



The Parkside School - Statement of Pupil Premium Strategy

1. Summary information					
School	Parkside Complex Needs School			Type of SEN	Communication and interaction/SLD/MLD
Academic Year	April 2019-April 2020	Total PP budget Ever 6 FSM 79,365 Looked After Children £4,600 3 Post LAC £7,200 Out of authority LAC £2000	£91,165	Date of most recent PP Review	May 2019
Total number of pupils	165	Number of pupils eligible for PP	24 primary 51 secondary 45% of pupils	Date for next internal review of this strategy	Termly

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 Autism, Down Syndrome or Chromosomal conditions as well as specific learning difficulties, moderate/severe learning difficulties, speech and language difficulties and sensory processing difficulties. All pupils attending The Parkside School have low cognitive functioning and are working significantly below age related expectations academically. 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 including self regulation
B.	Communication and interaction
C.	Barriers to writing.
External barriers	
D.	Some pupils have difficult home circumstances and have experienced 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 and involvement 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		2019-2020			
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 writing Improved attainment for all pupils. (in year data shows 87%PP on track or target compared with 99% Non PP)	<ul style="list-style-type: none"> • Training for all staff in early writing skills and the link between gross/fine motor skills and writing development • Specific training in colourful semantics for all teachers. • Alternative methods of teaching reading researched with Educational psychologist support • English Teacher used to support 3x pupil premium specific writing groups in intervention time. 	<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 interventions and therefore the pupil premium children not making good enough progress in writing need additional support from a TRAINED English Teacher.</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 alongside phonics. Therefore Parkside needs a two pronged strategy for teaching reading and writing, this has been researched by the English Team and CEPP through Norwich Opportunity Area funding</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	Termly

Total budgeted cost Teacher to take groups Training on approaches CEPP support					£10, 000
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?
<p>Disadvantaged pupils show increased levels of participation with extra-curricular activities, including those beyond the school day. Disadvantaged pupils have experiences to further their knowledge and understanding of the world in line with non-disadvantaged pupils.</p>	<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 • Lunch clubs • Extended Schools coordinator employed • Ingredients provided for food technology classes. 	<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 HT	Termly
Total budgeted cost					£20,000

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"> Access to SEMH team (part fund £1000) Counsellor employed (part fund £3000) ELSA trained staff x2 (part fund £2000) Positive play therapy Draw and talk therapy SEMH curriculum undertaken across the school Zones of regulation introduced and all staff traioned 	<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> <p>In class incidents rise last year and pupils need to learn to regulate their behaviour in class so they can learn</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 Reviewed on provision map software Lead for Zones implementation and training all staff 	FWL CS DHT	Termly
Disadvantaged pupils come into lessons with their basic needs meet and are ready to learn.	<ul style="list-style-type: none"> Breakfast club (£5000) Snack trolley (£1000) Water bottles and tooth brushes (£200) Shower club Walk and talk sessions Open door sensory and soft play room (Part fund £2000) Parental support advisor (part fund £12000) 	<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.</p> <p>Pupils may have anxiety around transition from home into school and will need support with this.</p> <p>Parents of disadvantaged pupils require support to be sign posted to other services.</p>	<ul style="list-style-type: none"> Register of attendees Updates at SEMH meetings Analysis of behaviour watch data Updates from PSA 	HT DKC	Termly
Improved levels of communication, speaking and listening. Progress data showing PP	<ul style="list-style-type: none"> Employment of Parkside's own Speech and Language Therapist 	<p>Pupils at Parkside need opportunities to practice their interaction skills in a safe and focussed environment with adult guidance as this may not always be possible in the classroom. Therefore role play areas allow for</p>	<ul style="list-style-type: none"> Provision map reviews Solar data updates Observations from 	SW SO DEG	Termly

and non-PP pupils make similar progress	<p>(part funded £12,000)</p> <ul style="list-style-type: none"> • Create a role play area to support spontaneous communication and interaction and practise interaction skills. (£5000) 	<p>this to happen. Targeted open door sessions to support communication and interaction support personalised plans for pupils.</p>	<ul style="list-style-type: none"> • teachers/TAs 		
Pupil premium pupils make the same progress in music as non-pupil premium pupils	<ul style="list-style-type: none"> • Targeted interventions and 1-1 lessons for PP pupils • Music teacher to undertake research project into what is best provision for PP pupils (£3000) 	<ul style="list-style-type: none"> • Disadvantaged pupils are not making the same progress as non-disadvantaged pupils, this is the only curriculum area there is a gap. 	<ul style="list-style-type: none"> • Provision map to monitor the interventions • SLT presentation of the reseach findings 	SN	
Total budgeted cost					£46, 000

Report on expenditure and impact of previous strategy

- 54% of disadvantaged pupils accessed more than 1 targeted area of support
- 28% accessed more than 2 areas of support
- Academic data from Solar shows no gap in the progress rates for PP and non-PP pupils across an academic year
- In year data shows a small gap in writing, with 99% on non PP pupils on track to meet targets but only 87% of Non-PP pupils on track to meet target. The new strategy reflects this finding with its intervention.

Previous Target/support	Impact	Evidence
Disadvantaged pupils show increased levels of participation with extra-curricular activities, including those beyond the school day.	No pupil at Parkside missed out on an extra-curricular activity due to parents not being able to financially support it. Equality in experiences for PP and Non-PP pupils. Richer experiences in the wider world.	100% attended class trips/PE trips All PP pupils on residential trips were funded. 42% PP accessed stay and play after school club for free and taxi paid where pupils cannot be collected
Disadvantaged pupils are better able to self-regulate their emotions and can therefore access and engage learning with more ease	Behaviour incidents were reduced- especially serious incidents 189 fewer recorded out of lesson behaviour incidents compared to last year. 6 fewer serious incidents recorded compared to previous year. Pupils are more resilient. HOWEVER: 219 more in class incidents recorded this year (broken down 14 pupils with more than 80 incidents each and 3 with more than 120) ACTION for next plan-Zones of regulation	45% pupils' accesses specific SEMH support with either counsellor, or trained ELSA staff. 100% pupils had specific SEMH curriculum put in place Pupils able to draw on their explicit teaching sessions and think about reactions. At this stage it is often reflective but it means it is becoming part of their skill set.
Disadvantaged pupils come into lessons with their basic needs meet and are ready to learn.	Pupils are ready to learn as they are comfortable, fed and clean. Pupils are learning these independent living skills and can meet their own needs and recognise these needs.	53% PP pupils accessed free breakfast at breakfast club Offered to 100% of PP pupils 2 PP pupils accessed shower club

	Pupils can form friendships and have positive interactions as they have basic needs met.	38% PP pupils had support at home from our PSA on form filling for DLA/Short breaks etc or signposting to other services. 62% of parents receiving help from PSA were pupil premium families. All primary pupils spend time brushing teeth daily.
Improve levels of communication, speaking and listening	Reduction of behaviour incidents during unstructured time (189 fewer incidents) Pupils feel less frustrated and can manage and express their feelings better.	All pupils had access to open door and communication team. Provision map shows positive impact if the interventions used as +3
Disadvantaged pupils make the same progress as their peers from similar starting points in reading. Improved attainment for all pupils.	The school is determined all pupils will be able to read to the best of their cognitive ability and therefore will access the world through being able to read. This includes driving, functional skills and for pleasure. Pupils are not disadvantaged through personal circumstances.	No gap in progress data on solar tracking for PP and non PP pupils across the keystages.

Area for next strategy:

- Progress in writing
- Progress in music
- In lesson behaviour.