

## Pupil Premium Spending Plan April 2024/25

At Haymerle School we are committed to raising pupil achievement across the planned curriculum and supporting wider learning opportunities to promote engagement with and development of **learning, self-help, communication, social interaction and independence**.

We invest the pupil premium income to extend how we provide therapy support, focused staff training and additional activities to enable school staff to meet every pupil's diverse learning, development and support needs. This support includes parent training with our therapy staff as well as direct or group interventions with pupils and staff day to day.

Speech and Language Therapist Support: Focused SALT provision to enhance pupil progress in communication IEP / EHCP Goals.

- Direct support with individual and /or group activities or Intensive Interaction Support, PECS , Lego Therapy and Attention Autism
- Indirect through staff training and mentoring
- Whole staff training by Speech Therapists supporting Total Communication Strategy
- Parent meetings, training and induction session for new starters,
- SALT drop in's sessions and training sessions with parents to support pupil progress and development.

We monitor outcomes tracking pupil progress in Communication IEP and Cognition and learning IEP Goals (Literacy and Numeracy).

Occupational Therapist Support: OT provision support pupils developing their personal independence and self-care skills.

Focusing on pupils Social and Behavioural and Physical Development IEP short and long term goals (EHCP Goals)

Support includes

- Class based individual and group activities, 1-1 support, staff training and mentoring.
- Toilet training and independence support (staff training, parent support)
- Parent support and training including induction, OT surgery / support and training sessions with parents to address pupil progress and support needs.
- Sensory diets for individual pupils where appropriate
- Classroom environment management regarding sensory stimulation / support

We monitor outcomes tracking pupil progress in Physical / Sensory goals IEP's and progress towards end of year Cognition and learning Gold (EHCP Goals)

Additional Projects: Projects may vary year on year according to perceived needs e.g. Music Therapy, Speech Bubble, additional direct TA support

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.



		<p><b>Staff training</b></p> <ul style="list-style-type: none"> <li>• Staff training PECS /Makaton/ Attention Autism/ Lego Therapy</li> </ul> <p><b>Parent Support</b></p> <ul style="list-style-type: none"> <li>• Parent induction support</li> <li>• Parent training sessions</li> <li>• Parent discussion / 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></p> <p>Pupils to progress in their communication IEP goals and Cognition and learning IEP's. Comparative data to be reviewed alongside other cohorts Parent satisfaction / views gathered in questionnaire. Adjust intervention planning as needed.</p> <p><b>Music Therapy</b></p> <p>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></p> <p>Pupils maintaining good progress in communication (or social emotional) IEP goals. Good progress towards end of year Cognition and learning goals Comparative data reviewed alongside other cohorts Parent satisfaction / views gathered in questionnaire.</p> <p><b>Other Therapy</b></p> <p>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>• Yoga</li> </ul> <p><u>Impact monitor</u></p> <p>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>Staff Development / Other</b></p> <ul style="list-style-type: none"> <li>• Attention Autism Refresher Training</li> <li>• Makation training</li> <li>• PECS</li> </ul> <p><u>Impact monitor</u></p> <ul style="list-style-type: none"> <li>• Development of staff skills supporting needs of all pupils (incl Pupil Premium) in accessing broad, balanced and creative curriculum offer.</li> <li>• Build staff skills, confidence and well-being.</li> <li>• Pupils progress towards specific / IEP goals (IEP, behaviour, Cognitive) and end of year curriculum outcomes.</li> </ul> <p><b>Additional Resources / Contingency</b></p> <p>Sensory / OT / or ICT equipment where need identified e.g. during multi-disciplinary meetings with teacher/ SALT and OT</p>	<p><b>£18,000</b></p> <p><b>£7000</b></p> <p><b>£3000</b></p> <p><b>£800</b></p> <p><b>£1000</b></p> <p><b>£1500</b></p> <p><b>£3720</b></p>
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