



Achievement

Pupils enter the school with a range of SLD, PMLD, MLD

Many of the children have complex medical/health needs and a high proportion have a diagnosis of Autism.

All the children are supported by an Education, Health & Care Plan

All the children will be achieving below age related expectations, however all children will be expected to make progress from their individual starting points in the areas of:

- Cognition and Learning
- Communication and Interaction
- Personal and Social Development
- Physical Development (if appropriate)
- Sensory Processing Skills (if appropriate)

We measure this using 'I can' statements written by the school in all of these areas and through the assessment of the recommendations agreed for each child in the annual EHCP review.

Barriers to future attainment (for pupils eligible for PP)

In School:

- Poor attendance due to complex medical issues
- Behaviour issues linked to attachment, low self-esteem and self-confidence
- Communication difficulties, non-verbal, limited language and understanding, social communication difficulties

External:

- Challenges with implementing communication and behaviour strategies in the home
- Generalising skills beyond school
- Extra-curricular opportunities beyond the school environment being inaccessible
- Access to enrichment activities in school such as Residential, limited due to finances

All of the pupils at Shepherds Down school have special educational needs and will have a wide range of differing needs and levels of complexity. We use our pupil premium allocation in a variety of ways, supporting including ensuring the provision of consistent highly effective teaching to every child, providing targeted support to develop communication, behaviour and emotional literacy skills, buying resources to improve outcomes, supporting the generalising of skills into the home and ensuring all children have equal opportunities to participate in trips and extracurricular activities.



Shepherds Down School Planned Pupil Premium Expenditure – 2020-21

Number	Total Budget
38	£42,685

Aim	Evidence of impact	Action	Grant Contribution
To provide small group and individual teaching of communication skills by a highly skilled LSA.	Progress on communication 'I can' statements and individual communication targets across the year.	Employ a communication support assistant to work across the school	£12, 000
To ensure all the adults have the necessary skills and knowledge to implement key teaching strategies and support the development of communication and manage behaviour which is challenging	Progress on 'I can' statements and individual targets in 4 areas Reduction in behaviour incidents or frequency and duration recorded on tracking Progress on communication targets	Provide INSET and twilight training for all staff in key strategies	£5000 – paid as overtime for staff to attend twilights
To provide targeted support to develop sensory processing skills and emotional literacy	Improved emotional regulation evidenced in class – behaviour records/Monitoring Completion of intervention review	Release trained LSA's to provide ELSA sessions and oversee	Cost of cover 2/days week £7000
To provide additional LSA support for behaviour support at key times such as transition times	Children are able to transition without incident –records/observations	Provide additional LSA support at key times e.g. playtimes, start and end of day	£6600 (12hrs/week)
To ensure all children have access at home to reading books which match their reading ability to support the generalisation of their skills	Parental Feedback Progress in reading	Provide books for reading at home and replenish if not returned	£4085
To ensure equality of access to opportunities throughout the year, such as trips out, cooking, residential so that children can share experiences and develop social skills	All children able to attend residential/participate in activities	Funding to support school trips/residential, if restarting during the school year	£1000 (£25/child) (less this year – residential not likely)
Resources to motivate and reward individual children as part of Individual behaviour management plan	Robust individual behaviour plans Reduction in incidents – behaviour recording	Ongoing replenishment throughout the year of small rewards/motivators	£3500 (£200/class)
Provide an irresistible invitation for learning and develop attention skills of all children, particularly those who are resistant to adult direction	Progress through attention autism stages Class Observations Progress on individual targets	Engaging resources and activities are provided in all classes	£3500 (£200/class)
Total Spent			£42685

Review – July 2021

Aim	Impact/Outcome
To provide small group and individual teaching of communication skills by a highly skilled LSA.	
To ensure all the adults have the necessary skills and knowledge to implement key teaching strategies and support the development of communication and manage behaviour which is challenging	
To provide targeted support to develop sensory processing skills and emotional literacy	
To ensure all children have access at home to reading books which match their reading ability to support the generalisation of their skills	
To ensure equality of access to opportunities throughout the year, such as trips out, cooking, residential so that children can share experiences and develop social skills	
Resources to motivate and reward individual children as part of Individual behaviour management plan	
Provide an irresistible invitation for learning and develop attention skills of all children, particularly those who are resistant to adult direction	