



INTRODUCTION:

Pupil Premium Grant, which is additional to main school funding, is paid to address the current underlying inequalities between children who are eligible for free school meals (FSM), service children and looked-after children (LAC), and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The proportion of children in our school who are eligible for the Pupil Premium Grant is currently just over 50%.

Many barriers can prevent our pupils from achieving their full potential. The most obvious ones are: cognition and learning, social, emotional and mental health issues, speech and language issues, family background and mental health, deprivation and cultural/social expectations. We use Pupil Premium Grant to minimise the impact of those barriers.

At Cherry Oak, the Pupil Premium Grant is allocated straight to us and is clearly identifiable in our budget. It is up to us to decide how the Pupil Premium is spent, since we are best placed to assess what additional provision should be made for the individual pupils within our school.

Although we are free to spend the Pupil Premium as we see fit, we are held accountable for how we have used the additional funding to support pupils from low-income families, service children and children in care. From September 2012, we have been required to publish online information about how we use the Premium. New measures are included in the school performance tables that will capture the achievement of those pupils covered by the Pupil Premium. This will ensure that you and others are made fully aware of the progress of pupils covered by the Premium.

As a special school for children with a severe learning difficulty, we allocate the Pupil Premium according to individual needs, and measure the amount of progress they are making throughout the year, and year on year.

In the following pages we outline the funding we have received and how we have allocated our spending in 2017-8:

- What do we want to happen?
- How we will make it happen
- Who will lead the team that makes sure the actions work?
- How much will it cost?
- Who will we check if our actions are working

Throughout this document we will make reference to the research carried out by the National Federation of Educational Research (NFER). This research evaluated the impact of common themes that are currently being funded by Pupil Premium funding in schools. The research

guided our decision making in how to best use our own funding to have the greatest results for our children

If you would like any further details of the NFER research please [link here](#)

If you would like to know more about how we use our Pupil Premium funding please do not hesitate to [contact us](#).

The 2017/8 allocation for Pupil Premium is £76,560

We have (as of January 2017) 56 pupils who receive pupil premium funding.

The allocation per child is £1,320

Action 1

Parental Involvement

In line with NFER guidance we believe that parental guidance and support will make a significant difference to our children's achievement at school. Therefore, we will employ a family worker, Kate Thomson for approximately 7.5 hours per week at a cost of £5,343. The impact of the role of the family will be evaluated in terms of the difference it makes to the lives of the children's families and the difference it makes to children's learning and wellbeing. Our Pastoral Care Manager: Clare Strain will lead the Family Support Programme: COFFS (Cherry Oak Family and Friends' Support) alongside our Family Worker. Our Head of school will evaluate the role of the family support worker, based on feedback from families and analysis of pupil data and report this to the full governing body each year.

Cost =£5,343

Action 2

Additional Speech and Language Therapy

In line with NFER guidance we believe that individual 1-1 work makes a significant difference to our children's development of language and communication.

We are going to support our pupils who have challenges in communication with high quality Speech and Language therapy. We will employ a speech and language therapist (Loretta Lynch) for 2.5 days a week to work with our children. The impact of the role of speech and language therapist will be evaluated in terms of the difference it makes to the children's development of language and communication skills.

Our Pastoral Care Manager will coordinate the delivery of Speech and Language support as part of the broader Communication strategy which also encompasses Makaton and Cherry Oak Picture Exchange (COPE).

The Head of School will evaluate the role of the Speech and Language Therapist and report this to the full governing body each year.

Cost= £17,448

Action 3

Intervention Support

In line with the research by NFER we believe that individual small group work helps our children develop both literacy and numeracy skills at a quicker rate of progress. Therefore, by releasing HLTAs¹ to provide individual and small group intervention, we will be increasing the number of staff working with our pupils allow a higher level of 1-1 support and intervention booster groups. In addition, a TA² will provide one day per week of of Literacy and Numeracy intervention to small groups of children in order to increase their progress in these two areas. To assess how effective the work has been we will monitor the progress of the children ensuing that they achieve a high level of progress both in literacy and numeracy and achieve their challenging individual targets. We will track our children's progress by analysing data at the end of each term.

The Assistant Head, Amy Findlay will lead this initiative and report on pupil progress to Governors each year.

Cost= £22,700¹ and &3,780²

Action 4

Classroom Computer Equipment- iPads

In line with NFER guidance and a considerable amount of research in this area we believe that the use of iPads in the classroom to support learning and communication bring about significant changes in children's' enjoyment of learning and their progress. We want to purchase two more sets of 12 iPads, covers and charging trolleys, for classroom use by the children.

The Assistant Head, Amy Findlay will lead this initiative, assisted by the ICT Teacher, Andy Wilson and the ICT (Sensory) HLTA, Mark Cottam. The Head of school will evaluate the impact of the additional computer equipment on children's learning and report this to the full governing body and to parents annually.

Cost =£10,000

Action 5

Introduction of a new phonics reading scheme: Read Write Inc.

Research shows that strength in Phonics is the best building block for securing enhanced results in reading and literacy. We will train key members of staff in the Read Write Inc. approach, who will in turn roll the programme out to the rest of the school. We will purchase equipment to enthuse, stimulate and support learning so that our children's' progress is even greater.

The EYFS/Key Stage 1 Manager, Emma Eaton will lead this initiative. The Head of School will analyse pupil progress data on reading and report on the impact of this approach to Governors and parents.

Cost =£6,000

Action 6

Educational Psychologist Support

We regard the collaborative work of our educational psychologist as extremely important in our work at Cherry Oak. We intend to use some of the funding we receive to allow our educational psychologist to carry out in-depth assessment of pupils and provide advice to staff on how to meet individual needs.

Our Head of School will lead on this and will report to Governors and parents on the impact of EP participation in reducing behavioural challenges and boosting staff confidence in meeting the needs of our most complex pupils.

£2,438

Action 7

Music Therapist Support

Music Therapy has been demonstrated to have a positive influence on the behaviour of children with severe learning and communication difficulties. We therefore plan to use some of the funding to employ a part-time music therapist to work with individual pupils who have been identified as needing this type of support.

Our Head of School will lead on this and will report to Governors and parents on the impact of music therapy intervention in reducing behavioural challenges and engage pupils to self-regulate and therefore engage more meaningfully in their learning.

£6,360

Action 8

Support multi-modal communication through using Communicate in Print software

Communicate in Print software enables us to print individualised communication supports for pupils that can be used to tell stories, greet, choose, reject, name or comment on the things about them. We plan to buy a site licence so that we can produce bespoke communication aids in-house.

Our Pastoral Care Manager, Claire Strain will lead on this in the context of the school's total communication strategy. The Head of School will report to Governors and parents on the impact on pupils in terms of communication progress.

£1,400

Action 9

Support for Families - Stay and Play resources

Stay and Play is an initiative which supports pupils to engage in an after-school play session, accompanied by siblings and parents. It provides a forum for developing play skills, social skills, communication skills and friendships.

Our Pastoral Care Manager, Claire Strain will lead on this in the context of the school's family support strategy. The Head of School will report to Governors and parents on the impact on Stay and Play, based on feedback.

£150

Action 10

Classroom Computer Equipment- iMacs and digital cameras

In line with NFER guidance and a considerable amount of research in this area we believe that the use of digital technology – in this case the additional computer and photographic equipment, bring about significant changes in children's engagement in learning and their progress. We will place a computer and a digital camera in each classroom.

The Assistant Head, Amy Findlay will lead this initiative. The Head of School will evaluate the impact of the additional computer equipment on children's learning and report this to the full governing body and to parents annually.

Cost =£15000 (from a previous year's allocation that had been ring-fenced for ICT equipment)