

## Pupil Premium and SEN Strategy Statement

21-22

### Our aim....

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.

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.

<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>How will it be implemented?</b>	<b>Additional information</b>
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>Group activities following whole school training on "Talk for Writing" to improve spoken sentences</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>This may include the use of talk tins</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</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>This may involve mixing classes within a Key stage, or even mixing key stages. This is all dependent on the ever changing needs of our pupils.</p> <p>Training starts in Sept 2021, so we will be better equipped to addresses needs through this programme as the training progresses</p>

		club can accommodate their age range at that time	
To improve social, mental and emotional needs of pupil premium children	<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 include playing games that involve turn taking, and setting up scenarios as social stories that can develop discussion as to the right and wrong ways to deal with given situations</p>	<p>Lego therapy and drawing therapy. This will be carried out by MC</p> <p>Anger management work 1:1</p> <p>Emotional drawing therapy carried out by MC</p> <p>Social stories and social drama sessions Group games, board games, team games</p>	
<p>To make a sensory circuit to help address children with sensory needs</p> <p>To improve sensory and physical needs for pupil premium children</p>	An increasing number of children have sensory needs and we intend to set up a circuit that can be accessed by pupils (under supervision) whenever there is a need	<p>This may be carried out individually or in groups</p> <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>	

<p>To improve cognition and learning for pupil premium children</p>	<p><b>Maths</b> 1:1 support and group support provided by teacher or TA.</p> <p><b>Reading</b> 1:1 support and group support provided by teacher or TA.</p> <p><b>Writing</b> 1:1 support and group support provided by teacher or TA.</p>	<p>This will take place in the classroom using either the class teacher or teaching assistant to deliver the support</p> <p>This will take place in the classroom using either the class teacher or teaching assistant to deliver the support. This may involve hearing individual children read, or an additional guided reading session being in place to support those who need it</p> <p>This will take place in the classroom using either the class teacher or teaching assistant to deliver the support</p>	
<p>Close attainment gap between PP children and non PP children</p>	<p>Through such a measure target driven approach, over a set period of time, we will see data that indicate the gap is closing</p>		