



The Parkside School Pupil Premium Statement – 2017/18

1. Summary information					
School	Parkside Complex Needs School			Type of SEN	Communication and interaction/SLD/MLD
Academic Year	2017-18	Total PP budget	£103, 825	Date of most recent PP Review	November 2017
Total number of pupils	165	Number of pupils eligible for PP	99	Date for next internal review of this strategy	March 2018

2. Barriers to future attainment (for pupils eligible for PP)	
<p>Pupils attending Parkside school already have a diverse and complex set of needs and barriers to learning. These include specific diagnosis such as ASD or chromosomal disorders as well as specific learning difficulties, moderate learning difficulties, speech and language difficulties and sensory processing difficulties. In addition to these needs some of our pupils that are eligible for PP also need further support with self-confidence, self-worth, independence, friendships and social and emotional wellbeing.</p>	
In-school barriers	
A.	Social and emotional health
B.	Communication and interaction
C.	Barriers to phonics, reading and writing
External barriers	
D.	Some pupils have difficult home circumstances and historic trauma

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils make the same progress as their peers from similar starting points in reading and writing.	Progress rates are similar for PP and non-PP pupils across Parkside
B.	Disadvantaged pupils come into lessons with their basic needs met and are ready to learn.	Increased concentration during learning time.
C.	Disadvantaged pupils are better able to self-regulate their emotions and can therefore access and engage learning with more ease.	Improved social skills, self-worth and confidence. Fewer behaviour incidents occurring.
D.	Disadvantaged pupils show increased levels of participation with extra curricular activities, including those beyond the school day.	Improved interaction between pupils. Improved self-esteem and confidence.

4. Planned expenditure					
Academic year		2017-18			
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?
Disadvantaged pupils make the same progress as their peers from similar starting points in reading. Improved attainment for all pupils.	<ul style="list-style-type: none"> Phonics training for all staff. New phonics resources for all classrooms. Targeted support for reading in place. New reading books for all year groups focussing on high interest low reading age. New Lead teacher for English appointed. Alternative methods of teaching reading researched with Educational psychologist support 	<p>EEF Toolkit: Phonics is the approach to teaching reading that research shows has the greatest impact on older readers that are still struggling to grasp the skills. Research shows qualified teachers get the best results when teaching phonics interventions.</p> <p>There is some research to show whole word reading may be a more effective approach for pupils with complex needs such as Down Syndrome. Therefore Parkside needs a two pronged strategy for teaching reading.</p> <p>Pupils need to be engaged in order to learn, therefore new resources have been purchased to engage learning and spark interest.</p>	<ul style="list-style-type: none"> Monitoring by SLT Monitoring by lead Teacher Analysis of data from Solar/Salford reading tests etc 	SLT CA	July 2018
Total budgeted cost					£560000

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?
Disadvantaged pupils show increased levels of participation with extra-curricular activities, including those beyond the school day.	<ul style="list-style-type: none"> • Trips and extra curricular activities are paid for and so no expense for parents. • Travel to and from the activities is paid for. • PP pupils are targeted for places in specific out of school provision (evolve club/staynplay) • Summer holiday and Easter holiday clubs offer a range of exciting activities at no cost for PP children • Horse care paid for and transport arranged for PP pupils. • Lunch clubs • Extended Schools coordinator employed 	<p>Many PP pupils at Parkside lack experiences of the wider world as parents are unable to fund trips/outings that cater for their specific needs.</p> <p>As pupils travel to Parkside from all around Norfolk, often parents struggle to fund transport home from activities or are unable to collect pupils. This means they can miss out on activities and wider experiences</p> <p>If all Parkside pupils have access to the same out of school experiences they will have an equal understanding of the world around them as they become independent adults.</p> <p>Increased participation in social events reduces social isolation that can lead to mental health and well being concerns.</p>	<ul style="list-style-type: none"> • Registers kept of attendance at clubs • Database of transport requirements and use kept • Database of varied experiences so they are not all the same. • Pupil survey • Parent questionnaires 	EG EB	July 2018
Total budgeted cost					£33000

iii. Other approaches (including links to personal, social and emotional wellbeing)					
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?
Disadvantaged pupils are better able to self-regulate their emotions and can therefore access and engage learning with more ease.	<ul style="list-style-type: none"> • Reflexologist employed • Counsellor employed • ELSA training for 2 members of staff • Positive play therapy • Draw and talk therapy • New SEMH curriculum undertaken across the school 	<p>Pupils need to understand their complex emotions and know how to self-regulate in order to engage with learning.</p> <p>High quality support needed for pupils with self-esteem/self-worth concerns and mental health concerns.</p> <p>Social, emotional learning interventions can have positive impacts on social relationships attitudinal differences which in turn will have a positive affect on attainment in school. The pupils leaving Parkside will be better equipped to manage the world independently.</p>	<ul style="list-style-type: none"> • Updates from regular SEMH meetings • Impact evaluations after 6 weeks of intervention. • Case studies of pupils • Discussions with staff involved 	EG/AB	March 2018
Disadvantaged pupils come into lessons with their basic needs meet and are ready to learn.	<ul style="list-style-type: none"> • Breakfast club • Snack trolley • Shower club • Walk and talk sessions • Open door sensory and soft play room • Parental support advisor 	<p>Learning cannot take place until pupils feel safe and have had their basic needs such as hunger, emotional regulation, warmth, hygiene etc met. Some pupils have a very chaotic home life and parents need support in meeting these needs. Pupils may have anxiety around transition from home into school and will need support with this.</p>	<ul style="list-style-type: none"> • Register of attendees • Updates at SEMH meetings • Analysis of behaviour watch data 	EG	March 2018
Total budgeted cost					£23000

5. Review of expenditure

Previous Academic Year	2016-17
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i. Quality of teaching for all

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
Improve levels of communication, speaking and listening	<ul style="list-style-type: none"> • Employment of Parkside's own Speech and Language Therapist • Employment of English specialist 	<ul style="list-style-type: none"> • Progress data shows PP and non-PP pupils make similar progress • Targeted support has been given to pupils in need • English curriculum is being evaluated and will adapt to meet pupils needs. 	<ul style="list-style-type: none"> • English is still a priority for the school and work on English (including phonics) is ongoing. • SALT is a constant need for our pupils and so this is also ongoing. • Pupils will be assessed more thoroughly before intervention is put in place and it will be evaluated after to consider impact. 	£20000

ii. Targeted support

Increased parental engagement

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
Increased parental engagement	<ul style="list-style-type: none">• Reading café• Parental support advisor• Access to online learning• Lending library• Parenting group• Uniform loan/support	<ul style="list-style-type: none">• Parents have a clear point of contact for pastoral issues and support with family/social circumstances. This has led to better involvement in school life as they feel supported.• Uniform more readily worn• Parents fed back that they feel they have opportunity to meet with other parents and share general information about having	<ul style="list-style-type: none">• Continue the school support advisor role with increased hours• Develop further the parenting groups with more focus• Online learning to continue, all pupils to have logins for home use.	£28650

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

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
Improve wellbeing for pupils	<ul style="list-style-type: none"> • Employment of school counsellor • Reflexology for pupils • Positive play intervention • Equine assisted Learning • Specialist equipment 	<ul style="list-style-type: none"> • Pupils more able to access learning due to more stable emotional health. • Pupils feel relaxed in class and starting to self-regulate emotions 	<ul style="list-style-type: none"> • Continue this approach to intervention • However, More structured referral system needed • Evaluations of impact need to be monitored more rigorously • Team of SEMH workers to be set up with regular meetings. • Further develop the provision to include ELSA work 	£41029
To include all pupils with extra-curricula trips and clubs	<ul style="list-style-type: none"> • Trips paid for including residential • Summer club • Easter club • Breakfast club • Afterschool clubs and transport 	<ul style="list-style-type: none"> • All pupils have opportunity to experience wider curriculum. • Uptake on trips has increased. 	<ul style="list-style-type: none"> • Ensure specific pupils are targeted for specific clubs, so they best meet their needs. • Transport need to be paid for if outside school hours, otherwise certain pupils cannot access these activities. • Trips and clubs need to be evaluated to ensure that they are all relevant and value for money • Ensure new clubs are considered inline with pupil interests. 	£59735