessions Group games, board games, team games</p>	
<p>To improve cognition and learning for pupil premium children</p>	<p>Maths 1:1 support and group support provided by teacher or TA.</p> <p>Reading 1:1 support and group support provided by teacher or TA.</p> <p>Writing 1:1 support and group support provided by teacher or TA.</p>	<p>This will be planned by the teacher to meet the needs of individuals who need 1:1 or group activities should more than one pupil need the same/ similar kind of support. This will be short, regular sessions with a planned measured outcome that will take place over 6/12 weeks</p> <p>This will be planned by the teacher to meet the needs of individuals who need 1:1 or group activities should more than one pupil need the same/ similar kind of support. This will be short, regular sessions with a planned measured outcome that will take place over 6/12 weeks</p> <p>1:1 support and group support provided by teacher or TA. This will be planned by the teacher to meet the needs of individuals who need 1:1 or group activities should more than one pupil need the same/ similar kind of support. This will be short, regular sessions with a planned measured outcome that will take place over 6/12 weeks</p>	

Close attainment gap between PP children and non PP children	Through such a measure target driven approach, over a set period of time, we will see data that indicate the gap is closing		
To improve sensory and physical needs for pupil premium children	1:1 or group work with identified children	<p>Provide breaks within the lessons for children with physical and concentration needs.</p> <p>Sensory circuits, sensory trails, exercises to meet physical needs will be used on a regular basis, as and when the needs arise and if needed at specific times, they will be timetabled into the day</p>	

Written Sept 2020