

## Old Park School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Old Park School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	Funded 40% December 2021 48%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Last review date	07 <sup>th</sup> June 2022
Statement authorised by	Miss Jodie Colbourne
Pupil premium lead	Miss Jodie Colbourne
Governor / Trustee lead	Mr Andrew Hegedus

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,325
Recovery premium funding allocation this academic year	£7,613
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,000
<b>Total budget for this academic year</b>	<b>£98,938</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Old Park School caters for children and young people with a range of complex learning difficulties (PMLD/SLD) and associated conditions including Autism. All our pupils have an Education Health Care Plan (EHCP).

Our school vision places the 'Unique Learner' at the centre of the individualised provision we provide, offering several different curriculum pathways with a clear focus on preparation for adulthood.

At Old Park, all members of staff including the governing board recognise the additional barriers pupils from socially disadvantaged backgrounds can face and are committed to meeting their pastoral, social and academic needs within the school environment. We have high aspirations for all pupils including those who are disadvantaged and aim to work collaboratively with parents and carers and other multi-agencies to ensure they share these aspirations.

Our pupil premium strategy plan is reviewed and updated alongside our school development plan to ensure there is a clear focus on implementation, sustainability, and impact. We consult and utilise research evidence from a wide range of sources when considering which interventions to implement, ensuring the evidence is based on a context that is relevant to our school.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Communication and Interaction – Many pupils have communication difficulties and are non-verbal. They are supported in their receptive and expressive communication through a Total Communication approach including Makaton signing, use of symbols and photographs, AAC, objects of reference, Picture Exchange Communication (PECs), communication aids and on-body signing. Old Park has access to the NHS Speech and Language consultative service and purchases private therapy provision. 41% of pupils currently in receipt of pupil premium have a primary need of Speech Language and Communication Needs or Autistic Spectrum Conditions.
2	Cognition and Learning - All our pupils have learning difficulties ranging from severe to profound needs. Many pupils also have difficulties with engagement and application of learning. Support needed includes high staff to pupil ratio, multisensory/practical curriculum approaches, adapted equipment and resources, external agency support. Old Park School uses the Evidence for Learning software/app to gather evidence of teaching and learning. 60% of pupils currently in receipt of pupil premium are working at a pre-subject specific level.

3	Social, Emotional and Mental Health – Many pupils require direct teaching of appropriate social interaction with familiar adults and peers. This teaching is expanded to include more unfamiliar adults as young people approach adulthood. Some pupils require additional support to regulate their emotions and manage their behaviour. The school has introduced the SMILE project which aims to embed the NHS 5 areas for well-being into the school day. Staff are trained in Team Teach and de-escalation techniques are embedded into our positive behaviour support approach. Old Park purchases the services of the Dudley Educational Psychology Service and has access to advice from the Dudley special school NHS LD nurse. 30% of pupils currently in receipt of pupil premium have an Agreed Behaviour Support Plan (ABSP) in place.
4	Physical and Sensory - Many of our pupils have significant physical difficulties which may require moving and handling intervention including hoisting. In addition, several of our pupils have sensory processing difficulties which impact on their daily functioning. We have seen an increase in pupils requiring weight management during the Covid19 period. Support needed includes high staff to pupil ratio, moving and handling training, external OT support, sensory integration equipment. 40% of pupils currently in receipt of pupil premium have a Personal Handling Plan (PHP) in place.
5	Impact of Covid19 on Parental Engagement – Parents and Carers have not been able to come into school or attend special events such as assemblies etc as these have not been able to take place in the same way as previously due to Covid restrictions. Key meetings such as parent/teacher consultations and EHCP annual reviews have had to be held via virtually. This has caused high levels of frustration for some parents.
6	Impact of Covid19 on Transition - There have been extremely limited opportunities for transition, both into and out of school. New starter transition meetings have needed to be held virtually and parents/carers have been unable to visit the school/staff in person. Pupils have been unable to spend time in their new classes before starting. Equally Post 19 transition opportunities, both in terms of Work-Related Learning, time spent in the community and visits to Post 19 colleges/social care providers have been restricted. 9 pupils currently in receipt of pupil premium are in Key Stage 5.

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Impact Measures
EHCP outcomes are fit for purpose and inform provision for all pupils. All staff understand the process, contribute effectively, and deliver identified provision, evidencing individual progress, <i>with a particular focus on the area of Cognition and Learning (21-22).</i>	<ul style="list-style-type: none"> <li>- All school staff understand the EHCP process and contribute effectively.</li> <li>- EHCP outcomes are relevant, moderated and drive provision within school for individuals, on a day-to-day basis.</li> <li>- Progress and evidence towards outcomes in each area of need are tracked and used to inform next steps.</li> <li>- Pupils are consulted and can articulate and share their own views, evidenced by examples of pupil voice effectively being input into annual reviews and impacting on provision.</li> </ul>

	<ul style="list-style-type: none"> <li>- Challenge is given to multi agency providers and the SEN team to ensure EHCP reflect pupil need.</li> </ul>
<p>A comprehensive framework of curriculum opportunities is offered that are relevant to individuals' stage of development and designed with clear intent, implementation and impact measures that clearly reflect the school's vision and values, <i>with a particular focus on moderation and quality assurance (21-22).</i></p>	<ul style="list-style-type: none"> <li>- Pupils are engaged and motivated by a stimulating curriculum which is relevant to individuals' stage of development and underpinned by a range of SMSC opportunities.</li> <li>- Pupils have a range of opportunities to learn outside of the classroom, allowing for application of skills and preparation for transition/adult life</li> <li>- The curriculum is well sequenced and subject leaders can clearly articulate how their subject develops through each curriculum pathway and within each termly theme/project.</li> <li>- Resources (including the school environment) are fit for purpose, appropriate to the current cohort.</li> <li>- Staff have increased opportunities to discuss, review and implement a range of pedagogical approaches relevant to pupil's needs.</li> <li>- All staff can contribute to evaluation and future planning of curriculum foci.</li> <li>- Progress to individual pupil skills/outcomes (linked to EHCP) is maximised.</li> </ul>
<p>A Total Communication environment is embedded across school ensuring that all opportunities for the development of <i>communication</i>, early phonics and reading skills are <i>consistently embedded and compliant with DfE expectations (21-22).</i></p>	<ul style="list-style-type: none"> <li>- The English phonics/reading curriculum is appropriate, balanced and fit for purpose.</li> <li>- All staff understand the correlation between development in communication skills and how this can support early reading and phonics</li> <li>- Opportunities for vocabulary development and early reading skills across the curriculum are planned and resourced by all staff to maximise pupil opportunities, including when delivering outside of the classroom.</li> <li>- All pupils make consistently strong progress in communication, reading and phonics in line with their age and stage of development.</li> </ul>
<p>Positive emotional well-being and mental health for pupils is promoted throughout school, encouraging self-regulation and <i>positive</i> behaviour management through a consistent school approach, <i>with a focus on how relationships and the environment are used to support positive behaviour and attitudes to learning(21-22).</i></p>	<ul style="list-style-type: none"> <li>- School values and rights are embedded and understood across the school.</li> <li>- A comprehensive support and training package for all staff in relation to behaviour support, emotional well-being and mental health is delivered as an integral part of CPD at Old Park School.</li> <li>- The school environment is used proactively to encourage emotional regulation and promote independence.</li> <li>- Pupils are supported effectively to reduce challenging behaviour and engage fully in opportunities for learning and personal development.</li> </ul>


	<ul style="list-style-type: none"> <li>- Advice and support from multi-agency professionals are used effectively to plan for individual approaches to managing challenging behaviour.</li> <li>- Pupils and parents are active participants in developing behaviour support plans, ensuring consistency between home and school.</li> </ul>
<p>All pupils have access to a comprehensive careers strategy which is underpinned and monitored using the Gatsby Benchmarks, <i>with a focus on ensuring appropriate PfA outcomes across all pathways (21-22).</i></p>	<ul style="list-style-type: none"> <li>- Pupils are well prepared for the transition into adult life after Old Park School</li> <li>- Pupils are well supported in making informed decisions about their own future, with adults ensuring that pupil views are respected</li> <li>- Pupils are provided with well-rounded, appropriate experiences in relation to the world of work including the development of key skills and personal characteristics such as social skills, communication, independence, and resilience</li> <li>- A personalised careers curriculum is embedded based upon individual strengths and skills, with external agencies expertise, advice and guidance utilised</li> </ul>
<p>Parents and families work in partnership with school leading to improved outcomes in all aspects of school life.</p>	<ul style="list-style-type: none"> <li>- Holistic approach across the school to supporting pupils and their families, ensures consistency, trust, and positive relationships.</li> <li>- School welcomes and values the role of families as a pupil's prime educator, working collaboratively to meet outcomes and plan for the next stage. Learning experiences for pupils are enhanced by ensuring families are involved, well informed and have the knowledge and skills to reinforce and embed learning out of school.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.



### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,500

Activity	Rationale/Evidence that supports this approach	Challenge number(s) addressed
<p>Additional weekly Speech and Language therapist intervention purchased through Soundswell; to include staff and parent/carer training, consultation and advice connected to whole school strategy development and class-based intervention.</p> <p>During this academic year this intervention will focus on:</p> <p>Multi-Sensory Referencing including on-body signing  <b>MORE</b> communication principles – Routines, wider school environment</p> <p>Therapist intervention plus training £20,000</p> <p>Eye Gaze technology plus training £7,500</p> <p>Resources, additional signage £5,000</p>	<p>All our pupils require additional support within the area of communication and interaction. There is an ongoing need to provide specialist training and support for staff and the wider community. Links to the English, reading and phonics curriculum need further development, particularly where pupils are working within the pre-subject specific curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://ican.org.uk/">https://ican.org.uk/</a></p>  <p>QUO11833_Old_Park_School_16519_-_E:</p>	<p>1,2,3</p>


## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Rationale/Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the Little Wandle Letters and Sounds programme; to include subject leader release time, staff and parent/carer training, audit and update of resources and Collins Big Cat reading scheme.</p> <p>Little Wandle resources £5,000</p> <p>CPD/Release cover £1000</p>	<p>Old Park has previously followed the Letters and Sounds teaching sequence and most recently invested in updating parts of our reading scheme. Implementing the Little Wandle approved SSP will allow us to build upon our current approach to early reading and phonics, whilst ensuring all staff have the competence and confidence to do this effectively for identified pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>106296246_INVOICE106299478_INVOICE_HCP (3) Little Wand_HCP Little Wandle :</p>	<p>1,2,5</p>
<p>Development and implementation of a greater variety of community based/work related learning opportunities for our young people in Key Stage 4 and 5.</p> <p>Offsite swimming to include cost of pool hire, staffing and transport £2,000</p> <p>Access to Emily Jordan Foundation project for identified pupils £2,000</p>	<p>The 14-19 curriculum is currently being redesigned to ensure a greater focus and emphasis on Preparation for Adult life. Opportunities to develop community participation and work-related learning have been limited to due to Covid19 restrictions. School have recently been in communication with the Emily Jordan Foundation (<a href="http://www.Ejfprojects.org.uk">www.Ejfprojects.org.uk</a>) and the recently opened Duncan Edwards Leisure facility. Both will offer a range of opportunities that will benefit pupils across all pathways.</p> <p><i>February 2022 – Pool hire at Duncan Edwards Leisure Centre £65x18 weeks = £1,170</i></p> <p><i>February 2022 – Weekly session at Tintern House £125x18 weeks = £2,250</i></p>	<p>3,4,6</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implementation of the Leading Parent Partnership Award action plan, to include capacity for the working party to successfully complete actions.</p> <p>Adviser Lead LPPA support package £3,250</p> <p>Release cover £1,500 plus associated DHT capacity</p> <p>Implementation of virtual home to school diary £6,000 (Programme design plus iPads)</p>	<p>Effective partnership working with parents and carers sits at the heart of quality SEND practice. The SEND Code of Practice, 2015 states that ‘Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.’</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement/">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p>  <p>Old Park School - LPPA ADV LED (1).pd</p>	5,6
<p>Development of approaches to support emotional regulation and positive mental health with a focus on; relaunch of the SMILE project, with clear guidance and how this can be implemented across new curriculum pathways and within the home and introduction of the Zones of Regulation scheme across school.</p> <p>SMILE to include visit to other setting, resources, release cover £2,500</p> <p>Zones of Regulation to include resources, signage and release cover £3000</p>	<p>Schools have an important role to play in identifying and supports pupils who have issues with their mental health and well-being. The DfE states that, ‘A school’s approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.’</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a></p>	1,2,3,4
<p>Enhancing the sensory regulation equipment available for pupils with enhanced sensory needs, including Autism.</p>	<p>A number of pupils in school have sensory diets prescribed by our Occupational Therapist. These include use of weighted blankets, brushing programme, accessing therapy balls and trampettes. It is acknowledged that access to equipment that</p>	3,4





<p>Contribution to playground equipment £20,000 (cf £13,000)</p> <p>Introduction of flexi-bounce including trampolines and staff training £4,000</p>	<p>develops physical ability, whilst also supporting sensory regulation and processing is crucial to supporting well-being, behaviour and healthy lifestyles.</p> <p><a href="#">GAP text Spring 2021 backup.indd (bild.org.uk)</a></p>	
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**Total budgeted cost: £84,750**

## Activity in this academic year – Monitoring and Review

### Teaching (for example, CPD, recruitment and retention)

Activity	Key Actions Undertaken
<p>Additional weekly Speech and Language therapist intervention purchased through Soundswell; to include staff and parent/carer training, consultation and advice connected to whole school strategy development and class-based intervention.</p> <p>During this academic year this intervention will focus on:            Multi-Sensory Referencing including on-body signing  <b>MORE</b> communication principles – Routines, wider school environment            Therapist intervention plus training £20,000            Eye Gaze technology plus training £7,500            Resources, additional signage £5,000</p>	<ul style="list-style-type: none"> <li>- Weekly therapist intervention undertaken, with identified caseload agreed with SLT.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Soundswell Impact Report December 2021</p> </div> <div style="text-align: center;">  <p>Soundswell Impact Report March 2022</p> </div> </div> <ul style="list-style-type: none"> <li>- Audit of use of multi-sensory referencing undertaken across school. Review and update of OoR completed. New resources purchased, prepared and distributed to relevant classes. Agreed move to TaSSeLLs on-body signing. Whole school awareness session delivered. Focused 3 day TaSSeLLs advocate training delivered – including OPS staff (7) and staff from other specialist settings.</li> <li>- Design, production and installation of playground and specialist room ALD's</li> <li>- Eye Gaze demo scheduled for 21/06</li> </ul>

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Key Actions Undertaken
<p>Implementation of the Little Wandle Letters and Sounds programme; to include subject leader release time, staff and parent/carer training, audit and update of resources and Collins Big Cat reading scheme.</p> <p>Little Wandle resources £5,000            CPD/Release cover £1000</p>	<ul style="list-style-type: none"> <li>- Research undertaken into appropriate SSP programmes. Subscription to Little Wandle.</li> <li>- SLT and My Communication team Little Wandle training completed.</li> <li>- Review and update of current reading scheme to include introduction of specific Little Wandle reading books.</li> <li>- Teacher/HLTA Little Wandle session led during INSET.</li> <li>- Attendance at Little Wandle for Special Schools webinar.</li> <li>- HC attendance at Richard Hirstwood 'Teaching Phonics to All!' training.</li> <li>- Collaboration with PMS to adapt programme for complex learners.</li> </ul>

<p>Development and implementation of a greater variety of community based/work related learning opportunities for our young people in Key Stage 4 and 5.</p> <p>Offsite swimming to include cost of pool hire, staffing and transport £2,000</p> <p>Access to Emily Jordan Foundation project for identified pupils £2,000</p>	<ul style="list-style-type: none"> <li>- Offsite swimming weekly sessions undertaken at Duncan Edwards Leisure Centre, led by MD.</li> <li>- Identified group widened at Easter to include a range of swimmers from across the phase.</li> <li>- Student voice to be captured at the end of the summer term.</li> <li>- Identified KS5 students have attended weekly sessions at Tintern House; including focused sessions within the Spokes, Twigs and Go Green areas of work.</li> <li>- Identified KS5 student's participation at KIDS transition project, alongside other students from PMS.</li> <li>- Reintroduction of visits to Post 19 providers including college settings and social care providers.</li> </ul>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Key Actions Undertaken
<p>Purchase and implementation of the Leading Parent Partnership Award action plan, to include capacity for the working party to successfully complete actions.</p> <p>Adviser Lead LPPA support package £3,250</p> <p>Release cover £1,500 plus associated DHT capacity</p> <p>Implementation of virtual home to school diary £6,000 (Programme design plus iPads)</p>	<ul style="list-style-type: none"> <li>- Registration with and action plan from LPPA advisor</li> <li>- Creation of LPPA working party to include teacher, HLTA, admin and parent governor</li> <li>- Creation of Family Forum, with representation across school cohort.</li> <li>- Opportunities taken to gain wider views of families via focused questionnaires.</li> <li>- Development of family partnership information board in Reception area</li> <li>- Development of home to school partnership agreement, with input from school staff and family forum members</li> <li>- Development of Family friendly policies, Summer term focus on home learning/home work</li> <li>- Development of termly Family Partnership Newsletter</li> <li>- Introduction of EFL parent portal</li> <li>- Governor approval and commissioning of virtual diary. Development underway.</li> <li>- Development of Family partnership area of the school website to include EYFS transition pathway and signposting to adult learning courses.</li> <li>- Development of Family partnership yearly calendar of events</li> <li>- Design and commissioning of home/school virtual diary.</li> </ul>

<p>Development of approaches to support emotional regulation and positive mental health with a focus on; relaunch of the SMILE project, with clear guidance and how this can be implemented across new curriculum pathways and within the home and introduction of the Zones of Regulation scheme across school.</p> <p>SMILE to include visit to other setting, resources, release cover £2,500</p> <p>Zones of Regulation to include resources, signage and release cover £3000</p>	<ul style="list-style-type: none"> <li>- Review and development of ABSP format to include focus on the role of the adults and the environment.</li> <li>- Review of internal Team Teach training to include focus on the role of the adults and the use of the environment.</li> <li>- Development of MTSL planning format to include role of the adults/environment</li> <li>- Development of ALDS within the wider curriculum areas including outside learning areas and specialist rooms - in liaison with Soundswell therapists</li> <li>- Continued focus on consistent use of individual communication systems, example Giraffe class symbols and ALDS</li> <li>- Introduction of behavior debrief sessions</li> <li>- Commissioning of private OT during Summer term to focus on supporting emotional regulation</li> <li>- Identified SMHL and training undertaken - Anna Freud organization</li> <li>- Mental health training for all leaders scheduled for the Summer term 2022</li> <li>- Introduction of SNSW class-based roles to support with meeting wider needs linked to SEMH and physical and sensory needs</li> <li>- EYFS nurture and attachment training completed – HC</li> <li>- Introduction of BIM for post 16 young people</li> <li>- Focused support for families in relation to consistent behavior strategies</li> </ul>
<p>Enhancing the sensory regulation equipment available for pupils with enhanced sensory needs, including Autism.</p> <p>Contribution to playground equipment £20,000 (cf £13,000)</p> <p>Introduction of flexi-bounce including trampolines and staff training £4,000</p>	<ul style="list-style-type: none"> <li>- Wider introduction and implementation of Sensory diets to include in class opportunities e.g. peanut ball, trampettes.</li> </ul>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Chosen action/approach	Impact
<p>Additional Speech and Language Therapist (SaLT)</p> <p><i>Focus: Development of MORE (Means, Opportunities, Reasons, Engagement) principles across school including introduction of class communication profile</i></p>	<p>Focused intervention and development of the use of symbols across school, including transition from Makaton symbols to Widgit. Introduction of Communicate in Print software to support resource making both in school and for use at home.</p> <p>Comprehensive CPD package delivered to staff and saved into school training archive to include use of symbols, ALD's, TEACHH and Attention Autism.</p> <p>Development of communication profiles for identified class groups and focused intervention in line with communication action plans.</p> <p>See Soundswell termly impact reports for more detail.</p>
<p>DPA specialist music teacher</p> <p><i>Focus: Developing, observing, and recording levels of engagement during DPA sessions with pupils working within OPS pathway 2.</i></p>	<p>Focused use of DPA music sessions for pupils working at Pathway 2 pre-subject specific level to include sessions in school and virtually. Use of Evidence for Learning software to capture pupil engagement and motivation. Review of DPA timetable for 2021-2022 to enable differentiated focused approach across key stages/pathways. Opportunities to develop pathway 1 multi-sensory sessions and small group music tuition at subject specific level.</p>
<p>Forest School Leader</p> <p><i>Focus: Development, planning and implementation of work experience opportunities during forest school maintenance sessions.</i></p>	<p>Planned, weekly forest school maintenance sessions delivered to 14-19 class groups on rotational basis. Opportunities to develop understanding of work-related learning tasks, appropriate work attire and use of tools. To be extended during 2021-2022 to include onsite maintenance and links to related tasks with the Emily Jordan Foundation.</p>
<p>Furniture, Equipment and Resourcing</p> <p><i>Focus: Further training, development and implementation of strategies utilising the environment to support pupils with ASD e.g. TEACHH</i></p>	<p>Whole school TEACCH training delivered by Soundswell. Purchase of furniture/equipment and introduction of TEACCH style approach in identified classes including Giraffe, Tiger, Lion class and Form 4.</p> <p>Wider strategies explored linked to TEACCH approach for PMLD/SLD class groups.</p>

<p>IT technician available on site with specialist knowledge</p> <p><i>Focus: Implementation of school life app/virtual 'homework' function to support remote learning delivery.</i></p>	<p>Development, introduction and implementation of the School Life App including the virtual home work function completed. This was used to support remote learning during whole school closures and when class groups/individuals were required to self-isolate.</p> <p>SMT/SLT able to monitor quality of provision through this function. School has continued to use this system as the main form of communication with parents and is now looking to develop a virtual diary to replace the current home/school diary sheets that are in use.</p>
<p>Purchase of play sessions at Sycamore Play, a specialist SEND play area in the borough.</p> <p><i>Focus: (Covid19 Dependent) Development of Sycamore Play sessions in supporting the delivery of the English/reading for pleasure curriculum.</i></p>	<p>Due to Covid19 restrictions and school-based risk assessments, no offsite visits took place during the academic year 2020 – 2021. These sessions will be offered to classes during Autumn 2021.</p>
<p>Lower Playground, horticulture and sensory courtyard development</p> <p><i>Focus: Planning, design and implementation of three specific areas within the outdoor environment.</i></p>	<p>Some initial designs/quotes have been gathered. This project will continue into the academic year 2021-2022, with the allocated pupil premium funding being carried forward.</p>