

## Template for statement of pupil premium strategy – SEN schools

1. Summary information					
<b>School</b>	Castle Business and Enterprise College			<b>Type of SEN</b>	MLD
<b>Academic Year</b>	16/17	<b>Total PP budget</b>	£54,505	<b>Date of most recent Governor PP Review</b>	2/16
<b>Total number of pupils</b>	117	<b>Number of pupils eligible for PP</b>	59	<b>Date for next internal review of this strategy</b>	26/1/17

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving UQ targets in communication</b>	35.6% of which-	73% (21 Pupils)	26.9% (7 Pupils)
<b>% achieving UQ targets in maths</b>	41.2% of which-	79.3 % (23 Pupils)	20.6% (6 Pupils)
<b>% progress UQ Science</b>	50% of which-	65.7% (25 Pupils)	34.3% (13 Pupils)

3. Review of expenditure	
<b>Previous Academic Year</b>	<b>15/16</b>

i. Quality of teaching for all				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve the achievement of ethnic minority pupils.	Employ a Teaching Assistant to support to extend pupils from ethnic minority backgrounds. Measure through analysis of pupil data.	Since the appointment of the additional ~TA support, ethnic minority background pupils made progress in line with that of other pupils. EMAG achieve at least as well as pupils from a non-ethnic minority background.	It is expected that the employment of the ethnic minority TA will continue.	£8,005

<p>To improve the pupils ability and confidence within reading.</p>	<p>Establish and maintain an up to date and well resources library, employ a dedicated Teaching Assistant to support pupils progress within reading, run an after school library club to improve children's reading of high frequency words.</p>	<p>Since employing the dedicated Reading Support TA the new strategies that have been used have improved children's reading of high frequency words in the first part of this academic year.</p> <table border="1" data-bbox="842 292 1442 533"> <tr> <td></td> <td>100 high frequency words read</td> <td>200 high frequency words read</td> </tr> <tr> <td>2015-2016</td> <td>59 children achieved.</td> <td>19 children achieved</td> </tr> <tr> <td>Sept 2016-Present</td> <td>63 children achieved</td> <td>25 children achieved.</td> </tr> </table>		100 high frequency words read	200 high frequency words read	2015-2016	59 children achieved.	19 children achieved	Sept 2016-Present	63 children achieved	25 children achieved.	<p>It is expected that the employment of the reading TA will continue.</p>	<p>£17,184</p>
	100 high frequency words read	200 high frequency words read											
2015-2016	59 children achieved.	19 children achieved											
Sept 2016-Present	63 children achieved	25 children achieved.											
<p>To improve pupils receptive and expressive language skills.</p>	<p>Employ an in school speech and language therapist. SLT does 1:1 speech and language therapy Small group therapy. Staff training Liaison with parents Speech and communication targets are set and evaluated. Writes reports to identify gaps in pupils expressive and receptive language skills and works with teaching staff to address the gaps.</p>	<p><b>Staff Quote</b></p> <p>"It is fantastic that I can refer students for speech and language support when the need arises instead of waiting on a list for an external speech and language therapist to come into school."</p> <p>"Mrs Stackhouse has imparted a great deal of knowledge and strategies which help me in my day-to-day teaching. This knowledge informs my planning. She is invaluable."</p> <p>"Children are communicating better and their behaviour has improved."</p>	<p>It is expected that the employment of the SLT will continue.</p>	<p>£27,228</p>									

<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>To improve pupil's social communication skills, improves confidence and raise their self-esteem.</p>	<p>Employ an in school speech and language therapist. Run a wide and exciting range of extra curricula clubs. Provide mentoring support to develop pupil's self-esteem. Run social communication groups. Use a reading dog to extend pupils communication ability and raise their confidence. Music tuition.</p>	<p><b>Ofsted Quote</b></p> <p>"Pupils get along with one another very well. At break times, many pupils chat in small friendship groups whilst others play more active games. Pupils are very tolerant of one another and treat other pupils with respect." 2013</p> <p><b>Parent Quote</b></p> <p>"My daughter has come on leaps and bounds since attending this school, her confidence has improved greatly and her speech is better." 2015</p>	<p>It is expected that the employment of the SLT will continue.</p>	<p>£27,228</p>
<p>Provide enrichment opportunities for most able and gifted and talented pupils in the arts.</p>	<p>Peripatetic music teacher provides individual and small group music tuition on a range of instruments including violin and keyboard. Performing Arts club runs weekly. Specialist Art workshops. Educational visits to live theatre performances.</p>	<p>Children have begun to gain confidence in their performance skills and will regularly perform their instruments in whole school assemblies.</p> <p>Children will take part in whole school productions with great confidence.</p>	<p>These strategies are hugely successful and enjoyed by pupils and are expected to continue.</p>	<p>£52,131</p>

<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>To provide additional mentoring support to meet emotional and social needs of pupils.</p>	<p>Increased the protection and welfare officer's hours. Continue with the peer mentoring programme. Staff CPD Additional support for vulnerable pupils.</p>	<p>Within the academic year 2014/2015 the additional need for emotional time out and support decreases by 41%.</p> <p>Within the academic year 2015/2016 the additional need for support decreased by 82%.</p>	<p>This strategy is hugely successful and will continue into the future.</p>	<p>£10,418</p>

<p>To improve pupils achievement through a reduction in behaviour incidents.</p>	<p>Introduction of “The Zone”. A space where mentoring and behaviour support is offered. Introduction of The Sensory Room. Introduction of a chill out space for pupils with social and emotional need for time out.</p>	<p><b>Ofsted Quotes</b></p> <p>“Staff, pupils and the vast majority of parents and carers are extremely positive about behaviour and safety in and around school, Pupils are very proud of their school and this helps to reinforce the very positive climate for learning.”</p> <p>“Pupils sometimes choose to take themselves to ‘The Zone’ at break times in order to get support and calm down. This makes a difference to their behaviour.”</p>	<p>This strategy is hugely successful and will continue into the future.</p>	<p>£7,121 For Zone &amp; Chill Out Space alterations.</p> <p>£10,864 Sensory Room Equipment</p> <p>£27,793 Staffing costs</p>
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4. Barriers to future attainment (for pupils eligible for PP )	
In-school barriers	
A.	Low levels of achievement of PP pupils in comparison to mainstream pupils particularly in communication, literacy and language.
B.	A large majority of pupil premium children are also EAL and 100% are SEND pupils.
C.	Pupil premium children feature heavily in the Gifted and Talented/Most able register for creativity. In order to further extend this ability a range of creative opportunities should be provided.
External barriers	
D.	Some pupils and families require additional emotional support.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the level of achievement of PP pupils in comparison to mainstream pupils particularly in communication, literacy and language.	Pupil premium pupils make at least the same progress as their SEND peers in communication, literacy and language.

<b>B.</b>	EAL Pupils continue to make at least the same progress as their SEND peers.	EAL Pupils continue to make at least the same progress as their SEND peers.
<b>C.</b>	Provide a range of creative opportunities for the Gifted and Talented/Most able students to further their opportunities in this area.	When gifted and talented and Most Able pupils access a wide range of creative Arts workshops, experiences and lessons.
<b>D.</b>	To provide additional emotional support to pupils' and their families'.	The amount of emotional support required decreases within an academic year.

## 6. Planned expenditure

**Academic year**                      **16/17**

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

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase the level of achievement of PP pupils in comparison to mainstream pupils particularly in communication, literacy and language.	To continue to employ an in school speech and language therapist. SLT does 1:1 speech and language therapy Small group therapy. Staff training Liaison with parents Speech and communication targets are set and evaluated. Writes reports to identify gaps in pupils expressive and receptive language skills and works with teaching staff to address the gaps.	A report from the speech and language therapist. Questionnaires from stakeholders.	Monitoring by SMT and Governors	JS	Summer 2017

To sustain the achievement of ethnic minority pupils. A large majority of pupil premium children are also EAL and 100% are SEND pupils.	To continue to employ a Teaching Assistant to support to extend pupils from ethnic minority backgrounds.	Measure through analysis of pupil data.	Monitoring by SMT and Governors.	HC	Autumn 2017
<b>Total budgeted cost</b>					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Provide a range of creative opportunities for the Gifted and Talented/Most able students to further their opportunities in this area.	To continue to provide peripatetic music tuition, theatre visits and performing arts club. To begin to run Art workshops with Artists.	Attendance at enrichment opportunities for most able and gifted and talented pupils in the arts.	Monitoring by SMT and Governors.		Summer 17
<b>Total budgeted cost</b>					

<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide additional emotional support to pupils' and their families'.	To maintain protection and welfare officer's hours to provide additional support	The amount of emotional support required decreases within an academic year.	Monitoring by SMT and Governors.	AS	Summer 17

	for vulnerable pupils. Continue with the peer mentoring programme.				
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

See Ofsted Framework Evidence Folders.