



Bradstow School Pupil Premium Expenditure

2015-2016

Pupil Premium Grant Allocation: **£17,294.70**

Young people in receipt: **17**

Date of the next pupil premium strategy*: **Spring 2016**

*Formal strategy meetings are held each term

Barriers to achievement summary	Items/projects and rationale	How the effect will be measured	Expected outcome effect of pupil premium spending	Actual outcome (July 2016)
Many of the young people at Bradstow school have difficulty with gross motor skills through the way that their autism is presented. The anxieties related to this can often be displayed through behaviours that warrant physical support and thus fulfilling the sensory need.	PE resources including, swimming pool equipment, sensory room resources and small trampolines. This is part of a sensory diet which will enable the young people to find suitable and appropriate alternatives to again sensory stimulation and ways to extend concentration in class.	The effects of this will be measured through literacy and numeracy assessments to determine if the young people have developed increased concentration.	It is expected that the young people in receipt of this intervention will begin to show a reduction in the need for 'abnormal' sensory feedback. This intervention is expected to provide the young people with tools to feel more 'grounded' in their world.	There has been an increase in academic levels. <ul style="list-style-type: none"> • Literacy Attainment (average +58 value added points) • Numeracy Attainment (average +84 value added points)
All the young people at Bradstow school have huge difficulties with communication, this is often presented through behaviours. Many young people are unable to make choices regarding access to tangibles and they are also unable to express how they are feeling either emotionally or physical distress.	To provide the young people with computers and enable applications for augmentative communication systems and provide easier access to the computing curriculum.	The effects of this will be measured through progression in attainment towards the expressive and receptive communication strands in literacy using the B Squared assessment tool. In addition the effects will be measured through the attainment in the ICT/Computing curriculum, again using B Squared as an assessment tool.	It is expected that the young people will have an additional means through which to communicate and as such incidents of communication related behaviours will reduce. It is also expected that with the use of iPads and the associated communication software there will be an increase in the attainment in both expressive and receptive communication.	There has been a marked increase in communication levels: <ul style="list-style-type: none"> • SALT Target Achievement (83% targets achieved) • Literacy Attainment (average +58 value added points) There has been a marked increase in computing levels: <ul style="list-style-type: none"> • Computing Attainment (average +55 value added points)
Many of the young people at Bradstow school have very low starting points particularly with reading. For the majority of young people reading looks very different and takes the form of making meaning from pictures and symbols as early communication skills.	Reading Schemes will be purchased to provide some interesting and accessible reading tools for those with reading skills. The levelled schemes will also provide an entry point for those with pre-literacy skills.	The effects of this will be measured through the progression in attainment in literacy particularly the reading strand and both expressive and receptive communication skills. We will also measure this through our annual assessment of reading levels using the Read-Write Inc. progression.	It is expected that many of the young people will have increased levels of literacy particularly within the strand of reading. It is also expected that there will be an increase from sounds to passages in the Read-Write Inc. reading assessment tool.	There has been an increase in literacy levels: <ul style="list-style-type: none"> • Reading Assessment (average +62 value added points) • Literacy Attainment (average +58 value added points)