

Pupil Premium Grant Income & Expenditure 2017-18

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 - £1,900 per 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 2017-18

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

2017-18 Pupil Premium Income	
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
Total amount of PPG funding	£53,960

2017-18 Pupil Premium Proposed Expenditure

Item / Project	Cost	Intended Outcome	Impact
<p>Music Therapist</p> <p>1 day per week</p>	<p>£8,500</p>	<ul style="list-style-type: none"> • 1:1 specialist opportunities on a weekly basis specifically targeted at children with complex communication needs – “hard to reach” • Establishing a new therapy group supporting children that access CAHMS, and may have attachment needs or social and emotional, mental health needs. • Small group sessions with identified classes to support interaction, anticipation and prediction • To build staff skills in using music to deliver communication programmes • Sharing information with parents at parent’s evenings to support continuity of approach 	<p>Music therapy offers children individualised opportunities for communication and interaction in a way that best matches their own needs, engaging them in a creative musical co-activity. This process enables children with learning difficulties, autism or social, emotional and behavioural difficulties to sustain engagement, communicate and build social contacts.</p> <p>The therapist is employed by national music therapy charity Nordoff Robbins (https://www.nordoff-robbins.org.uk) and currently delivers the service at Oakdale School for one day per week (Fridays).</p> <p>Children from all age groups are referred through liaison between the music therapist, class teachers and school senior management. The music therapist works mainly in a designated room with children who are considered 'hardest to reach' in terms of communication. Most referrals are therefore from classes which have a focus on children with profound and multiple learning disabilities or autism. However, referrals this year also included several children with emotional difficulties who were struggling to adjust to changes in their home or school life.</p> <p>From 1st Sept 2017 – 31st July 2018, the music therapist worked regularly (i.e. at least 5 sessions during the year) with 19 children from 8 classes in either individual or small group sessions. Sessions have also included an additional 12 children who had between 1 – 4 sessions during the year, when timetabled children have been absent or unwell. The range of formats offered through music therapy enables children to explore non-verbal interactions with staff and other children.</p> <p>In addition, the therapist supported several ‘whole school’ events during the year (e.g. at Christmas and for the Royal Wedding), flexibly providing live improvised music to help build a sense of community and shared experience between children from different parts of the school.</p> <p>Sessions are recorded by video, enabling the music therapist to share significant developments with class teachers and, where possible, with parents/carers (e.g. at Parents’ Evenings or sending directly home on DVDs).</p>

			<p>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. Where appropriate, the music therapist liaises 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 which complements the ongoing work in classroom settings, helping them to develop creativity, self-confidence and independence, as well as communication skills including turn-taking, waiting, listening and anticipation. Lesson observations indicate that 57% of teaching was outstanding by Summer term 2018, 14% good with elements of outstanding and 29% teaching was good.</p>
<p>Sports Coaching 2 days per week</p>	<p>£13,350</p>	<ul style="list-style-type: none"> • To deliver focussed PE / Dance / Sports activities in some inclusive sessions • To build and enhance children's physical development • Increase confidence of staff in delivery of Sports / PE sessions and extend to other areas of the curriculum 	<p>6 out of 13 classes have had opportunities to work with the SLA Dance/Sports coach. Records from monitoring, inclusion reports and annual review reports have continued to see progress in physical and/or interaction and engagement with peers. The SLA dance/sports coach and PE teacher continue to work closely together to produce tracking sheets to improve provision and a more detailed way to track dance.</p> <p>The pupils have continued to develop personal, social and emotional development skills as a result of working with their inclusion friends and SLA dance/Sports coach. Skills have continued to develop and include skills such as turn taking, working with a friend and developing skills by copying the modelling of peers.</p> <p>The SLA joined a PMLD lunchtime club to promote dance. This opportunity gave our most physically complex needs pupils to have additional opportunities to respond positively to dance and develop further communication and interaction skills. 3/12 classes accessed a sports club a week = 25% pupils in lunch clubs</p>

<p>Access to Learning Teams</p> <ul style="list-style-type: none"> • Inclusion Team • Tube Feeding support • EYO and family support team 	<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"> • To support inclusion opportunities both within and beyond Oakdale (for some children) and support increased learning and engagement with mainstream peers • To support Friday pm 'Golden Time' for identified classes • To support Tube Feeding needs of identified pupils and ensure that they do not miss learning opportunities • To support the medical needs of some pupils who require medication at regular intervals and ensure that learning opportunities are not missed • To support transition into and out of Oakdale • To coordinate parent workshops and coffee mornings with the support of ISCAN and NAS • To provide support to parents of children in the early years that have been offered a place at Oakdale • To provide support to PVIs as a result of "Come and See" sessions or access to outreach support 	<p>hand massage as part of their support. The continued 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>This statement remains highly important and a key role of the EYO and impact for new children starting at Oakdale. The ASC Accreditation team in Feb 2017 stated "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' 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."</p> <p>Transition into and out of Oakdale continues to be of a high standard and our progress data reflects this for the children.</p> <p>The ASC Accreditation team in Feb 2017 referred to our transition practices. The practices and impact remain a key priority of provision for our children during 17-18. "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</p>
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	<p>Hourly rate</p> <p>Additional TA3 TI support FRI</p>	<ul style="list-style-type: none"> To liaise with physios and 	<p>Nursery or at one of the local Primary Schools.”</p> <p>Attendance at parent workshops continues to be good. 41% of parents strongly agree and 28% of parents agree that the range of workshops offered at Oakdale is good. Monitoring by the ASC Accreditation team concluded in Feb 17 “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 ‘Fussy eaters’ and ‘Supporting behaviour’. Staff and parents confirm that these mornings are well attended.</p> <p>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.”</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 parents. Some of the PVI’s and parents we have supported have been offered a place at Oakdale through the EHCP process. The professional relationships with the practitioners at the PVI’s 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 have been extremely beneficially for the children. 94% of pupils made good to outstanding progress for teacher judgement for observations of outcomes.</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 children that are looked after to access more opportunities for</p>
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<ul style="list-style-type: none"> • Technical Instructor 	<p>AM</p> <p>£1,855</p>	<p>occupational therapists regarding additionality of need; supporting risk assessments for specific resources</p> <ul style="list-style-type: none"> • To ensure further support for children to ensure specific/additional needs beyond universal provision are met for moving and handling and physical development 	<p>developing physical needs by creating risk assessments for use of a wiggle 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. This year the TI specifically supported a child that is looked after to access the hydro pool to develop further swimming skills, due to limited access to the swimming opportunities with the rest of school. This saw weekly successful opportunities of the child calmly accessing the pool and developing early swim skills in the pool. The opportunities always supported his freedom of movement needs and ensured improved readiness to learn for the afternoon.</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. 54% of pupils made outstanding progress overall by Summer term, an increase of 12% from Spring Term.</p>
<p>Occupational Therapy</p> <p>1 day per week</p>	<p>£8,981</p>	<ul style="list-style-type: none"> • To assess individual needs and provide advice for staff and home, if appropriate • To support the establishment of a Sensory area , offering support on a range of equipment required • To support the learning needs of children with sensory processing difficulties by the development of a programme for use in class and at playtime. • To ensure monitoring and feedback of the use of strategies that need to be embedded to support children’s additional needs and access to learning/communication/resources • To support class teachers 	<p>Due to unforeseen circumstances this service had to be removed half way through the year.</p> <p>The SLA OT continued to review 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 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>The SLA OT continued to support and advise with TLR ASC Accreditation lead on the</p>

		<p>planning of their class environments and provide advice re: appropriate activities for breaks / sensory overload</p> <ul style="list-style-type: none"> • To provide support / advice re: functional seating and independence • To deliver training with SALT regarding drinking, eating and swallowing skills • Monitoring impact and continued use of hand massage for children accessing the feeding team for their needs. 	<p>Sensory processing area. The impact of this continually developing environment significantly supports the majority of our children. The readiness to learn progress of our children is developing well. 92% of pupils made good to outstanding progress for behaviour for learning by Summer term.</p>
<p>Speech and Language Therapy 2 days per week</p>	<p>£17,255</p>	<ul style="list-style-type: none"> • To provide individual assessment and advice for individual pupils re: communication support and strategies • To provide advice and guidance to class teams in particular in relation to the needs of children with ASC and tailored support for classes • To provide specific advice as required in relation to communication devices such as AAC's • To support and advise on the delivery of articulation programmes • To establish intervention groups related to agreed identified needs such as <ul style="list-style-type: none"> – Articulation – PECS – AAC etc. 	<p>The training and support of provision within class and in its early stages the sensory processing area is having a significant impact for the children along with increased competencies and use of communication strategies and is reducing negative behaviours and encouraging more functional and consistent communication in turn ensuring a better rate of progress for our children.</p> <p>The SLA SALT has continued to lead 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. This has seen an increase in staff confidence, skill set and knowledge supporting children's progress. 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. 91% good-outstanding progress for IEPs 17-18.</p>
<p>Leading Teacher on Communication</p>	<p>Hourly rate</p> <p>£1500</p>	<p>To liaise with both SLA and Core SALT teams on communication assessments; to offer additional meetings and reviews where necessary for communication Monitoring of use of communication strategies from advice with SLA OT and SALT. Budget to purchase specialist communication equipment from communication assessments – to</p>	<p>The multiagency approach has continued to be extremely beneficial for our children. Supporting some of our children that are looked after to share best practice between school, key workers at home and with parents. Individual PEP meetings record information and personal impact.</p> <p>The reports are used to support all stakeholders for the child to streamline strategies, impacting on improving communication skills. The strategies and</p>

		ensure children have the full equipment needs to support their access and communication	<p>approach from communication assessments 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. 91% good-outstanding progress for IEPs 17-18.</p> <p>We have used PPG money to purchase specific communication aids and fixings to support access and communication for the children.</p>
Use of enhanced ICT across school	8 x tablets/ipads	<ul style="list-style-type: none"> • Additional tablets/ipads within class to support teaching and learning opportunities that could be used for individuals, with specific programmes to meet need/interests to support learning through play. • Additional tablets/ipad to be used to support the tracking of learning and progress to use at PEPs/parents evenings/Annual reviews 	<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. We have purchased ipads for each class and have spent the year reviewing practice of observation taking and researching how the ipads can be best used to capture learning, in addition to cameras and written observations. During 18-19 classes will trial the use of ipads for videoing and taking of photos and recording an electronic observation. Additional time by the ICT technician will be required to fully embed and monitor the use of ipads for observations. The use of observations at our school heavily impacts on planning the next steps for our children, as well as recording the significant steps of progress that our children make.</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 continue working on skills at home.</p>
Visits to the Donkey Sanctuary	£100	<ul style="list-style-type: none"> • Friday morning children attend the Donkey Sanctuary • Classes visit on a rolling programme 	<p>We did not access this provision, due to the offer of the Donkey Sanctuary not being appropriate for the majority of our children's needs. We used the money to pay for an additional minibus to attend an additional competition during the school year.</p>
Visits to the Cycling Track	£840	<ul style="list-style-type: none"> • Friday afternoon children attend Manchester Cycling Track to support golden time opportunity • To develop physical skills and opportunity to learn to ride a bike 	<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. 42 pupils accessed cycling this year .</p>

In addition	Varied costs to be identified	<ul style="list-style-type: none"> To provide specific identified equipment to support communication / access needs following appropriate communication assessments 	<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. 91% of children achieved outstanding progress for IEPs over the year 17-18.</p>
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