

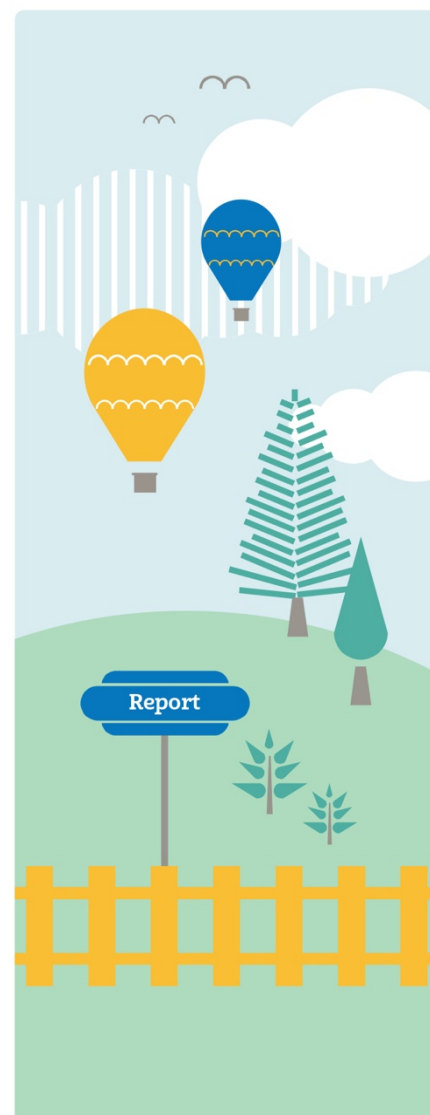


WARGRAVE HOUSE

THE AUTISM SPECIALISTS

PUPIL PREMIUM STRATEGY

2018 - 2020



Wargrave House Ltd
The Autism Specialists
449 Wargrave Road
Newton-le-Willows
Merseyside
WA12 8RS

T 01925 224899
E enquiries@wargravehouse.com

W www.wargravehouse.com

Pupil Premium spending 2018-2019

SUMMARY INFORMATION			
31/10/2018	Renaissance Learning	Accelerated Reading Scheme	4,225.20
23/01/2019	Nordoff Robbins	Music Therapist	5,166.00
30/04/2019	Nordoff Robbins	Music Therapist (part)	2,909.00
03/05/2019	Nessy Learning Limited	Nessy licence upgrades	765.00
01/09/2018	Fundraising	Sunken trampoline	10,000.00
01/09/2018	Forest Schools Education	Level 3 and first aid course	798.00
			23,863.20

Pupil Premium spending 2019-2020

SUMMARY INFORMATION			
Type of special educational needs and disability	Autism	Date of most recent pupil premium review:	N/A
		Date of next review:	December 2019
Total number of pupils:		Total pupil premium budget:	Approx. £14895
Number of pupils eligible for pupil premium:	15	Amount of pupil premium received per child:	Range: £935-£2350

STRATEGY STATEMENT	
	<ul style="list-style-type: none"> ○ To raise the in-school attainment for reading of both disadvantaged pupils and their peers. ○ To increase self-esteem and confidence in students and to provide the strategies to self-regulate and overcome barriers to learning. ○ To encourage all students to identify ways in which to improve their own well-being.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Students are generally below key stage expectations for reading.
B	Low self-esteem and self-confidence is an issue for many students.

BARRIERS TO FUTURE ATTAINMENT

C	Communication difficulties; non-verbal students/ those with limited language and students with social communication difficulties.
D	Behavioural issues are diverse and significant amongst PP students and self-regulation is key to overcoming barriers to learning.
E	Students generally do not recognise how they can improve their own physical health and well-being through specific activities.

ADDITIONAL BARRIERS

External barriers

F	Attendance rates for some students are reduced which causes them to make less progress.
G	Many families live geographically some distance from the school so interaction with families can be limited.
H	Lack of enrichment activities for some students at home.
I	Actions of some families not fully fostering independence in their child.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Students are generally below key stage expectations for reading.	Raised attainment level for reading for PP students as evidenced through accredited student and SOLAR.
B	For students to undertake activities to raise their self-esteem and self-confidence.	All PP students access enrichment activities/ residential visits and show observable gains in their confidence and self-esteem.

C	Increase PP student attainment in communication.	Student progress is evidenced through school monitoring procedures SOLAR.
D, F	For student's behaviour not to have a detrimental effect on their academic progress.	Fewer behaviour incidents and improved attendance recorded for each of these students on the school systems REVEAL and schoolpod.
E	For enable students to recognise health and well-being activities that 'work for them'.	Students identify health and well-being activities that enhance positive well being.

Planned expenditure

ACADEMIC YEAR					
Quality of teaching for all					
Desired outcome	Chosen action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>For students to develop their ability to use learnt skills to problem solve in a meaningful way, develop their own learning and develop independence and self-regulation through Forest Schools activities.</p>	<p>Students to have regular Forest school activities at identified local woodland with trained school coordinator and assistant. STSA to be employed to release Forest Schools lead 1 day per week to plan and deliver off site sessions. Cost: £3600 Nominated TSA to attend Level 2 Outdoor Learning Practitioner - Peak District, Derbyshire Cost: £260</p>	<p>Internal monitoring of 2018-19 sessions demonstrate progress for students involved with this Programme. <i>Critical Issues in Forest Schools by Mark Sackville-Ford & Helen Davenport</i></p>	<p>Monitoring of the curriculum offered. Monitoring of the rolling programmes and MTPs to ensure opportunities for outside school learning are planned for in advance and on a regular basis throughout the school. Ensure risk assessments are undertaken in advance and approved. Photographic evidence collected and cross referenced to SOLAR. REVEAL data. Attendance data. Student progress analysed. SLT monitoring.</p>	<p>PP Lead SLT Forest school coordinator And support TSA Class teachers and TSAs</p>	<p>Dec. 2019</p>
<p>To improve progress in reading through the introduction of Accelerated Reader (AR). To encourage students to read independently and regularly at their own level and pace.</p>	<p>Staff trained in AR by designated lead teachers. Students baselined and then have regular independent designated reading sessions using the AR program. Cost: covered by PP for 2018-19 Cost of additional books for school library to compliment AR- £2000</p>	<p>Education Endowment Foundation (EEF) "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers".</p>	<p>Monitoring of the teacher practice and student progress by AR leads. AR program evidence collected and cross referenced to SOLAR Student progress analysed. SLT monitoring.</p>	<p>AR leads. PP lead. SLT Class teachers and TSAs.</p>	<p>Oct. 2019</p>

To enable students to recognise health and well-being activities that 'work for them'.	Students to access a carousel of introductory health and well-being activities (e.g. yoga, petting animals, story teller, meditation) for a whole day to identify specific areas of interest. Themed health and well-being day. Cost: £600		Health and well-being steering committee to organize and book external specialists. Student/staff evaluations. Student requests for future well-being activities. Staff meetings shared good practice.	RR School nurse Therapy department PP Lead SLT	Spring 2020
Approximate total budgeted cost					£6460
Targeted support					
To improve progress in reading and spelling through cumulative and systematic phonics based Nesy learning program.	Students baselined and access Nesy programme during regular designated sessions. Renewal of license- £775	Education Endowment Foundation (EEF) "Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)"	Nesy assessments. Progress of students advancing through the phases. Student progress analysed. SLT monitoring. Student progress analysed in reading, spelling and writing and referenced to SOLAR as students transfer the skills learnt through Nesy into other sessions.	Nesy leads. PP lead. SLT Class teachers and TSAs.	Oct. 2019

<p>To continue to employ specialist music therapy teacher to provide bespoke therapy sessions. To improve students' self-regulation, communication and social interaction through music therapy.</p>	<p>To fund specialist music therapy teacher's salary (2 days per week) to deliver individual weekly sessions throughout the academic year. Cost: £8400</p>	<p>Education Endowment Foundation (EEF): Positive Impact of specialist teaching.</p>	<p>Music therapist assessments. SLT monitoring. FRCS monitoring. REVEAL data monitoring. Staff meetings and shared best practice.</p>	<p>Music therapist. PP Lead. Student allocated therapists.</p>	<p>Oct. 2019</p>
<p>To support Individual needs of students experiencing additional hardship and lack of self-esteem.</p>	<p>Money provided for independence building activities such as community visits £400 Purchase shampoos, deodorants and shower gels, hair brushes and uniform/clothing for specific students. £600</p>	<p>Education Endowment Foundation (EEF) "SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself"</p>	<p>Students participate in events which they would not normally be involved with (e.g. whole school creative and performing arts and community visits). Student attendance data. REVEAL data monitoring. Photographic/video/portfolio evidence of the above. Student progress in all areas of PHSE.</p>	<p>All teachers. PP lead. SLT.</p>	<p>Oct 2019.</p>
<p>Approximate total budgeted cost:</p>					<p>£10175</p>
<p>Other approaches</p>			<p>To be completed if and when required 2019-2020</p>		
<p>Action</p>	<p>Intended outcome</p>	<p>What's the evidence and rationale for this choice?</p>	<p>How will you make sure it's implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>

Total budgeted cost:					

Review of expenditure

PREVIOUS ACADEMIC YEAR				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Implement a whole organisation programme to develop reading and comprehension so that learners are more able to access 'learning'.	Robust and motivating system which will measure and track progress and engage students in reading.	Unable to implement due to staffing issues.	Adherence to start date and contingency plan in place to overcome potential issues.	£4225
Forest schools education Level 3 first aid course	Staff training to deliver forest schools sessions.	Students' progress across key areas recorded for all participants.	Forest schools requires an off-site area which has now been identified.	£798
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost

Music therapy	Enhance self-regulation, communication, flexibility and social interaction in students.	Student participation linked with specific individual area of development.	Ensure rolling programme is evaluated robustly.	£5116 £2909
Nessy Learning Ltd license	Increase attainment in reading using phonics programme.	Students' progress in reading and spelling attributable to programme.		£765
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost