



Head of School: Mr P. Coiffait

Pupil Premium Strategy

A: Hawthorns School, Sunnyside Moss Campus, Lumb Lane, Audenshaw, M34 5SF

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Pupil premium strategy statement

School overview

Metric	Data
School name	Hawthorns
Pupils in school	114
Proportion of disadvantaged pupils	32.1%
Pupil premium allocation this academic year	£44,880
Academic year or years covered by statement	2019/2020
Publish date	Autumn term 2019
Review date	Summer term 2020
Statement authorised by	P. Coiffait
Pupil premium lead	L.McMahon
Governor lead	

Pupil Achievement 2018/2019		
•	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving targets in communication		
Speaking	88%	93%
Listening	90%	87%
Reading	94%	82%
Writing	92%	84%
% achieving targets in maths	88%	81%
Pupil Achievement 2018/2019		
% achieving targets in maths	88%	81%

Disadvantaged pupil barriers to success

Rapid growth in pupil numbers has resulted in a higher pupil to staff ratio,

Additional pupils have resulted in less opportunities for one to one interventions, and means that outside agencies (eg.SALT,OT) have more pupils to see in the same amount of time.

Additional pupils have resulted in extra classes which has impacted on the space to work 1:1 or in small groups.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
To increase the number of pupils achieving their targets in speaking	Reviews by Speech and Language Therapists Data from Dashboard	By Summer 2020
To increase the number of children achieving their writing targets. To improve pupils' fine and gross motor skills	Assessments and reviews by Occupational Therapist Data from Dashboard Pupils showing increased independence.	By Summer 2020
For children new to the school to settle well into school life and routines and be ready to learn.	Post Admission reviews A Quiet Place records Dashboard Data Observation of pupils' behaviour.	By January 2020

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Increased independence in life skills eg. dressing, eating	Assessment and therapy/advice from Occupational Therapist. Individual programmes in class
Increased social skills and social awareness observed.	AQP programmes Additional SALT time (SLA) Additional support /staff training for developing alternative methods of communication eg. Signing, PECs, Communication Apps. OT for Kids SLA
Reduce over reliance on Adult support Support independence in communication/ developing relationships	As above
Projected spending	AQP - £6,000 OT for Kids – £14,900 TA support - £14,100

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Increase number of pupils achieving their targets in Numeracy	Teaching based on 'White rose' (problem solving) approach Dashboard data evidence	Summer 2020
Increase teacher /TA confidence to develop 'Language Friendly Classrooms'. To develop Total Communication opportunities for targetted pupils.	All staff to have access to training in these areas – whole staff training and additional targeted staff training. SALT reviews of pupil targets Dashboard data	Summer 2020
Increase the number of pupils achieving their targets in ICT	All pupils to have own I pad New scheme of w3work for ICT developed	Summer 2020

Targeted academic support for current academic year

Measure	Activity
Improve pupil communication skills	Staff training – 'Language Friendly Classrooms' and other targeted training Signing intervention for individual pupils TAs to support alternative methods of communication eg Snap app One morning additional SALT (SLA)
Improve assessment of pupil reading levels	Training on 'Running Records' for staff delivering Guided Reading Joint assessment of pupil reading (class staff and Reading Recovery Teacher)
Projected spending	Staff training - £1,000 Staff release - £1,700 Additional SALT provision - £3,200

Wider strategies for current academic year

Measure	Activity
Improved staff knowledge of sensory processing and strategies to support pupil' sensory needs	Whole staff training on Sensory Processing
Pupils to have increased access to learning apps	Individual I pads for pupils Increased range of apps to support learning
Improved attention and engagement Improved independent learning and personalisation	As above
Projected spending	Sensory Processing training - £2,500 Apps for Learning - £1,500

Monitoring and implementation

<p>Teaching</p>	<p>Increase staff knowledge of strategies to support speaking and communication Address children's SALT targets throughout the curriculum.</p> <p>Continue training and implementation of 'White Rose' approach to teaching Numeracy</p> <p>Increase staff knowledge of reading assessment To Assess children's reading levels termly</p>	<p>Whole school and targeted Speaking and Listening training Review with classes, LM and speech therapist at Intervention meetings. Curriculum review and staff training</p> <p>Staff training Curriculum review Classroom observations Learning Walks</p> <p>Training on Running Records for teachers Joint assessment with RR teacher</p>
<p>Targeted support</p>	<p>Improving fine and gross motor skills of targeted children</p> <p>Signing and Communication Interventions to be embedded in classroom practice and at home</p>	<p>Assessment and therapy from OT for kids 'Carry On' OT programmes within class Reviews with LM and Occupational Therapist Intervention Meetings</p> <p>Reviewed at Intervention Meetings with SALT Classroom Observations Reviews with parents</p>
<p>Wider strategies</p>	<p>The sensory needs of children in all classes to be met effectively.</p> <p>Children more confident to use I pads and learning Apps in order to make progress across the curriculum</p>	<p>Staff training in Sensory Processing Classroom observations Learning Walks</p> <p>New ICT scheme of work Staff training Increase in learning Apps Classroom observation Dashboard data</p>

Review: last year's aims and outcomes

Aim	Outcome
Increased number of pupils achieving targets in speaking.	<p>An additional 10% of children in receipt of PP funding achieved their targets in the year 2018 /2019 – From 78% to 88%</p> <p>The majority of pupils made good progress against their SALT targets as recorded at Intervention meetings with Speech Therapists</p>
To improve children's fine and gross motor skills. To ensure that children are 'ready to write'	<p>28 pupils were assessed and 25 received at least 6 individual therapy sessions. Progress made over sessions was recorded and discussed at intervention meetings. Parents received written reports.</p> <p>92% of pupils in receipt of PP funding achieved their targets in writing.</p>
Development of Pupil Intervention Plans	<p>Pupil Intervention Plans now address all the child's needs as outlined in the EHCP.</p> <p>EHCP outcomes are included in the Dashboard data</p>
Supporting children's emotional needs and development	<p>36 children followed the AQP protocol programme and a further 49 (Autumn),36(Spring) and 26(Summer) had non protocol support. Impact was recorded in AQP records and discussed at Intervention meetings.</p> <p>A number of children saw the school counsellor regularly.</p> <p>Children also had access to Massage Therapy.</p> <p>The positive Impact of these was discussed at intervention meetings.</p>
Attention Autism training for staff working in Discreet Classes	<p>All staff within these classes received training</p> <p>Strategies from training embedded in classroom practice have had a significant impact on children's engagement. Positive outcomes discussed at Intervention meetings and with parents at children's reviews.</p>

L.McMahon November 2019