

Ifield School statement of pupil premium strategy – 2016 - 2017

| 1. Summary information | | | | | |
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| School | Ifield School | | | Type of SEN (eg.PMLD/SLD/MLD etc.) | SLD/CLDD |
| Academic Year | 2016-2017 | Total PP budget | £71,135 | Date of most recent PP Review | July 2015 |
| Total number of pupils | 223 | Number of pupils eligible for PP | 69 | Date for next internal review of this strategy | July 2017 |

| 2. Current attainment | |
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| In Communication, the PP pupils outperformed the non-PP pupils by 7% of the cohort. | |
| In Maths, 12 PP pupils need to make accelerated progress in order for the PP cohort to match the progress made by non-PP pupils. | |
| In English, 5 PP pupils need to make accelerated progress in order for the PP cohort to match the progress made by non-PP pupils. | |
| In Routes for Learning, 1 PP pupil needs to make accelerated progress in order for the PP cohort to match the progress made by the non-PP cohort. | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers | |
| A. | Poor attendance for pupils with complex medical conditions. |
| B. | Pupil re-baselining as a result of transitioning to a new assessment tool (Pupil Asset). |
| C. | |
| External barriers | |
| D. | |

| 4. Outcomes | | |
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| | <i>Desired outcomes</i> | <i>Success criteria</i> |
| A. | Increased progress in mathematics for PP pupils. | Progress in mathematics will improve so that 75% or more PP pupils will make expected or better progress (as seen on Pupil Asset). |

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| B. | Increased progress in Reading for PP pupils. | Progress in English will improve so that 80% or more pupils will make expected or better progress (as seen on Pupil Asset). |
| C. | Increased progress in Writing for PP pupils. | Progress in English will improve so that 80% or more pupils will make expected or better progress (as seen on Pupil Asset). |
| D. | Increased progress towards RFL targets for PP pupils. | Progress towards RFL targets will improve so that 80% or more PP pupils will make progress towards their RFL targets. |
| E. | Continued challenge in developing communication for PP pupils. | PP pupils will continue to be challenged in developing their communication so that 85% or more PP pupils will make progress towards their communication targets. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2016-2017 | | | |
| 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? |
| Improved progress in mathematics for PP pupils. | Maths Booster Clubs Numicon 1:1 targeted intervention time. | <ul style="list-style-type: none"> Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. | Use of high quality Maths specialist teachers. Regular review of Pupil Progress data. Focus on identified pupils that need to make accelerated progress. | ND/ KM/ FR | April 2017/ July 2017 |
| Improved progress in Reading for PP pupils. | Reading recovery teacher Bug Club renewal 1:1 targeted intervention time. Group Reading Interventions. | <ul style="list-style-type: none"> Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. | Use of subject specialist teachers. Regular review of Pupil Progress data Focus on identified pupils that need to make accelerated progress. | SH/ LH/ ND | April 2017/ July 2017 |

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| Improved progress in Writing for PP pupils. | 1:1 targeted intervention time. | <ul style="list-style-type: none"> • Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. • EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. | Use of subject specialist teachers. Regular review of Pupil Progress data Focus on identified pupils that need to make accelerated progress. | SH/ LH/ ND | April 2017/ July 2017 |
| Improved progress towards RFL targets for PP pupils. | <p>Targeted resources</p> <p>Occupational Therapist</p> <p>1:1 targeted intervention time.</p> <p>Sensory Room</p> <p>Hydrotherapy.</p> <p>Physiotherapy.</p> <p>MOVE</p> | <ul style="list-style-type: none"> • Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. • EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. • Curriculum planning places the pupils/students at the centre of the process. | Regular review of RFL trackers. Focus on identified pupils that need to make accelerated progress. | ND/ SB | April 2017/ July 2017 |

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| Continued challenge in developing communication for PP pupils. | <p>Speech & Language Therapists</p> <p>1:1 targeted intervention time.</p> <p>PE enrichment</p> <p>Sensory Circuit</p> | <ul style="list-style-type: none"> • Research and analysis compiled by the Sutton Trust and Education Endowment Foundation is considered before the implementation of interventions. • EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields. • Curriculum planning places the pupils/students at the centre of the process. • SLIC Team use their expertise in guiding the development of both class based and additional interventions. | Use of Speech & Language Therapists. Regular review of Pupil Progress data. Review of S&L interventions on Provision Maps. | CP/ND | April 2017/ July 2017 |
| <p>Total budgeted cost</p> <p>Maths Intervention £10,000</p> <p>Reading Recovery £8,500</p> <p>Writing Intervention £10,000</p> <p>MOVE/ Physiotherapy/ Hydrotherapy/ Occupational Therapist £4,000</p> <p>Generic Resources £500</p> <p>Speech and Language Therapists £23,800</p> <p>P.E. Enrichment £8,600</p> <p>Total budgeted cost for "Quality teaching for all" £65,400</p> | | | | | |

| ii. Targeted support | | | | | |
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| 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? |
| Improved progress in mathematics for PP pupils. | <p>Maths Booster Clubs</p> <p>Numicon</p> <p>1:1 targeted intervention time.</p> | <p><i>Opportunity for immediate feedback, repetition and direct instruction in those areas key to pupil understanding which can be selected using resources available (e.g. Overcoming Barriers) suitably adapted to meet pupil needs.</i></p> <p><i>Body of research exists to suggest the use of manipulatives such as Numicon are crucial to the development of mathematical understanding.</i></p> <p><i>1:1 Tuition can add 5 months progress (EEF)</i></p> | <p>Use of high quality Maths specialist teachers.</p> <p>Regular review of Pupil Progress data.</p> <p>Focus on identified pupils that need to make accelerated progress.</p> | ND/ KM/ FR | April 2017/ July 2017 |
| Improved progress in Reading for PP pupils. | <p>Reading recovery teacher</p> <p>Bug Club renewal</p> <p>1:1 targeted intervention time.</p> <p>Group Reading Interventions.</p> | <p><i>Studies show 8/10 pupils who take part in reading recovery catch up with their age appropriate peers.</i></p> <p><i>Comprehension strategies have shown to add up to 5 months of progress.</i></p> <p><i>1:1 tuition can add 5 months of progress.</i></p> | <p>Use of subject specialist teachers.</p> <p>Regular review of Pupil Progress data</p> <p>Focus on identified pupils that need to make accelerated progress.</p> | SH/ LH/ ND | April 2017/ July 2017 |
| Improved progress in Writing for PP pupils. | <p>1:1 targeted intervention time.</p> | <p><i>Opportunity for immediate feedback, repetition and direct instruction in those areas key to pupil progress in writing.</i></p> | <p>Use of subject specialist teachers.</p> <p>Regular review of Pupil Progress data</p> <p>Focus on identified pupils that need to make accelerated progress.</p> | SH/ LH/ ND | April 2017/ July 2017 |

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| <p>Improved progress towards RFL targets for PP pupils.</p> | <p>Targeted resources</p> <p>Occupational Therapist</p> <p>1:1 targeted intervention time.</p> <p>Sensory Room</p> <p>Hydrotherapy.</p> <p>Physiotherapy.</p> <p>MOVE</p> | <p>EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields.</p> <p>Curriculum planning places the pupils/students at the centre of the process.</p> | <p>Regular review of RFL trackers.</p> <p>Focus on identified pupils that need to make accelerated progress.</p> | <p>ND/ SB</p> | <p>April 2017/ July 2017</p> |
| <p>Continued challenge in developing communication for PP pupils.</p> | <p>Speech & Language Therapists</p> <p>1:1 targeted intervention time.</p> <p>PE enrichment</p> <p>Sensory Circuit</p> | <p>EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields.</p> <p>Curriculum planning places the pupils/students at the centre of the process.</p> <p>SLIC Team use their expertise in guiding the development of both class based and additional interventions.</p> | <p>Use of Speech & Language Therapists.</p> <p>Regular review of Pupil Progress data.</p> <p>Review of S&L interventions on Provision Maps.</p> | <p>CP/ ND</p> | <p>April 2017/ July 2017</p> |

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| Total budgeted cost | |
| Maths Intervention | £10,000 |
| Reading Recovery | £8,500 |
| Writing Intervention | £10,000 |
| MOVE/ Physiotherapy/ Hydrotherapy/ Occupational Therapist | £4,000 |
| Generic Resources | £500 |
| Speech and Language Therapists | £23,800 |
| P.E. Enrichment | £8,600 |
| Total budgeted cost for "Targeted Support" | £65,400 |

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? |
|---|--|---|--|--------------------------------------|---|
| Increased pupil wellbeing and confidence. | Ifield Life overnight stays | Reduction in recorded behaviour incidents for PP pupils. | Termly Review of Forest Schools. Specialist Teachers. Leuven Scales. | SK/S S/RG/ SC/S S/MJ/ AW | April 2017/July 2017 |
| | Youth Club | Research has shown Forest schools has a significant impact on confidence, independence and general well-being both in the forest and school settings. | | | |
| | Challenger Troop | | | | |
| | Hadlow College | | | | |
| | Ski Trip | Ifield Life provides a safe space to develop independence and confidence in a home setting. | | | |
| | After school clubs | | | | |
| | Forest Schools | Challenger Troop provides opportunities for students to develop their team work/social skills, enhances self-esteem, and encourages personal discipline and pride in personal appearance. | | | |
| | PE Enrichment | | | | |
| | After School Clubs | | | | |
| Playground Equipment | The Ski-Trip provides opportunities for students to develop their team work/social skills, enhances self-esteem and encourages independence and take pride | | | | |

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| | Activate Social Calendar | in their achievements. This trip is often the climax of years of personal development and utilises all the strategies learned during the students' time at Ifield. | | | |
| Total budgeted cost | | | | | |
| | | | | | P.E. Enrichment £8,600 |
| | | | | | Ifield Life £1,300 |
| | | | | | Youth Club £2,200 |
| | | | | | Challenger Troop £1,600 |
| | | | | | Hadlow College £2,000 |
| | | | | | After School Clubs £6,700 |
| | | | | | Forest School £3,600 |
| | | | | | Ski-Trip £1,300 |
| | | | | | Total budgeted cost £27,300 |

| 6. Review of expenditure | | | | |
|--|------------------------|---|--|--------|
| Previous Academic Year | | 2015-2016 | | |
| 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 |
| Increase pupil engagement and enthusiasm for learning throughout the school. | PE enrichment | PP and non-PP pupils demonstrated increased levels of engagement during PE enrichment sessions (using Leuven Scales). | Leuven Scales to be used to monitor whether PE enrichment has a positive impact on engagement outside of PE enrichment sessions. | £8,600 |

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| Increased progress of PP pupils in Maths and English. | Equipment and resources | 66% of PP pupils made expected or better progress in English. 58% of PP pupils made expected or better progress in Maths. | Continue with this approach in order to aim for 80% or more of PP pupils making expected or better progress in Maths and English. | £6,700 |
| ii. Targeted support | | | | |
| 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 |
| Increase progress of PP pupils in Reading. | Reading interventions with reading recovery teacher. | 70% of PP pupils made expected or better progress in Reading. | Continue with this approach in order to aim for 80% or more of PP pupils making expected or better progress in Reading. | £8,500 |
| Increased opportunities for independence and improved life and social skills. | Ifield Life overnight stays | Pupils demonstrated increased independence and improved life and social skills, through opportunities for shopping, cooking and cleaning. | Implement system for measuring impact of Ifield Life overnight stays and Youth Club on pupil's independence. | £1,300 |
| | Youth Club | | | £2,200 |

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| <p>Increased pupil well-being and confidence.</p> <p>Increased engagement and reduced behaviour incidents.</p> | <p>Challenger Troop</p> <p>Thamesview College Options</p> <p>Hadlow College</p> <p>Ski Trip</p> <p>After school clubs</p> <p>Summer Club</p> <p>Forest Schools</p> | <p>Pupils provided with additional opportunities for lifelong learning and extended community involvement.</p> <p>Reduction in recorded behaviour incidents for PP pupils.</p> | <p>Implement use of Leuven Scales to support judgements of increased pupil well-being and engagement for Forest Schools, Ski Trip and Challenger Troop.</p> | <p>£1,600</p> <p>£500</p> <p>£2,000</p> <p>£1,300</p> <p>£6,700</p> <p>£700</p> <p>£3,600</p> |
| <p>Increased progress in Communication and Social Interaction.</p> | <p>Speech & Language Therapists</p> | <p>79% of PP pupils made expected or better progress in Speech & Language.</p> | <p>Continue with this approach in order to aim for 85% or more PP pupils making expected or better progress in Speech & Language.</p> | <p>£23,800</p> |
| <p>Increased progress towards MOVE targets.</p> | <p>Physical and Occupational Therapy</p> | <p>PP pupils made progress towards their MOVE targets.</p> | <p>Continue with this approach.</p> | <p>£4,000</p> |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.