

| 1. Summary Information | | | | | |
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| School | Forest Way School | | | | |
| Academic Year | 2019/20 | Total PP budget | £82105 | Date of most recent review | |
| Total number of pupils | 231 | Number of pupil eligible for PP | 74 | Date for next internal review of this strategy | |

| 2. Current Evaluation (based on 2019-20 pupil small steps progress data) progress from July 2019 – Nov 2019 | | |
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| | Pupils eligible for PP | Pupils not eligible for PP |
| % of pupil with increased small steps assessment score in speaking | 94.83% | 91.94% |
| % of pupil with increased small steps assessment score in listening | 91.38% | 89.52% |
| % of pupil with increased small steps assessment score in reading | 95.15% | 95.31% |
| % of pupil with increased small steps assessment score in writing | 80.95% | 79.37% |
| % of pupil with increased small steps assessment score in maths | 87.30% | 89.84% |
| % of pupil with increased small steps assessment score in science | N/A Not assessed in November | N/A Not assess in November |

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.

Some of the work included:

- Enrichment programme development, including team based sports, targeted reward systems such as extra activities that the pupils enjoy.
- 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.
- Offsite Enrichment sessions, including BMX biking.
- 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.
- IEP targeted support and Breakfast Club.
- Aromatherapy.
- Individual music lessons.
- Support to attend after school clubs- transport provided

| 3. Barriers to future attainment | |
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| 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 | | |
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| Desired Outcomes and how they will be measured | Strategy used in school | Success Criteria |
| <p>A</p> <p>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.</p> | <p>Small group work-Turn taking and friendship groups.</p> <p>ELSA</p> <p>Behaviour reduction coaching</p> <p>Social lunch group</p> <p>1:1 sessions</p> <p>Peer mentoring group</p> <p>Aromatherapy</p> <p>Breakfast club</p> | <p>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.</p> |
| <p>B</p> <p>Improve communication (speaking and listening) skills of pupils eligible for Pupil Premium.</p> | <p>Small group work-Turn taking and friendship groups.</p> <p>ELSA</p> <p>Behaviour reduction coaching</p> <p>Social lunch group</p> <p>1:1 sessions</p> <p>Peer mentoring group</p> <p>Aromatherapy</p> | <p>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.</p> |

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| 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 | 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 | 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. | Athletics club Cricket club Parent/carer swimming club Lunch time sport activities | 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 | 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 Parent/carer weekly/half termly groups Parent/carer evenings | 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. |

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| | | PEP/LAC meetings as required | |
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| 5. Planned expenditure | | | | | |
| Academic Year | 2020/21 | | | | |
| 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? |

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| <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 AHT and teachers 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 2021</p> |
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Total budgeted cost: Main school budget

| ii. Targeted support | | | | | |
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| 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. Attendance at after school activities Breakfast club | One to one and small group interventions with appropriately qualified staff. | 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. | Deputy Head Pastoral Care AHT | June 2021 |
| 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 2021 |
| 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 | 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 | June 2021 |

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| | Communication (AAC) specialist teacher | | | | |
| <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> | Timetabled opportunities to develop skills beyond the classroom | Small group interventions with appropriately qualified staff. Additional training needs identified for working with named pupils. | The individual pupil progress is closely monitored through lesson observations and learning walks and tracking of pupil data. | Deputy Head AHT and class teacher | June 2021 |
| E. Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium | Additional physiotherapy and swimming sessions to develop and extend fine and gross motor skills | 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 | Organise timetable to ensure the additional physiotherapy and swimming sessions are able to take place. | Deputy Head BH AA | June 2021 |
| iii. Other approaches | | | | | |

| 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? |
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| <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</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>June 2021</p> |

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| | <p>participate in a swim.</p> <p>Information sharing sessions regarding the EHCP and transitions</p> | | | | |
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