

## Pupil Premium Spending Plan April 20/ March 21

At Haymerle School we are committed to raising pupil achievement across the planned curriculum and supporting the wider developmental learning needs of our pupils which include their engagement with learning, self-help skills, communication strategies, social interaction and independence.

We invest the pupil premium income received each year in providing therapy support, staff training and additional resources to enable school staff better meet our pupil's diverse learning and developmental support needs.

This commitment to support includes running parent training opportunities as well as direct or group interventions with pupils and staff day to day.

### **Speech and Language Therapist Support**

Focused SALT provision to secure pupil progress in communication IEP / EHCP Goals.

Support provided in class using individual or group activities, staff training and mentoring.

- Whole staff training by Speech Therapists to enable all staff to be able to better meet the increasingly diverse range of learning needs.
- Parent support and training including induction session for new starters, SALT drop in's sessions and training sessions with parents to support pupil progress and development.
- Intensive Interaction Support
- PECS Support
- Lego Therapy

We monitor outcomes tracking pupil progress in Communication Goals IEP and Cognition and Learning IEP Goals

### **Occupational Therapist Support**

OT provision to support pupils developing personal independence and self-care skills. Focusing on pupils Social and Behavioural and Physical Development IEP short and long term goals.

Pupil support provided in class and in group activities, 1-1 support, staff training and mentoring.

Toilet training and independence support (staff training, parent support)

Parent support and training including induction, regular OT surgery and open support and training sessions with parents to address pupil progress and support needs.

We monitor outcomes tracking pupil progress in Physical / Sensory goals and Cognition and Learning IEP Goals

### **Additional Support Projects**

Focused support for pupils where a need is identified by teacher, Assessment Manager, Learning coordinator or Phase Leader following review of pupils IEPs and progress levels.

Impact monitored according to individual pupils progress towards specific targets (IEP, Behaviour, other) / and end of year outcomes.



		<ul style="list-style-type: none"> <li>• Parent induction support</li> <li>• Parent Drop in sessions</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• All Pupils to maintain good progress in Communication IEPs (towards EHCP goals / outcomes)</li> <li>• Staff skills and knowledge improved</li> <li>• Parent skills and awareness improved</li> </ul> <p><u>Impact Monitor</u> Pupils to progress in their communication IEP goals and end of year goals for literacy / numeracy. Progress / comparative data to be reviewed alongside other cohorts Parent satisfaction / views gathered in questionnaire. Adjust intervention planning as needed.</p> <p><b><u>Music Therapy</u></b> Eligible pupils referred to Music Therapy by Class teacher /Assessment manager. Reasons for referral vary from pupil to pupil (e.g. support to develop language or communication skills to emotional support needs.) Therapist works with pupils, staff and parents.</p> <p><u>Impact Monitor</u> Pupils maintaining good progress in communication IEP Goals. Good progress towards end of year Goals for literacy / numeracy Comparative data to be reviewed alongside other cohorts Parent satisfaction / views gathered in questionnaire. Adjust intervention planning as needed.</p> <p><b><u>Staff Development / Other</u></b></p> <p><b>PECS Training</b></p> <ul style="list-style-type: none"> <li>• Pyramid Consultancy</li> </ul> <p><b>Creative Curriculum Consultancy and online raining</b></p> <ul style="list-style-type: none"> <li>• Hirstwood</li> </ul> <p><u>Impact monitor</u> Development of staff skills supporting needs of all pupils (incl Pupil Premium) in accessing broad, balanced and creative curriculum offer.</p> <p>Pupils progress towards specific / IEP goals (IEP, behaviour, Cognitive) and end of year curriculum outcomes.</p> <p><b><u>Supporting Pupils IEP progress (TA support/ other Therapy)</u></b> Promoting progress and challenge and access to additional therapeutic support as needed. Where a support need is identified by teacher or subject / phase manager following review of pupils IEPs and progress levels.</p> <ul style="list-style-type: none"> <li>• Speech Bubble</li> <li>• Hydro Pool Visit High needs support</li> </ul> <p><u>Impact monitor</u> Pupils progress towards specific targets (IEP, behaviour, Cognitive) and end of year outcomes. Strategies could include 1-1 support in or out of class Raised staff skills working with Support team focusing on developing improved practice</p> <p><b><u>Additional Resources / Contingency</u></b> Sensory / OT equipment where need identified e.g. during multi-disciplinary meetings with teacher/ SALT and OT</p>	<p>£12,500</p> <p>£3,000</p> <p>£6,000</p> <p>£5,000</p> <p>£2500</p> <p>£2000</p>
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