

1. Summary Information					
School	Forest Way School				
Academic Year	2019/20	Total PP budget		Date of most recent review	July 2019
Total number of pupils	219	Number of pupil eligible for PP	73	Date for next internal review of this strategy	July 2020

2. Current Evaluation (based on 2018/19 pupil small steps progress data)		
	Pupils eligible for PP	Pupils not eligible for PP
% of pupil with increased small steps assessment score in speaking	93.94 %	95.93 %
% of pupil with increased small steps assessment score in listening	95.45 %	94.31%
% of pupil with increased small steps assessment score in reading	93.94 %	95.12 %
% of pupil with increased small steps assessment score in writing	84.85 %	80.33 %
% of pupil with increased small steps assessment score in maths	95.45 %	90.24%
% of pupil with increased small steps assessment score in science	94.92 %	92.77 %

All pupils at Forest Way have a 'Basket of Indicators' that provides information on each individual regarding their needs and barriers for teaching and learning. These include medical needs, environmental factors, emotional wellbeing, behavioural needs and physical needs. Support is provided to both the pupil and their parent/carers that extends beyond the classroom. Progress is tracked and monitored through small steps assessment, Tapestry and individual targets are linked to EHCP outcomes. The EEF Toolkit has also been consulted to identify appropriate strategies that are based on research evidence.

Some of the work included:

- Enrichment programme development, including team based sports, targeted reward systems such as extra activities that the pupils enjoy. An example of this is attending the gaming centre in Coalville.
- Relationship development and play sessions.
- Individual behaviour coaching through effective modelling.
- Implementation of school support system for those pupils that need this i.e. first thing.
- Individual student and intensive interaction programme.
- Set up of small work groups – behaviour coaching.
- Development of student drop-in programme such as encouraging students to ask for help through difficult parts of the day with a familiar trusted adult.
- 1:1 staffing support for pupils to enable them to access off-site trips.
- Focused work with ELSA trained staff and interdepartmental support.
- Individual and group work targeting self-esteem, for example playing and teaching a game with a peer.
- Focused small group social and behaviour management sessions.
- Offsite Enrichment sessions, including BMX biking, wall climbing.
- IEP targeted support and Breakfast Club.
- Aromatherapy.
- Individual music lessons
- Support to attend after school clubs- transport provided

3. Barriers to future attainment	
A	Emotional wellbeing skills are significantly lower for the majority of pupils (PP and non PP eligible) as a result of pupils' special educational needs. Many have difficulties regulating their behaviour. They have low self-esteem with a high percentage of pupils having negative experiences within mainstream educational settings.
B	Communication, interaction and engagement skills are significantly lower for the majority of pupils (PP and non PP eligible) as a result of pupils' special educational needs. Pupils have a range of needs varying from non-verbal, use of Makaton and speech output devices. Many have difficulties in following instructions and processing information.
C	Literacy (reading and writing) skills are significantly lower for the majority of pupils (PP and non PP eligible) as a result of pupils' special educational needs. Many pupils have difficulty with their fine and gross motor skills. Many are also unable to transfer skills and concepts throughout everyday experiences.
D	Numeracy skills are significantly lower for the majority of pupils (PP and non PP eligible) as a result of pupils' special educational needs. Many pupils experience difficulty with their fine and gross motor skills. Many are also unable to transfer skills and concepts throughout everyday experiences.
E	Physical development (fine and gross motor) skills are significantly lower for the majority of pupils (PP and non PP eligible) as a result of pupils' special educational needs.
F	Science skills are significantly lower for the majority of pupils (PP and non PP eligible) as a result of pupils' special educational needs. Many pupils have difficulty with their fine and gross motor skills. Many are also unable to transfer skills and concepts throughout everyday experiences.
	External barriers
G	Parental involvement can be difficult to achieve. Geographically the pupils are part of a wide catchment area and many are transported to and from school by county transport.

4. Desired Outcomes				
Desired Outcomes and how they will be measured		Strategy used in school	EEF Toolkit Strategy	Success Criteria
A	Improve emotional wellbeing of pupils eligible for Pupil Premium. Noted increase in self-regulating behaviour. Improvement in self-worth and participation in school life both on and off site.	Small group work-Turn taking and friendship groups. ELSA Behaviour reduction coaching Social lunch group 1:1 sessions Peer mentoring group Aromatherapy Breakfast club Drama Club	Collaborative Learning Behaviour Interventions Arts Participation Social and Emotional Learning	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that all pupils eligible for Pupil Premium make progress as demonstrated through their Basket of Indicators.
B	Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium.	Small group work-Turn taking and friendship groups. ELSA Behaviour reduction coaching Social lunch group 1:1 sessions Peer mentoring group Aromatherapy	Small Group Tuition Individualised Instruction Behaviour Interventions Collaborative Learning	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that all pupils eligible for Pupil Premium make progress as demonstrated through their Basket of Indicators.

C	Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.	Pupil progress monitored termly through small step assessments and interventions set up	Learning styles Teaching Assistants Small group tuition	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that all pupils eligible for Pupil Premium make progress as demonstrated through their Basket of Indicators.
D	Improve numeracy skills of pupils eligible for Pupil Premium.	Pupil progress monitored termly through small step assessments and interventions set up	Learning styles Teaching Assistants Small group tuition	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that all pupils eligible for Pupil Premium make progress as demonstrated through their Basket of Indicators.
E	Improve the physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.	Climbing BMX riding Athletics club Cricket club Parent/carer swimming club Lunch time sport activities	Sports Participation Outdoor Adventure Learning	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that all pupils eligible for Pupil Premium make progress as demonstrated through their Basket of Indicators, with a particular focus on physical education
F	Improve science skills of pupils eligible for Pupil Premium.	Pupil progress monitored and interventions set up	Learning styles Teaching Assistants Small group tuition	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that all pupils eligible for Pupil Premium make expected, or above expected progress as demonstrated through their Basket of Indicators.
G	Improve the parental involvement in their son/ daughters learning, health and behaviour and understanding of their EHCP.	All invited to annual review meetings Home schooling for individual pupils	Parental Engagement	All parents to be actively involved in their son/ daughter's learning, emotional wellbeing, health and behaviour support resulting in improved pupil outcomes. They are involved in contributing to writing the EHCP outcomes.

		Parent/carer weekly/half termly groups Parent/carer evenings PEP/LAC meetings as required	Social and Emotional Learning	
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5. Planned expenditure					
Academic Year	2019/20				
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 and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. Improve emotional and wellbeing skills of pupils eligible for Pupil Premium</p> <p>B. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium</p> <p>C. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium</p> <p>D. Improve numeracy skills of pupils eligible for Pupil Premium</p> <p>E. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium</p> <p>F. Improve science (awareness of the world) skills of pupils eligible for Pupil Premium</p>	<p>Pupils identified and individual work/support identified. Weekly key stage and /or teacher meetings with pastoral care to share best practice.</p> <p>Teachers to meet termly with PM to discuss progress report</p> <p>All teachers and staff provided with access to a programme of training and development</p>	<p>Develop skills set of staff across school. Deliver high quality training and development opportunities. This is an effective way to improve attainment. It will be embedded across the school and impact all pupils.</p>	<p>Use INSET days, weekly after school training. Deputy Head to liaise with FWTSA regarding external training opportunities.</p> <p>Deputy Head to work closely with Pastoral manager and AHT to identify pupils' needs.</p> <p>Deputy Head to identify training needs and work with Headteacher to plan a training programme throughout the year.</p> <p>Deputy Head to liaise with other special schools DH to ensure a programme of termly subject leader meetings are scheduled and take place.</p>	<p>Deputy Head</p>	<p>July 2020</p>
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Total budgeted cost: Main school budget

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve emotional and wellbeing skills of pupils eligible for Pupil Premium	Weekly one to one and small group sessions both on and off site. Breakfast club Attendance at after school activities	One to one and small group interventions with appropriately qualified staff (ELSA)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. The individual pupil progress is closely monitored through lesson observations and learning walks and tracking of pupil data. Transport provided if needed to ensure they can attend	Deputy Head Pastoral Care AHT	June 2020
B. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium	Weekly one to one and small group communication sessions. PECs, communication café 5 weekly Makaton signs Safeguarding Makaton training	One to one and small group interventions with appropriately qualified staff. Weekly communication training sessions for all staff led by SALT	Ensure that the lead communication mentor has sufficient preparation time. Pupils' progress is monitored half termly in feedback given by class communication mentors	Deputy Head Class teachers Lead Communication mentor	June 2020
B. Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium	Weekly one to one communication sessions with a fully qualified Augmentative and Assistive Communication (AAC) specialist teacher	One to one and small group interventions with appropriately qualified staff. AAC specialist teacher to work closely with class/key stage staff	The individual pupil progress is closely monitored through lesson observations and learning walks and tracking of pupil data.	Deputy Head AAC Specialist teacher	June 2020

<p>C. Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium</p> <p>D. Improve numeracy skills of pupils eligible for Pupil Premium</p> <p>F. Improve science (awareness of the world) skills of pupils eligible for Pupil Premium</p>	<p>Timetabled opportunities to develop skills beyond the classroom</p>	<p>Small group interventions with appropriately qualified staff. Additional training needs identified for working with named pupils.</p>	<p>The individual pupil progress is closely monitored through lesson observations and learning walks and tracking of pupil data.</p>	<p>Deputy Head AHT and class teacher</p>	<p>June 2020</p>
<p>E. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium</p>	<p>Additional physiotherapy and swimming sessions to develop and extend fine and gross motor skills</p>	<p>One to one and small group interventions with appropriately qualified staff. All staff to have manual handling training. Additional training needs identified for working with named pupils. Working closely with outside professionals e.g. OT, Physiotherapist</p> <p>After school clubs</p> <p>Climbing and BMX sessions</p>	<p>Organise timetable to ensure the additional physiotherapy and swimming sessions are able to take place.</p>	<p>Deputy Head BH AA</p>	<p>June 2020</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>G. Improve parental involvement in their son/daughter's learning.</p>	<p>Daily contact between teacher, class team and parents/carers using home school diaries, telephone conversations and Tapestry.</p> <p>Weekly coffee drop in mornings to provide parents to meet with other parents and carers socially.</p> <p>Half termly parent/carer meetings for sharing key information and the delivery of training opportunities.</p> <p>Weekly family swimming sessions, supported by staff to provide a safe environment for the family to participate in a swim.</p> <p>Information sharing sessions regarding the EHCP and transitions</p>	<p>Developing parental involvement can benefit the pupils' social and emotional development as well as academic progress.</p>	<p>Parent questionnaires, parents evening, coffee morning.</p>	<p>Deputy Headteacher</p> <p>AHT</p> <p>Lead communication mentor</p> <p>Pastoral care</p>	<p>June 2020</p>
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