



## Woodstock House Pupil Premium Expenditure and Impact Review 2014 15

No of Eligible YP - 12			
<u>Key Priorities:</u>			
<ol style="list-style-type: none"> <li>1. <i>To raise functional skills attainment for learners in receipt of PPG</i></li> <li>2. <i>To enhance sensory classroom based resources to enable sensory modulation and to enable better access to learning</i></li> <li>3. <i>To broaden physical curriculum elements to ensure better health and engagement for learners in receipt of PPG.</i></li> </ol>			
Enhancement Focus.		No. of YP	Impact
Functional learning skills - A number of learners were supported through the acquisition of additional numeracy and literacy resources for use in targeted and individualised programmes of support.		3	100% of learners with PPG achieved expected progress following CASPA analysis during 2014 /15 – 18% made above expected progress. (school SES 2014 15)  100% of learners receiving PPG made expected progress during 2014/15, with 15 % above expected progress.
Sensory modulation – purchase of additional sensory based resources for young people to assist regulation of sensory responses and enable better engagement and attention for learning.		5	See above – this has an impact on overall learning and engagement for learners in receipt of PPG. These outcomes mirror the progress of the majority of the Woodstock cohort, and show that learners meeting the requirements for issue of PPG are not disadvantaged educationally
Physical curriculum		12	Physical elements of the curriculum such as swimming and horse riding were supported during 2014 /5. This has an impact on self-esteem for young people, and provides an opportunity to motivate effective communication and interaction.  Communication progress and community participation are also reflected within accreditation outcomes for learners with PPG, and evidenced within individual accreditation overviews.
Sensory provision		12	Occupational Therapy and support for sensory diet work has an impact within the classroom learning outcomes – see above.



## Woodstock House Pupil Premium Expenditure Planning 2015 16.

No of eligible pupils - 8		
<b>Enhancement Focus 2015 16 –</b>		
<b>Key Priorities:-</b> <ol style="list-style-type: none"> <li>1. <i>To further develop the physical curriculum offer to support health and community participation outcomes for learners with PPG</i></li> <li>2. <i>To provide enhanced Occupational Therapeutic support to ensure better sensory modulation for learners for accessing learning</i></li> <li>3. <i>To purchase targeted sensory and practical resources to support basic literacy and numeracy interventions for learners with complex profiles</i></li> </ol>		
<b>No of Eligible YP - 8</b>		
<b>Enhancement Focus.</b>	<b>No. of YP</b>	<b>Intended focus and Impact.</b>
Physical curriculum input	1	To continue the wider physical curriculum for horse riding and swimming input for individual for whom this has a tangible outcome for health and communication based outcomes.
Occupational Therapy support and intervention	1	To provide regular and specialist input for sensory integration to enable better regulation for pupil attention, communication and focus within formal learning.  Resources for sensory diets purchased for individuals where this is an appropriate and necessary daily intervention to support engagement.
Literacy and numeracy resources	1	To extend the bank of literacy and numeracy resources for individual literacy and numeracy targeted work and interventions.
Sensory modulation resources	1	To enhance resources available within classes for learners with sensory modulation difficulties – such as tactile/calming based resources, that are readily available to ensure better engagement in more formal learning experiences.
Augmentative communication devices	1	To develop a better resource base of AAC for learners with complex communication profiles – including tablet based applications based on feasibility study and assessment by SaLT. External training for SaLTa's in AAC and input within the classroom to support communication and learning.
WRL input	1	To purchase resources to enable site based WRL opportunity for learners – to include appropriate clothing and equipment to support grounds maintenance and horticulture, and additional careers based visual resources.  This will enable a more vocational curriculum and support learning through contextual real life experiences for YP.
Commentary		