

School led tutor Grant Statement of Spending 2021-22

1. Summary information		
School	Bleasdale School, Silverdale	Expected budget: £3,172.49
2. Current Strategy		
<p>The school led tutoring grant was made available to all schools. Bleasdale School strategy has a holistic approach which includes all year groups and curriculum areas with a predominant focus on specialist touch technology and early maths skills. We have identified a clear area for investment based upon the needs of the pupils within our school and as such, a highly experienced teacher supported pupils on a 1:1 basis for short, intensive sessions to support the learning in the classroom.</p>		
3. Barriers to future attainment as a result of the pandemic		
In-school barriers		
A.	Limited access to appropriate early maths skills resources	
External barriers		
B.	Lack of access to specialist sensory equipment	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
a	New pupils to school will have access to 1:1 support to complete initial baseline assessments and identify appropriate targets for early maths.	Pupils have access to touch technology throughout the day to support T&L
b	Pupils have frequent opportunity to access specialist technology throughout the school day supported on a 1:1 to find the best position and use of touch access devices.	

5. Planned expenditure

Academic year

2021-22

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

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Outcome
<p>Pupils are accessing appropriate resources to baseline for early maths</p> <p>To use technology purposefully in all lessons</p>	<p>UPS teacher to work 1:1 to baseline pupils away from the classroom environment and support the early maths work being completed in class.</p> <p>UPS teacher to work with OT/Physio/SALT and teachers to find correct positions for adapted technology so that there is a productive use of time when using technology in lessons.</p>	<p>There have been a number of new pupils starting at Bleasdale. With one teacher specifically focusing on initial baseline and adaptation of early maths resources, the class teacher can adapt learning to meet their needs and speed up the "settling in" time frame</p> <p>Pupils engage and response to touch and sound technology. Sometimes this is trial and error however this is time consuming for all the MDT. By having focused, specific time to secure access, the use of technology will be quality within taught time.</p>	<p>As pupils achieve either in line or above non PPG pupils, the focus is promoting equal opportunities for all pupils throughout the school day</p>	<p>TT, CC, KA</p>	<p>Pupils made good progress as a result of quality intervention.</p> <p>Pupils who have had difficulty accessing technology have no identified communication access devices and are used in all lessons involving technology.</p>