

## Pupil Premium Grant Income & Expenditure 2016-17

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Pupil Premium is additional funding given to schools and academies to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It was first introduced in April 2011.

The Pupil Premium provides funding for pupils

- Who are known to have been eligible for free school meals (FSM) at any point in the past 6 years – £1,320 per child
- Who have been continuously looked after (LAC) for the past 6 months - £1,900per child
- For children whose parents are currently serving in the armed forces (AFP) - £300 per child

Schools also receive £1,900 for each pupil who has left local authority-care (LLAC) because of 1 of the following

- Adoption
- A special guardianship order
- A child arrangements order
- A residence order

Schools are able to spend the Pupil Premium as they see fit, however, we are accountable as to how the additional funding has been used to support pupils from low income families

### **Financial year 2016-17**

Oakdale received £53,960 funding this year

The funding criteria means that 40 of our 105 pupils will benefit

The pupil premium money is enabling us to be more focussed in the personalised support we have been able to give our pupils

Deb Ollershaw, School Business Manger

<b>2016-17 Pupil Premium Income</b>	
Total number of pupils on roll January 2016	105
Total number of pupils eligible for PPG	40
35 x FSM pupils @ £1,320 each	£50,160
1 x LAC pupils @ £1,900 each (Income currently received for summer term 2015 only)	£0
1 x AFP pupils @ £300 each	£0
0 x LLAC pupil @ £1,900 each	£3,800
<b>Total amount of PPG funding</b>	<b>£53,960</b>

## 2016-17 Pupil Premium Proposed Expenditure

Item / Project	Cost	Intended Outcome	Impact
<p>Music Therapist 1 day per week</p>	<p>£8,500</p>	<ul style="list-style-type: none"> <li>• 1:1 specialist opportunities on a weekly basis specifically targeted at children with complex communication needs – “hard to reach”</li> <li>• Small group sessions with identified classes to support interaction, anticipation and prediction</li> <li>• To build staff skills in using music to deliver communication programmes</li> <li>• Sharing information with parents at parent’s evenings to support continuity of approach</li> </ul>	<p>Music videos and/or music therapy reports for individual children demonstrate achievements of individual pupils that have accessed music.</p> <p>The positivity of a fluid approach to choosing children to access the therapy has continued to support needs well. It has ensured that all children were appropriately identified or any changing needs enabled access where needed. The rolling programme for the two school PMLD/SLD classes have worked well to ensure meeting the needs of a large cohort. One term for one class would be a group focus and then the following term individual work rotated in turns for each class. During walkthroughs and discussions with staff in PPM it has been observed that the principles and strategies used in music therapy are being transferred into class. The main focus of the music therapy has been supporting communication but also to support the children that are hard to reach and engage in learning.</p> <p>Lesson observations indicate that 75% of teaching observed was outstanding and 100% of teaching was at least good.</p> <p>Music therapy offers children opportunities for communication and interaction, engaging them in a creative co-activity, sustaining engagement and attention. The therapist is employed by national music therapy charity Nordoff Robbins (<a href="https://www.nordoff-robbins.org.uk">https://www.nordoff-robbins.org.uk</a>) and currently delivers the service at Oakdale School for one day per week (Fridays).</p> <p>The music therapist works in a designated room with children who are considered 'hardest to reach' in terms of communication or emotional difficulties. Most referrals are therefore from classes which have a focus on children with profound and multiple learning disabilities or autism. Children from all age groups are referred through liaison between the music therapist, class teachers and school senior management.</p> <p>Over the last year (1st Sept 2016 – 1st Sept 2017), the music therapist has worked regularly with 29 children from 7 classes in either individual or small group sessions. Sessions have also included an additional 10 children on a ‘one-off’ basis, when timetabled children have been absent. The range of formats offered through music</p>

			<p>therapy enables children to explore non-verbal interactions with staff and other children.</p> <p>Sessions are video-recorded, enabling the music therapist to share significant developments with class teachers and, where possible, with parents/carers (e.g. at Parents' Evenings). This provides opportunities to build on progress made in music therapy sessions and integrate new musical forms of interaction with the children into the class and home environments.</p> <p>In addition, class staff regularly support sessions, enabling observation of the children and learning which can be taken back to class settings. The music therapist liaises closely with other visiting staff working with the same children (e.g. speech and language therapists).</p> <p>Staff note that after attending music therapy sessions, children are often more responsive to auditory cues, have improved attention spans and are more alert. Music therapy offers children an alternative way of expressing themselves, helping them to develop creativity, self-confidence and independence, as well as communication skills including turn-taking, waiting, listening and anticipation.</p> <p>The communication co-ordinator has continued to use the music therapy sessions as a vehicle to observe children to support communication assessment process, as well as reviewing need, if strategies and approaches advised during original assessment are being used. This has continued to work well and staff have continued to be able to refine and practice their skills which in turn have supported children's progress for communication.</p>
<p>Sports Coaching 2 days per week</p>	<p>£13,350</p>	<ul style="list-style-type: none"> <li>• To deliver focussed PE / Dance / Sports activities in some inclusive sessions</li> <li>• To build and enhance children's physical development</li> <li>• Increase confidence of staff in delivery of Sports / PE sessions and extend to other areas of the curriculum</li> <li>• To deliver after school and holiday clubs with a clear focus of supporting the physical development of children</li> </ul>	<p>The majority of pupils have had opportunities to work with the sports coach. Records from the sports coach through annual review reports and assessments has seen progress in physical and/or interaction and engagement with peers. The sports coach and Sports coordinator teacher have worked closely together to produce tracking sheets to improve provision and a more detailed way to track progress.</p> <p>Individual pupils have accessed after school clubs and holiday clubs, however the issue continued to remain that of transport. There were 17 that attended clubs during Autumn and Spring term. The decision to finish clubs was agreed at Easter.</p> <p>The pupils have continued to develop personal, social and emotional development skills as a result of working with their inclusion friends and the sports coach. Skills have</p>



			<p>at Level 1 of the School Games at Oakdale school.</p> <p>In 2016/17 academic year 16/110 pupils were involved with Football, Table Cricket, Dance, Football and athletics in approved NGB competitions at Level 2 of the School Games. (Attending competitions outside of school)</p> <p><b>BRONZE AWARD HAS BEEN MAINTAINED!</b></p> <p>We involved all pupils with our sponsored sports week and raised £1000 for school sport/playground resources.</p> <p>Pupils were given a choice to join in with dancing or walking sponsored events. Parental engagement and involvement in school life increased as a result.</p>
Enhanced contracts for some TA's	£6,400	<ul style="list-style-type: none"> <li>To support after school clubs and holiday clubs</li> <li>To provide children with the opportunity to attend after school clubs</li> </ul>	<p>Children are allocated across the school year on a rota basis. There were 17 children that attended. The clubs continue to give the children a sense of community additional to school and to make friends with children who are not in their class.</p> <p>The continuity of care and support, has really helped the children to engage really well with the activities. The importance of using agreed strategies is paramount for our children and offering familiar adults to support holiday clubs and after school clubs ensure that they can have fun experiences.</p> <p>Unfortunately through consultation with staff the enhanced contracts for TAs finished at Easter time. The low number of children accessing the after school clubs made it not viable to run.</p>
<p>Access to Learning Teams</p> <ul style="list-style-type: none"> <li>Inclusion Team</li> <li>Tube Feeding support</li> <li>EYO and family support team</li> </ul>	<p>Varied costs upheld within school's payroll (Hourly costs used where additional support is given for individual children with a PEP)</p>	<ul style="list-style-type: none"> <li>To support inclusion opportunities both within and beyond Oakdale (for some children) and support increased learning and engagement with mainstream peers</li> <li>To support Friday pm 'Golden Time' for identified classes</li> <li>To support Tube Feeding needs of identified pupils and ensure that they do not miss learning opportunities</li> <li>To support the medical needs of some pupils who require medication at regular intervals and ensure that</li> </ul>	<p>SLA OT produced a training package for hand massage. This training and provision supported our children with PMLD and is offered by members of our feeding team. A theory/information session with a video demo - that provided clear purpose for undertaking this activity with each child it may be offered to. Written information was provided for each person attending so that they have reference material. A practical session- that took the form of practice on one another or with a child. There were follow up opportunities scheduled in to sign off competencies. The impact of this has meant that during feeding times children have been far more engaged with purpose with the member of staff supporting them and the activity has enabled children to be ready for learning and accessing resources, as their hands have been open and ready to independently access or accept hand over hand support.</p> <p>The ASC Accreditation team in Feb 2017 stated <i>"The excellent work of the Early Years Outreach and Family Support Team is part of the reason that children settle so quickly to the routine of going to school. This ensures that pupils can 'Be the Best (they) can be'</i></p>

		<p>learning opportunities are not missed</p> <ul style="list-style-type: none"> <li>• To support transition into and out of Oakdale</li> <li>• To coordinate parent workshops and coffee mornings</li> <li>• To provide support to parents of children in the early years that have been offered a place at Oakdale</li> <li>• To provide support to PVI's as a result of "Come and See" sessions or access to outreach support</li> </ul> <ul style="list-style-type: none"> <li>• To liaise with physios and occupational therapists regarding additionality of need; supporting risk assessments for specific resources</li> </ul>	<p><i>and 'Make every Moment a Learning Opportunity' within a very short time of starting school. The Early Years Outreach and Family Support Team also provide excellent guidance and training to families and carers of autistic pupils that promotes consistent approaches and positive experiences. Family members and staff members fully support and appreciate the enormous benefits to the pupils this service provides."</i></p> <p>Transition into and out of Oakdale continues to be of a high standard. 100% of parents feel that school has helped their child to settle well into school. 100% of parents feel that the school provided them with all the information needed. 100% of our new children to school made good to outstanding progress.</p> <p>The ASC Accreditation team in Feb 2017 referred to our transition practices <i>"The Transition and Inclusion Team provide well documented and knowledgeable guidance to teachers and training to families and carers of autistic pupils in order to promote consistent approaches and positive experiences, during times of transition to school and within school. The Transition and Inclusion Team's good links with families enables them to be particularly helpful if transition to school is not going well. The team arrange weekly inclusive activities for a number of children in the four focus classes. These include opportunities to socialise and/or 'play' alongside mainstream peers often in Oakdale Nursery or at one of the local Primary Schools."</i></p> <p>Attendance at parent workshops continues to be good. During this school year the coffee morning sessions engaged the parents to think of ways to fundraise for the school and volunteer to support beneficial activities. This heightened the parental support for school. Also during the school year different presentations or services were presented at the coffee morning. Monitoring by the ASC Accreditation team concluded in Feb 17 <i>"The Early Years Outreach and Family Support Team provide support to parents in many ways. They run a weekly coffee morning which offers parent support to make symbols and has a programme of outside speakers on topics such as. 'Getting your child to sleep' and 'Continence'. Staff and parents confirm that these mornings are well attended. This team also help children transition to the early year's class at Oakdale. The preparation includes familiarisation visits and help for families in preparing schedules and symbols. It is reported that this has enabled pupils to quickly settle into the school routine. Once a half term they also facilitate Stay and Play afternoons for Early Years classes. These sessions are valued and very popular allowing parents to learn strategies alongside their child."</i></p> <p>The come and see sessions for PVI's and stay and play sessions for parents and children in the community have supported skills for the provision offered in PVI's and skill sets of</p>
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<ul style="list-style-type: none"> <li>• Technical Instructor</li> <li>• Tameside Music Service</li> </ul>	<p>Hourly rate</p> <p>£1,855</p>		<p>parents. Some of the PVIS and parents we have supported have been offered a place at Oakdale through the EHCP process. The professional relationships with the practitioners at the PVIS and the relationships with parents have really supported transition and knowledge of the children.</p> <p>The inclusion opportunities for eagle and kingfisher during Golden time has been extremely beneficially for the children.</p> <p>The technical instructor has ensured that children that have needed support for their physical, OT and seating needs. The TI has supported individual LAC to access more opportunities for developing physical needs by creating risk assessments for use of a wobble car that has greatly increased the physical development of the child exceeding milestones and requiring updates of his physio programme. The TI has also supported certain children to have more mobility time using equipment such as pacers and walkers.</p> <p>The music service has given the children a clear love and interest in music. This has been shown through the engagement in sessions observed during walkthroughs. The songs and strategies that the music teacher uses has supported music lessons within different classes across school. This has in turn supported further engagement and learning in other sessions, as well as an increase in attention during session.</p>
<p>Occupational Therapy</p> <p>1 day per week</p>	<p>£8,981</p>	<ul style="list-style-type: none"> <li>• To assess individual needs and provide advice for staff and home, if appropriate</li> <li>• To support the establishment of a Sensory area , offering support on a range of equipment required</li> <li>• To support the learning needs of children with sensory processing difficulties by the development of a programme for use in class and at playtime</li> <li>• To deliver INSET to all staff in relation to Sensory processing needs and arousal levels</li> <li>• To support class teachers planning of their class environments and provide</li> </ul>	<p>The OT has made a huge impact to our provision for supporting children with sensory processing needs. She has supported the provision in the Atrium and training for staff for its use. The use of the atrium has increased appropriately for the children and has seen a reduction or managing of needs in sensory behaviours affecting learning.</p> <p>The ASC Accreditation recorded a review of the Atrium</p> <p><i>“The Atrium is designed with the concept of sensory regulation at its core. It is an excellent outdoor undercover provision that provides opportunities to assist pupils in accessing regulatory strategies. The equipment has been selected by the OT and includes sit and spin toys, rolling tubes, swings, scooter boards, sit and ride toys, stepping stones, therapy balls and heavy rolling tyres to push. Over the past few years staff have received training around sensory processing difficulties in order to promote awareness of principles underpinning intervention strategies. The school note that the Atrium works well as a place for pupils to go, as and when required, for emotional regulation and de-escalation. However, during the review, the team did not observe any pupils in this area although the team did observe several occasions when pupils offered the choice of using it, declined choosing to use their outside class play area instead. The team suggest</i></p>

		<p>advice re: appropriate activities for breaks / sensory overload</p> <ul style="list-style-type: none"> <li>To provide support / advice re: functional seating and independence</li> </ul>	<p><i>consideration be given to the Atrium being timetabled to ensure motivation remains high for choice making and to ensure pupils are receiving a minimum allocation of sensory input from these activities per week. An OT with Sensory Integration training input to accurately assess the needs of each child could help with this enormously."</i></p> <p>The OT has reviewed class provision and provided advice guides that supports the needs of all children in the class. The impact within classes was improved engagement and the improved length and focus of engagement for our children. See walkthrough observations.</p> <p>The OT has written a hand massage programme and delivered the training to our staff. See above for impact.</p> <p>The sensory processing training was successful and supported further understanding of staff and supported as part of an induction for new staff. As part of training staff have created mini sensory processing areas or request opportunities within class.</p> <p>The OT has been invaluable in supporting communication assessments. The impact of the communication assessments ensured that preverbal children have had a voice during their learning and to be able to make their wants and needs know and are clearly differentiated.</p> <p>SLA OT has led on making changes to the learning environment - 'Enabling Environments' This was a piece of work supporting emotional regulation for PMLD and ASC Classrooms through access to equipment and strategies that were class based in conjunction with 'zoning' areas so that the purpose and function of accessing the environment was clear to children and the adults supporting them. This was completed in Goldfinch, Chaffinch, Owl and Magpie. See reports from SLA for visual changes/impact.</p> <p>SLA OT has rolled out the Seating Principles and Primitive Reflexes Training to all staff that would benefit from that. In terms of moving this forward we could consider 'The Principles of 24 hour Postural Management' and 'Cerebral Palsy' as training ideas. This has ensured more skilled staff supporting our children and improving access/readiness to learn.</p> <p>SAL OT completed a developmental approach to mark making for Jay Class –see PPM records and PEP meetings for impact of use. Children made specific improvements with attention and engagement with mark making activities but also improved handwriting skills.</p>
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<p>Speech and Language Therapy 2 days per week</p> <p>Leading Teacher on Communication</p>	<p>£17,255</p> <p>Hourly rate</p>	<ul style="list-style-type: none"> <li>• To provide individual assessment and advice for individual pupils re: communication support and strategies</li> <li>• To provide advice and guidance to class teams in particular in relation to the needs of children with ASC and tailored support for classes</li> <li>• To provide specific advice as required in relation to communication devices such as AAC's</li> <li>• To support and advise on the delivery of articulation programmes</li> <li>• To establish intervention groups related to agreed identified needs such as             <ul style="list-style-type: none"> <li>– Articulation</li> <li>– PECS</li> <li>– AAC etc.</li> </ul> </li> <li>• To liaise with both SLA and Core SALT teams on communication assessments; to offer additional meetings and reviews where necessary for communication</li> </ul>	<p>The training and support of provision within class and in its early stages the undercover area is having a significant impact for the children along with increased competencies and use of communication strategies, which in turn is reducing negative behaviours and encouraging more functional and consistent communication is in turn ensuring a better rate of progress for our children. The rate of progress for the children for behaviour for learning is 94% have made good to outstanding progress.</p> <p>The SLA SALT has led therapy sessions with groups/individuals such as lego therapy and specific SALT sessions for pronunciation or use of colourful semantics. The impact of these therapy sessions have supported the children well, because staff that have supported the children and have seen the modelling by the speech therapist. The skills have then been able to use in class to support learning or play and have been observed using in class. The SLA SALT has monitored and supported class teams with new therapy programmes.</p> <p>The modelling of the SALT targets, which are generally embedded into the IEPs for most/all children allowed staff to improve skills sets, but more importantly saw more children meeting IEP targets. 94% good-outstanding progress for IEPs Summer 17, of which 81% made outstanding.</p> <p>The multi agency approach has been extremely beneficial for our children. Supporting some of our LAC families, we have been also been able to share the good practice with parents and children home key workers, ensuring all staff/key workers that support the children are working towards the same strategies and expectations. See PEP meetings for information and impact on specific skills achieved.</p>
<p>Use of enhanced ICT across school</p>	<p>£1,500</p>	<ul style="list-style-type: none"> <li>• ICT Technician working in agreed classes to enhance staff's knowledge and competency in the use of ICT equipment and software, including additional resources where necessary</li> <li>• Additional access to iPads/Tablets to support learning</li> </ul>	<p>ICT technician has supported the development of the Team site to ensure pupils work, resources to support teaching and learning and so on are easily accessible to support teaching and learning.</p> <p>ICT is continuing to be increasingly used to support the capture of data/observations of learning</p> <p>ICT technician has supported the use of technology in the delivery of departmental and whole school events – ensuring greater access for a wide range of children</p> <p>ICT technician has also supported families to set up resources to use at home to</p>

			continue working on skills at home.
Visits to the Donkey Sanctuary	£100	<ul style="list-style-type: none"> <li>Friday morning children attend the Donkey Sanctuary</li> <li>Classes visit on a rolling programme</li> </ul>	<p>The therapy opportunities from the donkey sanctuary visits have allowed the children to gain confidence around new adults and animals.</p> <p>Children have continued to be able to attend visits to the donkey sanctuary including those with most profound physical needs.</p> <p>Children have shown increased confidence in accessing an unfamiliar environment in the wider community.</p> <p>Some children have demonstrated greater confidence in their mobility and balance and tolerance of animals.</p>
Visits to the Cycling Track	£840	<ul style="list-style-type: none"> <li>Friday afternoon children attend Manchester Cycling Track to support golden time</li> </ul>	<p>Some children have flourished with physical skills from this opportunity and some have learnt to be able to ride a bike. The confidence they have shown has impacted into the playground and classroom social/play/learning opportunities.</p>
In addition	Varied costs to be identified	<ul style="list-style-type: none"> <li>To provide specific identified equipment to support communication / access needs following appropriate communication assessments</li> </ul>	<p>The individual spending has supported specific targets set during their IEPs/PEP targets. For example purchasing more mark making media to support improving writing skills or sensory media to support engagement or readiness to learn from sensory processing advice. 81% of children achieved outstanding progress for IEPs for Summer 17 and 94% made good to outstanding.</p>