

Lansbury Bridge School Pupil Premium 2019-20

1. Summary information					
School	Lansbury Bridge School			Type of SEN	PMLD/SLD/ MLD/ASD
Academic Year	2019-20	Total PP budget	Total £149,638.40	Date of most recent PP Review	July 2019
Total number of pupils (KS1) (KS2)	215	Number of pupils eligible for PP (KS3) (KS4)	108	Date for next internal review of this strategy	1. October 2019 2. February 2020 3. June 2020

2. Academic Year 2018-2019 Outcomes		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving set targets in English	79% (85 out of 108 pupils)	84% (90 out of 107 pupils)
% achieving set targets in Maths	84% (90 out of 108 pupils)	91% (98 out of 107 pupils)

3. Barriers to future attainment (for pupils eligible for PP)	
There are no significant differences between the future attainment of disadvantaged pupils who are eligible and not eligible to Pupil Premium. Barriers to learning are consistently addressed for all learners.	
In-school barriers	
A.	Ensure access to specialist support and equipment for all identified learners
B.	Establish learning environments where pupils feel safe and understand their daily routine and can access sensory diets and specialist equipment to help regulate their sensory needs in order to access and engage in the curriculum
C.	Ensure support is in place to input behaviour management plans where necessary in order for pupils to develop strategies in managing their own behaviours
D.	Access to learning through bespoke packages and assessment tools in order to support progress for identified students including MOVE, QUEST and SCERTS

External barriers		
E.	Ongoing support for families and their personal, social and emotional well-being including attendance.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Staff to pass on specialised knowledge to each other through training and support to ensure that pupils are able to receive an individualised curriculum based on their needs and preferred learning style.</p> <p>Appropriate equipment available and utilised so that all pupils can access the curriculum and make progress.</p> <p><i>Measured through pupil progress data (B Squared), feedback from staff training events, learning walks, lesson observations, book scrutiny</i></p>	<p>In house staff training rota completed so that all staff have received training in order to meet the needs of their learners. Sunflower occupational therapy training received by all staff.</p> <p>Merseyside network training day attended by staff during INSET day</p> <p>Specialised knowledge to support curriculum access – equipment required identified by key leaders for specific areas, dispersed and utilised effectively by staff.</p> <p>Progress evident through learning walks, book scrutiny's, staff feedback , lesson observations and progress data.</p> <p>(AAC low tech and high tech, sensory resources, phonic resources, numicon resources, Lexia, RM maths</p>
B.	<p>TEACCH trained staff to upskill staff on use of TEACCH approach. Sensory diets in place throughout the day with individualised resources to meet the identified sensory areas for each pupil based on the profile.</p> <p>Pupils being taught skills in managing/regulating their own sensory needs using equipment and strategies.</p> <p>Access to the SIB where skills can be developed and transferred.</p> <p><i>Measured through level and length of pupil engagement recorded on pupil work and annotation sheets. Progress against IEP/EHCP outcomes on pupil recording sheets, pupil progress measured through B Squared and SCERTS will increase due to level of engagement.</i></p>	<p>Staff have received TEACCH training and classrooms set up (where appropriate) in a TEACCH style. Sunflower occupational therapy training received by all staff.</p> <p>Classrooms established and sensory diets in place with resources to meet individual need. SIB timetable for pupil use in place with specific outcomes for each child.</p> <p>Level and length of engagement evident in pupil work books and progress against IEP outcomes recorded on pupil recording sheets and discussed during EHCP review process.</p> <p>Pupil data showing progress.</p>

Lansbury Bridge School Pupil Premium 2019-20

<p>C.</p>	<p>In house team teach trainers on hand to observe pupils, support staff and parents in putting in place a positive behaviour management plan.</p> <p>Access to a qualified mentor and well-resourced sensory integration base where pupils can apply their self-regulation strategies</p> <p><i>Measured through a reduction in appendix 7's completed to record physical intervention. Progress against B squared outcomes as pupils engaged in their learning.</i></p>	<p>Staff TEAM TEACH certificates in date and a rota set up demonstrating continual training cycle.</p> <p>Scrutiny of physical intervention records showing a reduction.</p> <p>Timetable for mentoring sessions in place and pupils engaging and benefitting from sessions evident in level of engagement during the session and in class/home.</p> <p>SIB timetable in place with planned outcomes and resources to meet the needs of identified learners.</p> <p>Pupil data showing progress.</p>
<p>D.</p>	<p>Alternative curriculums available – QUEST, SCERTS and MOVE with trained leads in school to support staff and pupil progress. Bespoke curriculums available for pupils who aren't currently engaged within the classroom setting.</p> <p>Access to the sensory integration base as part of a bespoke curriculum.</p> <p><i>Progress evidenced through QUEST and SCERTS data and through parental feedback.</i></p>	<p>In house staff training received on use of new assessment systems</p> <p>Scrutiny of these systems and progress evident</p> <p>Identified timetable for disengaged learners with alternative activities established and proving effective</p> <p>SIB/MSR timetable in place with planned outcomes and resources to meet the needs of identified learners.</p>
<p>E</p>	<p>Family liaison officers available to support families. Educational welfare officers available to support attendance where it is not a medical related absence. Trained mentor to support pupils and access to the sensory integration base.</p> <p><i>Measured through logged meetings/ Signposting/ pupil logs. Pupil progress tracked using B Squared assessment. Attendance data and parental questionnaires</i></p>	<p>Families working together with us and positive feedback through parental comments/questionnaire</p> <p>Meeting notes evidencing support</p> <p>Improved attendance</p> <p>Pupil data showing progress.</p>

5. Planned expenditure

Academic year

2019-20

i. Quality of teaching for all

Lansbury Bridge School Pupil Premium 2019-20

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Staff to pass on specialised knowledge to each other through training and support to ensure that pupils are able to receive an individualised curriculum based on their needs and preferred learning style.</p> <p>Appropriate equipment available and utilised so that all pupils can access the curriculum and make progress.</p>	<ul style="list-style-type: none"> • Sensory leader and specialised staff observing in class • Specialist equipment/provision identified • Support and training given in implementing equipment/provision • Access to targeted interventions with specialised/trained staff • Specific training identified and attended to support needs of identified learners 	<p>Pupil access and engagement will be increased through;</p> <ul style="list-style-type: none"> • Identification of a particular need • Resource obtained to support need • Upskilling of staff on use of identified resource/provision through training • Specialist equipment will be utilised effectively in order to enhance curriculum access 	<p>Information will be gained from;</p> <ul style="list-style-type: none"> • Tracking using BSquared assessment/ Monitoring of learner work/ Moderation of learner work/ Staff feedback • All outcomes will be reviewed through regular meetings with key staff. • Further actions and modifications will be implemented as and where necessary to ensure a continued and effective strategy 	<p>HAs RCI LFI CJo JMc TMo JBa ASo LWi</p>	<p>Reviews in expenditure/impact will be;</p> <p>December 2019 March 2020 June 2020</p>
Budgeted cost					£44,000

Lansbury Bridge School Pupil Premium 2019-20

<p>B. TEACCH trained staff to upskill staff on use of TEACCH approach.</p> <p>Sensory diets in place throughout the day with individualised resources to meet the identified sensory areas for each pupil based on the profile.</p> <p>Pupils being taught skills in managing/regulating their own sensory needs using equipment and strategies.</p> <p>Access to the SIB where skills can be developed and transferred.</p>	<ul style="list-style-type: none"> • TEACCH trained staff to observe and support systems in classrooms to ensure that pupils have access to a structure and approach to learning that meets their needs. • Identification of pupils with sensory needs • Sensory profile/diet written and equipment purchased to facilitate implementation • Timetable of access for the SIB in place 	<p>Pupil progress will be impacted as pupils will have access to learning environment that is tailored to their needs.</p> <p>Individualised sensory diets in place to aid engagement and progress in all areas</p> <p>Resources and support available to help address pupils sensory needs so they are ready to learn</p>	<p>Pupil progress will be measured through;</p> <ul style="list-style-type: none"> • B squared data • SCERTS • Level and length of engagement records • Staff annotation sheets • Progress towards EHCP/IEP outcomes 	<p>HAs AHO TFE Las JMc</p>	<p>Reviews in expenditure/impact will be;</p> <p>December 2019 March 2020 June 2020</p>
Budgeted cost					£11,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Lansbury Bridge School Pupil Premium 2019-20

<p>C. In house team teach trainers on hand to observe pupils, support staff and parents in putting in place a positive behaviour management plan. Staff trained in Team Teach in order to support the pupils before crisis hits, during and after. Access to a qualified mentor and well-resourced sensory integration base where pupils can apply their self-regulation strategies</p>	<p>Rota of training in place so that all staff are up to date with TT training. Support in place from TT tutors when putting in place a positive behaviour management plan Staff trained in Team Teach in order to support the pupils before crisis hits, during and after. Pupils being taught how to manage their own behaviour effectively SIB access and identified effective resources available for pupils to apply self-regulation strategies</p>	<p>Pupil progress will increase as learning time will be extended due to behaviour needs being addressed. Strategies will be taught so that pupils can become independent in managing their own needs</p>	<ul style="list-style-type: none"> • Scrutiny of physical intervention records • Pupil work scrutiny • Lesson observations • Learning walks • Parental feedback • Mentoring feedback • Pupil data showing progress • Progress towards IEP/EHCP outcomes 	<p>HAs LFI NLa LWo</p>	<p>Reviews in expenditure/impact will be; December 2019 March 2020 June 2020</p>
Budgeted cost					£32,500

Lansbury Bridge School Pupil Premium 2019-20

<p>D. Alternative curriculums available – QUEST, SCERTS and MOVE with trained leads in school to support staff and pupil progress. Bespoke curriculums available for pupils who aren't currently engaged within the classroom setting. Access to the sensory integration base/ Multi-sensory light room and off site provision as part of a bespoke curriculum.</p>	<p>Additional curriculum packages purchased to assess smaller steps of progress made by an identified group of learners</p> <p>Training provided by in house curriculum leads and given to all teachers</p> <p>Curriculums used in order to engage pupils with their learning and support progress</p>	<p>Teachers and support staff will be equipped to implement the alternative curriculum and assessment packages</p> <p>Pupils will make progress through bespoke learning packages</p>	<ul style="list-style-type: none"> • Scrutiny of QUEST and SCERTS /IEP/EHCP data • Parental feedback on support package in place • Staff feedback on training • Lesson observations/Learning walks 	<p>HAs CAr LFI JMc LAs</p>	<p>As appropriate-ongoing</p> <p>December 2019 March 2020 June 2020</p>
Budgeted cost					£11,100

Lansbury Bridge School Pupil Premium 2019-20

<p>E. Family liaison officers available to support families. Educational welfare officers available to support attendance where it is not a medically related absence. Trained mentor to support pupils and access to the sensory integration base.</p>	<p>Family Liaison/ SLT identify a plan for targeted and continued support through meetings set with parents/ pupils to identify individual support plans. Regular meetings with the EWO to support families and pupils with low attendance. Trained mentor and nurture groups available to support pupils</p>	<p>Successful outcomes for pupils through a variety of tailored approaches including:</p> <ul style="list-style-type: none"> • Signposting • Agreed processes between school and home • Mentoring • Nurture groups • Behaviour logs • Effective student and multi-agency agreed contracts 	<p>All outcomes will be reviewed.</p> <p>Further actions and modifications will be implemented as and where necessary to ensure positive outcomes.</p> <p>Measured through logged meetings and signposting/ Behaviour logs/ Progress / BSquared/ Lesson Observations</p>	<p>HAs SLT RCo GPe LFI</p>	<p>Regular and ongoing- as and when appropriate to individual needs</p>
Budgeted cost					£51,100
Outcomes A, B, C, D & E Total budgeted cost					£149,700

2. Review of expenditure				
Academic Year 2018-19		Pupil Premium Funding £ 153,946.40		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

Lansbury Bridge School Pupil Premium 2019-20

<p>A. An maintained number of learners engaged in the curriculum and making good or better progress</p>	<p>Specialist staff trained and knowledge passed on through training on alternative curriculums/ assessment</p> <p>Trained Dyslexia specialist able to offer diagnostic testing and interventions.</p> <p>Targeted interventions in English & maths supported learning, as a result, learning gaps were addressed and learners made additional progress.</p> <p>ASD lead supported sensory provision so that pupils were ready to access learning opportunities</p> <p>Timetabled access to Multi-sensory room(MSR) and Sensory integration base (SIB) to further progress and readiness to learn</p> <p>Computer software utilised to support progress</p>	<p>Desired Outcomes met</p> <p>Pupils engaged in learning evident through level and length of engagement and in progress data.</p> <p>79% (85 out of 108 leaners) making expected or better than expected progress in English</p> <p>84% (90 out of 108 leaners) making expected or better than expected progress in Maths</p> <p>Pupils making progress through targeted interventions and access equipment/resources and staff implementation of taught strategies.</p>	<p>Individual targeted support to continue. Use of data analysis to identify use of interventions.</p> <p>Use of alternative curriculums and assessment packages to be further extended to include target setting and pupil tracking through pupil progress meetings.</p> <p>Continue with NAS accreditation and develop consistencies in approaches used throughout school and develop the alert programme.</p>	<p>Specialist training on QUEST, SCERTS £1,000</p> <p>Alternative curriculum and assessment systems to track progress £1,500</p> <p>Trained Dyslexia specialist £3,000</p> <p>Targeted interventions HLTA £26,000</p> <p>ASD lead – sensory provision £6,000</p> <p>MSR lead and resources £4,000</p> <p>Computer software – Lexia, Espresso, RM maths £1,700</p> <p>BSquared License to support recording of progress made £450.00</p> <p>Total £43,650</p>
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Lansbury Bridge School Pupil Premium 2019-20

<p>B. An increase in the amount of pupils regulating their own behaviour and as a result engaging in their learning and making progress</p>	<p>Observation and identification of and support for pupils who need to regulate and manage the behaviours they display</p> <p>Staff training delivered on how to positively manage behaviour using TEAM TEACH</p> <p>Mentoring sessions utilized effectively</p> <p>Signposting where appropriate to outside agencies and work with CAMHS, Ed Psych and FLO's</p> <p>Nurture groups established and proving effective</p> <p>Sensory integration base used to support pupil regulation</p>	<p>Desired Outcomes met</p> <p>All staff received in house training on TEAM TEACH</p> <p>Physical intervention data shows a decrease indicating that pupils are regulating their own behaviours more effectively.</p> <p>Pupils accessing mentoring sessions have been able to attend within school for longer and attendance rates for those pupils have reduced.</p>	<p>Approach will continue</p> <p>An area within the sensory integration base will be readily available for pupils needing a quiet space to calm and regulate</p> <p>New staff will be trained in team teach</p> <p>Work in recording length and level of engagement will be set up</p>	<p>Behaviour lead £12,000</p> <p>Nurture groups £5,600</p> <p>Mentoring £5,000</p> <p>Team Teach training £15,500</p> <p>SIB staff lead and sensory resources £4,850</p> <p>Total 42,950</p>
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Lansbury Bridge School Pupil Premium 2019-20

<p>C. Communication aids (low and high tech) remove barriers to learning.</p>	<p>Communication Lead/ Team identified plan for targeted and continued support with identified students and their parents/ carers</p> <p>Communication Lead/ Team identified low and high-tech resources to support learning for individual learners</p> <p>Communication Lead/ Team supported class staff ensuring identified resources were accessible for learners</p> <p>Communication champions in place to support within class groups ELKLAN courses accessed by staff to develop knowledge and skills</p>	<p>Desired Outcomes met</p> <p>Transition meetings with identified learners, staff and parents/ carers, ensured that the appropriate resources were in place, as a result, barriers to learning were removed and learners achieved their targets</p> <p>The support processes in school ensure that additional or revised provision is made available to support all learners</p>	<p>Approach will continue</p> <p>Further training and scheduled meetings would increase opportunities to share best practice, identify further needs and provide additional support for identified staff</p> <p>To continue and include;</p> <ul style="list-style-type: none"> • Sharing of good practice opportunities • Further training in iPad Communication Apps to further support learning access, removing barriers to learning • Scheduled meetings to identify further needs 	<p>AAC equipment - £170.00</p> <p>Adapted wheelchair £2,000</p> <p>ELKLAN £1,133</p> <p>Communication champions £2,100</p> <p>iPads and communication apps £2,000</p> <p>NAS membership/ support award £2,884</p> <p>Communication SLA £3,000</p> <p>Total £13,287</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>D. Enrichment and Art Access to learning through alternative mediums and through enrichment activities not readily available to our pupils.</p>	<p>Pupil voice and interests gathered</p> <p>Learning opportunities that would engage learners identified and implemented</p> <p>Enterprise week and art week set up across school</p> <p>Resident artists working on identified project</p>	<p>Desired Outcomes met</p> <p>Learners were supported to make progress through a wider variety of activities. Pupils developed skills for life and were able to transfer these across a range of contexts.</p>	<p>To develop and include;</p> <p>Possibilities in any future opportunities that would enrich our pupil's lives, wellbeing and develop a love of learning across a wider range of activities.</p>	<p>Enrichment resources £438.76</p> <p>Cultured schools art £1,000</p> <p>Bendrigg (outward bound residential trip) £803.33</p> <p>Life skills visits £1037.31</p> <p>Mini bus training £880.00</p> <p>DofE £150.00</p> <p>Wheels for all £350.00</p> <p>£4,659.40</p>

Lansbury Bridge School Pupil Premium 2019-20

iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>E.</p> <p>Ongoing support for learner personal, social and emotional well-being.</p> <ul style="list-style-type: none"> • Anger management • Mental Health issues • Sensory Needs • Emotional Support 	<p>Family Liaison provided continued support through meetings set with parents, carers to identify individual learner support plans.</p> <p>Behaviour Management Team in place to advise and support on behaviour management strategies including de-escalation</p> <p>Communication and ASD lead in place to advise and support on strategies to support learning for individuals</p> <p>Family Liaison Officer in place to support learners in all aspects of personal, social and emotional well-being</p>	<p>Desired Outcomes met</p> <ul style="list-style-type: none"> • Signposting- (mental health) CAMHS • Student and multi-agency agreed contracts in place for behaviour management with rewards and sanctions • Effective agreed processes between school and home • Resources to support pupil needs both in school and at home • Resources and strategies to support learning 	<p>To continue and include;</p> <ul style="list-style-type: none"> • Communication and Behaviour team identify further learners to benefit from resources to support behavioural/ anxiety needs, as a result, removing barriers to learning 	<p>Career connect - £4,400</p> <p>Family liaison officers £45,000</p> <p>£49,400</p>
				<p>Total spends A, B, C, D & E 153,946.40</p>