

## Pupil Premium 2017-18

For the academic year 2017-18 The Garden school received £96, 250.

The main barriers to educational achievement faced by eligible pupils at the school are many and complex and include those relating to their autism and also to their family circumstances

- Communication and language skills (social communication and interaction)
- Ability to self-regulate and sensory needs
- Eating and drinking difficulties
- Self – care and independence
- Above average levels of deprivation and involvement of social care and other agencies

The pupil premium money was spent in the following ways

Description	Cost
Occupational Therapy 2.5 days	£27, 156
Additional Speech and Language therapy 4 days	£43,452
Family Lead 3 days	£25,642

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### The impact of the pupil premium was measured in terms of pupils' progress

#### Language and Communication

The SaLT team worked flexibly in order to maximise the impact of their therapeutic intervention. Working individually with students allowed for a specialist focus and was suited to children who struggled in group settings. Group therapy was useful when working on social skills as students had ample opportunity to practice using strategies with each other. Whole class work targeted the most functional skills that could be easily generalised into classroom settings. It also upskilled education staff who could then continue using strategies outside of the formal SaLT sessions.

The following table and pie chart shows the spread of interventions across delivery methods:

Intervention type	Individual	Group	Environment
Language and communication	14	83	38
Social	2	37	6
Emotional regulation	2	3	4
Eating and drinking	0	0	1
	18	123	49

How were the interventions delivered?

1:1 9%

Group 65%

Communication environment 26%

Following intervention, therapy targets are reviewed using a variety of means. The SaLT team uses pre and post therapy measures such as questionnaires, discussions with staff and family, observations and students' feedback to review how successful input had been. The following pie chart shows the percentage of children that achieved/part achieved and did not achieve their goals. A total of 187 intervention packages were delivered across the year.

Goal achieved	Goal partially achieved	Goal not achieved
158	26	1

### Attainment as shown through CASPA data in June 2018

The first set of monitoring data in academic year 2017-18 showed 4 pupils eligible for pupil premium. The second set of monitoring data by the end of the academic year showed only one pupil identified for pupil premium support had made less than expected progress, demonstrating the effective use of the grant.

### Input to parents from Family Lead

#### Summary of applications and referrals – case work 1:1

Activity	numbers	outcome
Family Fund	44	£22,000 raised
New life/Children Today	3 application for Tough Furniture	£1600 – and child not able to break bed
Play Pods	3	Child has opportunity to have toys on loan to experiment with what they like
Kidz computer	1	Child can use same IPAD and apps as at school
Shelter	4 referrals	Extra support for families facing eviction and to find suitable temporary housing
OT safety	21 referrals	Child is safer in their home
OT rehousing	9 referrals	Family has a better chance of moving
Housing repair complaints	3	Work has been completed
Bedroom tax	3	Family has not been charged as case has been put by OT for extra bedroom

Housing discretionary payment	1	Private Rent is covered
Tax credit appeal	1	Tax credit reinstated as proved parent was a single parent
Short breaks	20	Child/family receive £880 a year or equivalent for a service
Disabled Children team	7	Child receives extra short break hours and or personal care
Overnight	1	Child received extra overnights as a result of evidence provided from a network meeting facilitated by family support worker
2:1 from 1:1	1	Child is now receiving 2:1 and is now able to access swimming every week
DLA high rate mobility	15 (including 10 parents who were successful at appeal)	Extra £35 a week and passport to automatic, Blue Badge, taxi card and freedom pass
DLA renewals	9	To keep same amount of money and access to support it links to
PIP	7	To remain on benefits often on higher rate, all applications led to enhanced daily living and mobility
DLA low rate mobility	2	To be awarded when a child turns 5 – help to pay for extra transport costs
Blue Badge	11	Free parking
Taxi card	14	Reduced cost of using a taxi
100% off congestion	2	Free travel through London
Oyster card (age 11)	4	Free travel on buses
CAHMS referrals	9	Extra support with behaviour and sleep
Carers card	8	Enable carers to access services at Hackney Carers Centre and free swimming
Cinema card	9	To access free cinema for a carer

### Co-ordination of the full programme of parental workshops

Over 40 workshops and events for parents took place. These were to support parents in understanding and meeting their children's needs. 93 parents attended one of the workshops or events, 31 attended more than five workshops. For the vast majority of workshops, at least 50% of parents attended of pupils eligible pupil premium.

## Evidence of impact of Parent engagement with the school

### **The Garden Parental Engagement 2017 to 2018 Cycles 1 -6**

(The term "Parents" in this instance also includes carers)

Term	Garden information letters sent to parents	Additional Letters to parents signposting partner services	Questionnaires to parents	Parent/ carer meeting/ Coffee Morning/ Parent ASD Support Group	Workshops/events for parents	Annual Reviews & Parental Attendance	Initial Assessment	Parent's Evening
<b>Autumn 2017</b>	31 1 Turkish translation (Curriculum information)	<ul style="list-style-type: none"> <li>• 19/10/17: Makaton Workshop (SaLT)</li> <li>• Developing Independence Skills, Occupational Therapy</li> <li>• Developing Independence Skills, Occupational Therapy</li> <li>• Independent Support Practitioners: EHCP Process</li> <li>• Developing Independence Skills, Occupational Therapy</li> <li>• Introduction to PECS, SaLT</li> <li>• Makaton Workshop, SaLT</li> </ul>	15/9/2017 Parent Questionnaire: Holiday Club at The Garden		<p><u>26/09/17</u> Stay and Play Bumblebee/Ladybird 8 attended</p> <p><u>28/09/17</u> Early Bird Training 6 attended</p> <p><u>03/10/17</u> New Parents Support Group 13 attended</p> <p><u>03/10/17</u> Clubbercise Class 9 attended</p> <p><u>19/10/17</u> Makaton Workshop</p> <p><u>02/11/17</u> Toileting with Continence Services 12 attended</p> <p><u>07/11/17</u> Developing Independence Skills (R.Y2) 10 attended</p>	<p><u>Primary</u> 3 Annual Reviews 100% parental attendance</p> <p><u>Secondary</u> 23 Annual Reviews Including 13 Transfer to EHCPs 100% parental attendance</p>	21 Initial Assessments 95% parental attendance	<p>27/11/2016 <u>Primary</u> 96% parental attendance</p> <p>4/12/2016 <u>Secondary</u> 94% parental attendance</p>

					<p><u>14/11/17</u> Understanding EHCP Process 6 attended</p> <p><u>14/11/17</u> Developing Independence Skills (Y3-6) 12 attended</p> <p><u>21/11/17</u> Developing Independence Skills (Secondary) 7 attended</p> <p><u>24/11/17</u> Arts and Craft (Mary Ward) 11 attended</p> <p><u>28/11/17</u> PECS Intermediate 4 attended</p> <p><u>29/11/17</u> Beginners Yoga 7 attended</p> <p><u>12/12/17</u> Understanding Autism 7 attended</p> <p><u>14/12/17</u> Friends of Garden Xmas Dinner 29 attended</p> <p><u>12/17</u> Pupils work displayed in Art exhibition (Primary and Secondary) December 2017 31 attended</p>			
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Spring 2018	<ul style="list-style-type: none"> <li>36</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge is Power, Hackney SENDIAG: EHCP Planning for Outcomes</li> <li>Knowledge is Power, Hackney SENDIAG – Home Tutors &amp; Elective Home education</li> <li>Knowledge is Power, Hackney SENDIAG: Annual Reviews</li> <li>HIP – Turkish Translation</li> </ul>		<p>Friends of the Garden Fundraising Meeting 2/2/18 Total No Parents: 10</p> <p>Autism Awareness: Parent Cake Sale 28/3/18 Total No Parents : 30</p>	<p>Parent Yoga Class 10/1/18;7/2/18;15/3/18 Total No. Parents: 31</p> <p>Clubbercise 2/2/18 Total No. Parents: 7</p> <p>Sensory Needs Workshop (Reception, Yr 1 &amp; 2) 9/1/18 Total No. Parents: 5</p> <p>Sensory Needs Workshop (Yr 3,4,5 &amp; 6) 16/1/18 Total No. Parents: 6</p> <p>Sensory Needs Workshop (Secondary) 23/1/18 Total No. Parents: 6</p> <p>Occupational Therapy – Parent Appointments: 30/1/18 Total No. Parents: 8</p> <p>Social Stories Workshop 6/2/18 Total No. Parents: 11</p>	<p>Primary 17 Annual Reviews 100% parental attendance</p> <p>Secondary 23 Annual Reviews 100% parental attendance</p>	2 Initial Assessments	

					<p>Mindfulness Refresher 6/2/18 Total No. Parents: 9</p> <p>National Autistic Society "Healthy Minds" for Parents 21/2/18 – 28/3/18 (6 sessions) No. parents in group, attending weekly: 11</p> <p>Intensive – Sleep Workshop 6/3/18 Total No. Parents: 5</p> <p>Intensive Interaction Workshop 9/3/18 Total No. Parents: 11</p> <p>Emotional regulation workshop 29/3/18 Total No. Parents: 12</p> <p>Approach Workshop Parents Governors 23/3/18 Total No. attending: 4</p>			
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Summer 2018	39	<ul style="list-style-type: none"> <li>Makaton Workshop SALT 24.5.18 (Total number attending: 8)</li> <li>SEND services Workshop at Hackney ark - Feb-July '18</li> <li>Access to Sports – May 2018</li> <li>The Bridge Secondary school Parents Group 22.5.18 &amp; 5.6.18</li> <li>Fitness Classes in Hackney 16.4.18 - 21.7.18</li> <li>Sugar Smart Hackney 8.5.18</li> </ul>	•		<ul style="list-style-type: none"> <li>Preparing for the Summer - HIT Squad, Short Break Team – 12.6.18 (Total number attending: 6)</li> <li>Year 10 leavers workshop 7.6.18 (Total number attending: 5)</li> <li>Year 11 Next Step drop-in 7.6.18 (Total number attending: 5)</li> <li>Class Dojo Information 23.5.18 (Total number attending: 15)</li> <li>Health &amp; Social Care for leavers 15.5.18</li> <li>Arts &amp; Crafts 4.5.18 (Total number attending: 10)</li> <li>Cook and eat with food for life – May-June 2018 – Shoreditch Trust</li> <li>Primary Curriculum Overview 3.5.18 (Total number attending: 7)</li> <li>Arts &amp; Crafts 27.4.18 (Total number attending: 12)</li> <li>Yoga (Total number attending: 5)</li> <li>Hip Hop musical with the Barbican Drama Box 17.7.18</li> <li>Art Show at SN Library 30.6.18 (Total number</li> </ul>	<u>Primary</u> Annual Reviews 49 100% parental attendance  <u>Secondary</u> 19 Annual Reviews 100% parental attendance		2.7.18 Primary parents evening 89% Parental attendance  9.7.18 Secondary parents evening 70% parental attendance

					attending: 8) <ul style="list-style-type: none"> <li>International Day by Friends of the Garden 27.6.18 (Total number attending 40 Parents/20 staff)</li> <li>Toileting Workshop by OT &amp; parent support 14.6.18 (Total number attending: 5)</li> <li>Leavers Prom 29.6.18</li> <li>Early Years &amp; KS1 Curriculum 26.4.18 (Total number attending: 4)</li> </ul>			
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## Evidence relating to individual interventions targeting specific areas of need

Occupational Therapy -Targeted Project work 2017-18

### Feeding and Selective Eaters project (Spring Term):

This project was run jointly with speech and language therapy, with the support of Heather Scott, Clinical Lead OT and Barbara Reissner, Parent support.

This project demonstrates a way in which successful interventions which are being run at Hackney Ark, are being modified and tailored for use at The Garden School, utilising a tiered, School Based Occupational Therapy Approach.

**Specialist: (3 pupils)** MDT feeding meeting with parents, SLT, OT and class teacher to establish goals. OT wrote summary report detailing goals and plan. Goals inputted into IEP targets and OT reviewed during holidays

**Targeted: (All pupils / families offered)** Parent groups x 3, to support goal setting, strategy support and practical demonstration. Whole class 'Fun with Food' groups in Bumblebee and Ladybird classes to model messy food play to support interaction and tasting new fruits and vegetables. OTA completed outcome measure with Class staff and parents for all pupils in Bumblebee and Ladybird. These led to setting IEP targets for each child, which will be reviewed in October.

**Universal: (4 classes benefitted)** Staff training for two full classes staff and 4 additional teachers and teaching assistants around selective eating and feeding difficulties. Meeting with 4 class teachers to identify potential pupils who need specialist input Assessment of position and posture and dining room set up for all students

### **Outcomes:**

- All students interacted with new healthy foods during the groups.
- All parents gave excellent feedback, especially when they could see videos / photos of their children interacting with and playing with new foods.
- 3 pupils tried new foods during the group, 1 particularly restrictive eater has gone from eating only crisps in school to playing with a variety of types and textures of food, to feeding himself strawberries with a fork and finger feeding new dry snacks.
- Full outcome measurement will be completed at the next IEP target review.

### **Sleep Project ( Spring term)**

This project was run jointly between Barbara Reissner, Parent Support and Sarah Jones OT, and consisted of:

#### 1) Parent workshop 1:

- Completion of the Children's Habits Sleep Questionnaire Outcome Measure by OT, OT student or Parent support
- Introducing the topic of sleep, explored general issues around ASD and sleep
- Discussed parent's specific concerns and issues, using the Person Environment Occupation Model
- Made a visual or object of reference timetable for bedtime routine
- Set goals

- Booked in home visits

2) Home visit with Barbara and Sarah

- Reviewed environmental issues relating to sleep
- Discussed strategies and practically how to put these in place at home, and checked all transactional supports in place
- OT wrote up a 'sleep plan' for each family following the home visit and sent out.

3) Parent workshop 2:

- Discussed issues and goals which had arisen, what went well and what was challenging, tweaked and adjusted strategies suggested
- Re-completed CHSQ Outcome measure

**Outcomes:**

- 5 families were involved in the project
- All children met or partially met their goals (2 partially met, 3 met)
- All families (x 5) reported they had found the project useful and had learnt and implemented new strategies.

**Other projects:**

Induction information for parents of new starters

- Two toileting workshops for parents of children with ASD, with follow up consultation slots for parents offered.

-Zones of Regulation staff training with SLT and a targeted group for 4 students in Oak Class run jointly with Helen SLT in the Autumn term.

All 4 students met their goals.

-Enterprise Group! Jewellery making sessions in Maple Class (Autumn Term) promoting fine motor skills and development of scissor and threading skills.

All 4 students met their goals.

- Changing for PE advice and intervention for Tulip and Ladybird Classes

- Transition to Adult Services morning for all Year 10 and Year 11 pupils, organised and run by Victoria King, OT.

**Targeted Outcomes:**

Goals set	Goals reviewed	Achieved	Partially Achieved	Not yet achieved
46	32	19	11	2

A reduction in dysregulated behaviour evident through the analysis of systems recording and reporting

**BEHAVIOUR AT THE GARDEN**

**MEASURES OF EFFECTIVENESS:**

NUMBER OF RESTRICTIVE PHYSICAL INTERVENTIONS		NUMBER OF INCIDENTS <i>(Bites-injuries-damage to property-near miss)</i>		NUMBER OF PUPIL-INFLECTED BITES		NUMBER OF PUPIL INJURIES		NUMBER OF STAFF INJURIES	
<b>DOWN 68%</b> when comparing academic years 2015-2016/2017-2018		<b>DOWN 34%</b> when comparing academic years 2014-2015/2017-2018		<b>DOWN 31%</b> when comparing academic years 2014-2015/2017-2018		<b>DOWN 17%</b> when comparing academic years 2014-2015/2017-2018		<b>UP 43%</b> when comparing academic years 2014-2015/2017-2018	
		2014-2015	<b>209</b>	2014-2015	<b>118</b>	2014-2015	<b>6</b>	2014-2015	<b>14</b>
2015-2016	<b>102</b>	2015-2016	<b>157</b>	2015-2016	<b>97</b>	2015-2016	<b>6</b>	2015-2016	<b>11</b>
2016-2017	<b>32</b>	2016-2017	<b>102</b>	2016-2017	<b>66</b>	2016-2017	<b>6</b>	2016-2017	<b>12</b>
2017-2018	<b>33</b>	2017-2018	<b>137</b>	2017-2018	<b>81</b>	2017-2018	<b>5</b>	2017-2018	<b>20</b>