

Individual detail of pupil premium spending and impact 2017-2018

Name	LEA	Type of PP
YP1		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<ul style="list-style-type: none"> • Music Therapy allows YP to access a powerful, non-verbal means of expression • The Music Therapist can use a cue as small as a child's rocking, or breathing, to provide a rhythm for shared music making. • Because the child can influence the therapist's music by changing their own behaviour, they build a stronger sense of self and their own agency. • Music with regular phrase patterns encourages movement and/or speech at particular moments <p>Working with vibration in music provides a wide range of sensory opportunities for our CYP, expanding their world of experience</p>	<ul style="list-style-type: none"> • This continues to be a very positive experience for YP1, giving opportunities to respond and to express my preferences and opinion. I can use my Yes/ No response • YP1 can concentrate at length on a few activities that I am really interested in and on some days she may need frequent changes of activity; music therapy is an session where she can focus and engage. • YP1 is very curious about what is going on around me and music therapy allows this to be part of her experience.
	<p>Switch set-up for personal use</p> <ul style="list-style-type: none"> • YP1 is a competent switch user. She uses a switch on a camera arm activated with her head. She has shared use of one headswitch & mounting system. She has occasional use of a second set up so that she can use 2 switches. If YP1 had her own equipment for using 2 switches she would have far more opportunities to: <ul style="list-style-type: none"> ○ independently access a wide range of early learning activities on the computer, ○ explore environmental control ○ engage in switch activated activities with her peers • With her own equipment in place, YP1 could continue these activities at weekends and during school holidays, on the residences 	<ul style="list-style-type: none"> • YP1 has been able to access the computer and powered driving more efficiently seen using these new head switches. • She is more accurate and can use them more regularly. <p>switches. Careful observation and assessment required to confirm intentional vs sensory exploration of switch pressing.</p>
	<p>2 softy-tops and 2 Buddy button switches:</p> <ul style="list-style-type: none"> • YP1 finds the switches for her current camera arms very difficult to use. She gets too distracted by the feel of them and they do not react to her head movements efficiently enough. • These new switches and tops have been trialled by YP1 and she has much better access with them both for driving and 	<ul style="list-style-type: none"> • When I am using switches I have two buddy button switches with comfy tops these are mounted on a Manfrotto arm which is clamped to my wheelchair. The switches should be close to my head so I can access them with a small movement but not too close that I press them accidentally. My switches and mounts are kept in class. The switch on the

Individual detail of pupil premium spending and impact 2017-2018

	<p>computer work. Having her own set would mean she would have more access during class and could use them during the holiday with the residential team.</p>	<p>right should be set to right turn and the left switch set to straight forward.</p> <ul style="list-style-type: none"> • I am currently spending some of my driving sessions using just one switch to move myself forward. This is to encourage me to press and hold my switch down to move as I can get distracted in 'bouncing' between two switches, I also have other time when I can explore using both switches
--	--	--

Individual detail of pupil premium spending and impact 2017-2018

Name	LEA	Type of PP
YP2		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>iPad to include Big Grips cover and stand (October PEP agreed and has been ordered- impact to be assessed against following intended outcomes:- The IPAD has been received</p> <p>AT2-To develop my understanding of cause and effect on Ipad or touch screen.</p> <p>https://www.apple.com/uk/shop/buy-ipad/ipad-9-7/128gb-space-grey-wifi</p> <p>This iPad will develop YP2's understanding of cause and effect; to be used as a touch screen.</p> <p>This will support engagement as per indicators – discovery and investigation to focus on the effects that can be achieved by YP2's actions</p>	<ul style="list-style-type: none"> YP2 has improved her understanding of cause and effect on touch screen; she has been very engaged and focused while during an activity on a touch screen or Ipad.
17-18	<p>Massage continuing because – she is benefitting and showing improvements in being able to communicate preference choices and responding positively to these intense 1-1 sessions. Benefit to her emotional well being and ability to be social and respond to others in a positive way.</p>	<ul style="list-style-type: none"> YP2 has improved her understanding of cause and effect on touch screen; she has been very engaged and focused while during an activity on a touch screen or Ipad.

Individual detail of pupil premium spending and impact 2017-2018

Name	LEA	Type of PP
YP3		Non-LAC CHIN
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Toilet seat RAZ toileting system Working towards, and achieving goals on continence management as set out in PPP/MNS</p> <p>Prop Tray, Padded Top surface, Tray Metal Work</p> <p>YP3 has a strong lean to her left side and her arms have a tendency to drop down to her side, further exacerbating the lean to the left. She has poor head control but is able to bring her head into midline if she is able to prop her arms on her tray and push off. Her current tray is too large and hinders her vision and participation in school and social activities. It is therefore often removed impacting on YP3's posture</p>	<ul style="list-style-type: none"> The toilet seat system and prop tray are recently ordered. Impact statements will be available in Autumn 18.
	XXX will no longer receive PP funding	•

Name	LEA	Type of PP
YP4		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18 (spent in 16/17)	<p>YP4 has been offered Sailing session as from 21.7.17 to provide a total sensory experience. The wind, movement, smells etc. This activity fits with her next steps where she is being asked to reach</p>	<ul style="list-style-type: none"> Sailing - YP4 has demonstrated that she has responded very well to this experience; she has responded positively and with enjoyment. She has achieved her MNS as outlined and has benefited emotionally and socially as well.
XXX is now year 12 so no further PP		

Individual detail of pupil premium spending and impact 2017-2018

Name	LEA	Type of PP
YP5		LAC
Year	Intended use of funds spent	Impact of funds spent
2017-18	<p>IPad and iPad Lightweight Shock Proof Cover for iPad</p> <ul style="list-style-type: none"> YP5 will use his iPad in numerous ways. It will be used to take / send pictures to his family, which as he is placed away from home will increase his emotional wellbeing and so enable him to engage in learning. With the head mounts and switches it will also enable him to continue his learning activities in the afternoon as he is only well enough to attend school in the mornings. It will also extend the possibility of him developing the skills to develop his communication. 	<ul style="list-style-type: none"> Impact comments will be sought in Autumn Term 2018
2017-18	<ul style="list-style-type: none"> Head Switch mount and 2 smoothie switches small Applicator Apps Switch accessible apps.docx For use on I pad to enable learning to be extended when not in school – out of school learning 	<p>AT2: To use my head switches to activate visually stimulating / vibrating toys or equipment in my environment</p> <p>C2: To be able to make a clear choice from 2 options presented to me using objects</p> <p>SEW2: To be able to communicate clearly if I am enjoying an activity</p>
		<ul style="list-style-type: none">

Name	LEA	Type of PP
YP6		
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Applicator to facilitate the use of switches for accessing greater control over objects, switches, music to support the following MNS:-</p> <p>AT1: To use a switch to control objects in my environment.</p> <ul style="list-style-type: none"> AT2: To use a switch to gain pleasure – switch toys, vibrating pillows. AT3: To use a switch to start and stop favourite music. AT4: To ask what is happening next using my new smooth talker. 	<ul style="list-style-type: none"> YP6 has made progress with supported access to music and YouTube video clips on his iPad. He can vocalise to indicate preference choices and will make some intentional movements to show enjoyment. YP6 needs to go forward with II sessions to support intentional communication experiences. YP6 can use a switch, with support
17-18	<p>Music Therapy- to show responsiveness and intentional engagement</p>	<ul style="list-style-type: none"> YP6 continues to demonstrate a focussed engagement during Music

Individual detail of pupil premium spending and impact 2017-2018

		Therapy sessions. YP6 is always alert and engaged; this often carries forward into class activities where his TA applies similar techniques.
--	--	--

Name	LEA	Type of PP
YP7		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	Big Step with Levels. E4 To alert to a sound made next to my ears. C3 To announce that I am here during Hello time The step by step and switch access would allow YP7s to pre-record sequential messages, eg news, stories, songs and to make choices throughout his day.	<ul style="list-style-type: none"> YP7 has been able to activate his Big Step by Step to share his news from home with his peers and his news from school with his family at home. YP7 is now beginning to anticipate the message on the Big Step and will often smile when he hears his foster mother's voice recorded on it. He will be able to progress to up to three times of news as his attention grows.
17-18	Weighted Blanket. E1 To actively engage in key elements of familiar routines i.e hello and goodbye time 2kg camper van style. YP7 finds it difficult to still his body. A weighted blanket would help him to 'still' allowing greater access and engagement with learning	<ul style="list-style-type: none"> YP7 has used the weighted blanket to help him calm and allow him to be able to access his learning more readily. It means that once he is calm he can work towards his MNS.
17-18	Portable adjustable table. E2 To engage in an activity while sitting with support at my small table for up to 5 minutes S2 To develop awareness of my face in the mirror This table will allow YP7 to do cross legged sitting and to access a learning activity at the same time	<ul style="list-style-type: none"> This table has helped YP7 access a range of activities in a supported cross-legged seated position. He has started to use it to observe himself in a mirror and access his art and messy play activities.

Name	LEA	Type of PP
YP8		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	Music Therapy and Step by Step AAC remain available to YP8 when she returns to school	<ul style="list-style-type: none"> Music therapy will resume when she returns to school
17-18	<ul style="list-style-type: none"> Step-by-step switch The step by step and switch access would allow YP8 to pre-record sequential messages e.g. news, stories, songs, lists etc and choices throughout the day with the support of her TA's and nurses and share her news between home and school	<ul style="list-style-type: none"> Information will be updated over 2017-18
17-18	YP8 will leave Chailey at the end of this school year.	<ul style="list-style-type: none">

Individual detail of pupil premium spending and impact 2017-2018

Name	LEA	Type of PP
YP9		PP Post LAC
Year		
17-18	<p>Adaptor Switch and 2 Smoothie switches Adaptor switch to use for switch photos to support ICT To maximise my use of and access to assistive and electronic technology</p> <ul style="list-style-type: none"> To develop YP9s skill set with his iPad to include learning the skills involved in making decisions around what/ why/ when he wants to photograph; to link with using CCS to support asking questions and engaging with a communication partner. MNS AT2 To take photos that are relevant to me with my iPad, using a switch and applicator <p>Developing suitable access for YP9 to use a switch to take a photograph and then to reflect on its quality through communication responses. Supporting YP9 to engage with his world and to interest him beyond the immediate through the use of ICT</p>	<p>YP9 has made tremendous progress with using an adaptor switch, his iPad and switches. He was introduced to taking photos using 1 switch with his iPad supported on a stand. He was highly motivated, and found our initial efforts hugely entertaining as we problem solved to enable him to see, position and select his compositions. We have had some help from IT Department and have been able to begin to scan and select with 2 switches to try out selections as well. YP9 prefers taking photos with a single switch.</p> <p>In addition, YP9 has been using an applicator and switch to make music choices through his iPad; this done at home with Family.</p> <p>The impact for YP9 is the facility for communication, decision making and supported problem solving- and its good fun!</p>
17-18	<p>Physical Activity Peanut Ball to encourage physio and daily exercise</p> <ul style="list-style-type: none"> YP9 is being encouraged to return to daily physical exercise that he enjoys; he responds very well to peanut ball sessions during physio sessions and has indicated that he would like this to be a daily activity. YP9 would have access to a peanut ball every day and could use it when required and when YP9 feels well and ready. This would support his long term outcomes:- To be able to enjoy physical activities and movement every day and in a variety of positions. 	<p>YP9 has his own peanut ball in class and he can access it as required daily, as a quick activity, to have fun as amood changer.</p> <p>YP9 enjoys a much wider range of physical activity than previously and this is very good for him</p>

Individual detail of pupil premium spending and impact 2017-2018

	<ul style="list-style-type: none"> To be comfortable and confident with physical activities when I am supported <p>MNS PHY1 To practice sitting on a peanut ball with support and relax my body and try to keep my body midline.</p>	
17-18	<p>Reading books to support SSC</p> <ul style="list-style-type: none"> MNS: To continue to develop my decoding skills and show that I am reading with understanding. MNS: To develop a bank of functionally important words that are important to me. To develop my range of reading opportunities and to be able to offer an opinion about a range of books read. <p>To answer questions about a story to include sequence, genre and preference choices.</p>	<ul style="list-style-type: none"> YP9 responds well to our new range of reading materials which combine an older reading age with simple text. He is able to track words easily; he can see the simple drawings and illustrations and this lends itself to YP9 responding to questions that demonstrate his understanding of text.

Name	LEA	Type of PP
YP10		PP Post LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Music Therapy</p> <p>YP10 will need to continue weekly Music Therapy Sessions to support sensory play, interaction and to encourage communication</p>	<p>YP10 has continued with Music Therapy and continues to respond well. Music therapy for YP10 should be reassessed in the Autumn term 2018</p>

Name	LEA	Type of PP
YP11		EVER6
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Subject Specific Curriculum support</p> <ul style="list-style-type: none"> Reading materials for YP11 to support his progression with literacy- Collins National Geographic books and Collins Big Cat graded books To make progress in reading and answering questions about shared stories To enjoy stories and learn new letters and words 	<p>YP11 has started using the reading materials</p> <p>I enjoy sharing short books if I can help turn the pages.</p> <p>I am able to answer simple questions about stories I have listened to. I need to be encouraged to listen and look at one or two pages in a book at a time. I can then answer simple questions relating only to those pages I have just looked at.</p> <p>I am able to identify the letter sounds s, a, t, and select the correct letter from a choice of two.</p> <p>I am beginning to recognise the letter sound 'm' and 'i' from a choice of two. I am beginning to recognise the words</p>

Individual detail of pupil premium spending and impact 2017-2018

Name	LEA	Type of PP
YP12		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	www.inclusive.co.uk/smoothie switch- 1 red and 1 green YP12 will use his switches to learn and wait for cues from the computer programme before pressing his switch YP12 will leadevelop his understanding of cause and effect YP12 will be using GRID3 to make choices	<ul style="list-style-type: none"> YP12 has been holding his hand on the switches more consistently (rather than tapping it) and he is learning to drive more purposefully in his power chair over longer distances.

Individual detail of pupil premium spending and impact 2017-2018

Name	LEA	Type of PP
YP13		PP POST LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>iPad and switches</p> <ul style="list-style-type: none"> To support YP13's communication To support YP13's to access switch work To support YP13's development of scan and select technology To allow YP13 greater access to iPad for enjoyment 	<ul style="list-style-type: none"> YP13 is starting to use the I pad for visual as well as aural rewards YP13 will have consistent access to an iPad. It will be used to develop his communication skills further and to support his learning behaviour; he will associate iPad time as a reward for positive reinforcement for other tasks achieved.
17-18	<p>Music therapy</p> <p>Weekly Music Therapy sessions have continued this year to support focus and engagement</p>	<ul style="list-style-type: none"> YP13 has been encouraged to lengthen the time he can focus and engage in an activity he enjoys. This has been good for YP13 during Music Therapy sessions where he has 2-1 support with no distractions and a great deal of positive reinforcement; he has been encouraged using similar techniques to support his focus and engagement when he is in the classroom setting.

Name	LEA	Type of PP
YP14		FSM
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Music Therapy</p> <p>YP14 has been able to continue with Music Therapy to support his ongoing recovery and obvious progress from its initiation last year. Progress is centres round</p> <ul style="list-style-type: none"> E1 To engage with <i>new</i> adults in vocal turn-taking (New Feb 2017) P2 To explore a range of sensory items with one hand independently (or both hands with assistance) S1 To anticipate using my voice within familiar routines 	<ul style="list-style-type: none"> YP14 has continued weekly half hour Music Therapy sessions on a Thursday morning. He has gained in confidence and vocalises very well to the point where he changes the tone and sound he makes. He continues to make progress with turn taking and can indicate positive responses when he is at music therapy; she smiles and is clearly engaged.

Name	LEA	Type of PP
YP15		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Beamz Interactive Music System</p> <p>YP15 loves listening to music and sounds and would benefit from using a Beamz Interactive System which would encourage him to explore and develop his</p>	<ul style="list-style-type: none"> To be assessed in Autumn 18

Individual detail of pupil premium spending and impact 2017-2018

	understanding of cause and effect and to reinforce his communication to include his positive YES response.	
17-18	<p>Music therapy</p> <ul style="list-style-type: none"> To learn to use my communication skills more effectively to express my needs and wants. In this way I will be able to realise my potential and recognise my achievements 	<ul style="list-style-type: none"> To be assessed in Autumn 18

Name	LEA	Type of PP
YP16		PP Post LAC
Year	Intended use of funds spent	Impact of funds spent
17-18 (spent 16-17)	<ul style="list-style-type: none"> November 2017- Switch access for Powered Driving- to support my learning and progress by enabling access via a red smoothie switch mounted on the left of my chair with a gooseneck mount AT and DP - To be able to respond to verbal prompts to 'stop' within a DP session YP16 has a red smoothie switch with a gooseneck mount to be able to develop her powered driving skills 	<ul style="list-style-type: none"> To support YP16's learning and progress she has a red smoothie switch mounted on the left of her chair with a gooseneck mount. The switch is positioned so that YP16's hand reaches it when her arm is straight down at her side. I am learning to control my powered platform. As this YP16's own equipment she can have access to powered driving more readily than previously and subsequently have greater facility to practice and enjoy powered platform usage. This supports a sense of independence, self worth and as such her social, emotional development, focus and engagement.
17-18	<p>Massage Therapy Cycle of Massage Therapy from private massage therapist Dotty. My next step targets</p> <p>S3- To become more aware of my body parts</p> <p>P1- To maintain my range of movement</p> <p>A target for my learning is to grow my awareness to my different body parts and where they are on my body. I am experiencing this during time in the</p>	<ul style="list-style-type: none"> This has been very positive and worthwhile. Positive impact to support body awareness and movement. Some positive signs for progress.

Individual detail of pupil premium spending and impact 2017-2018

	hydrotherapy pool and body awareness sessions which I enjoy and including	
Name	LEA	Type of PP
YP 17	opportunities to complete this next step.	LAC
Year	Intended use of funds spent	Impact of funds spent
Year		•
17-18	Music Therapy I have been struggling with tight muscles in my legs (particularly my hamstrings) and have used Botulinum injections to ease pain and hospital stay. Music therapy was put in place having massages over these areas will also help me keep a very subtle expressive communication in my legs somewhat.	• To be assessed in Autumn 18

Name	LEA	Type of PP
YP18		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	Fine Motor Control Melissa& Doug Basic Skills Board and Puzzlewooden educational toy to include buckles, buttons, laces, snaps and zippers for fine motor skills practice YP18 needs additional practice and support to increase her stability and control for fine motor skills and movement. In particular, functional skills, such as, fastening buttons, using zips and buckles Melissa& Doug Latches Activity Board to include 6 different latches to fasten and 6 different doorways to open for fine motor skills practice YP18 needs additional practice and support to increase her stability and control for fine motor skills and movement. In particular , functional skills, such as , fastening buttons	Melissa& Doug Basic Skills Board and Melissa& Doug Latches activity board YP18 needs activities where she can think through, practice and learn basic functional skills such as using a small zip, doing and undoing buttons, opening a purse, closing and opening latches. These activity game boards have proven to be a motivational and independent game for YP18. She can practice and be encouraged to work on her own as an independent YP; this is good for her skill level and her self confidence. At home, YP18 is learning to make choices about what she wants to wear each day and how to help herself to open, close, untie, close, do up etc., YP18 needs to learn how to transfer skills and generalise her learning- this will be next steps in the future. •
17-18	To Support MNS:- ICTR&C1 To read words, look at pictures and watch videos on a website. ICTR&C2 To find a website and use it To 'find out more', 'to write about' and to develop her ICT skills – copy, paste, save, print, edit. To be encouraged to explore different textures and engage in structured communication exchanges to identify preference choices	The following was requested through Spring 2018 PEP but has not been agreed to date. It will be requested gain in the Autumn PEP

	<p>Beehive Outdoor Finger Maze –</p> <p>A variety of textures and colours to ensure a sensory experience whilst developing motor skills. To encourage social skills through turn taking, cooperating and sharing activities. To stimulate knowledge of science and maths by measuring and counting</p>	
17-18	<p>To support Home/school reading as a regular routine; Oxford Reading Tree – Set of Time Chronicles (Reading on with Biff, Chip and Kipper (18 Books) £14.00 - www.BookPeople.co.uk</p> <p>DK Read and Learn fact find books KS1. A set of 10 £6 – www.BookPeople.co.uk</p>	<p>YP18 is encouraged to make her own book choices. She is able to select fiction/ non-fiction as part of her reading progress.</p> <p>This is combined with her online reading activities. YP18 enjoys the reading process and is becoming more competent at building her own sentences using predictive text when she is writing.</p>

Name	LEA	Type of PP
YP19		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Massage continuing</p> <ul style="list-style-type: none"> she is benefitting and showing improvements in being able to communicate preference choices and responding positively to these intense 1-1 sessions. Benefit to her emotional well being and ability to be social and respond to others in a positive way. 	<ul style="list-style-type: none"> YP19 has responded so well to full body massage. She has asked for her head and neck to be massaged more. At the end of the sessions she has been able to indicate that the massage helped her. YP19 also thanked Dottie for her massage at the end of the session

Individual detail of pupil premium spending and impact 2017-2018

Name	LEA	Type of PP
YP20		Non-LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	Spa Sessions- Futures- 10x's 1 weekly sessions Sensory and Responsiveness SEW to increasingly remain settled when conveying immediate feelings and concerns.	<ul style="list-style-type: none"> YP20 is quite sensitive and can have heightened emotions. She can become over-excited or stressed and her muscle tone increases and she can be uncomfortable. She has made significant progress during and following these Spa sessions by remaining settled and calm.
17-18	Sensory Massage Discovery and body awareness. Well being workshop 9 th and 10 th July 2018 SEW1 To begin to respond by calming and relaxing when reassured by people who look after me.	YP20 has become increasingly tolerant of touch. She is accepting closer physical proximity by those who care for her and peers chosen by YP20. This is a huge step forward for YP20. Her MNS target has been extended to include more physical contact with peers. This is going to help YP20 as she become more body aware and will in effect begin to desensitise the right side of her body, which has proved to be an issue previously.

Name	LEA	Type of PP
YP21		Ever 6
Year	Intended use of funds spent	Impact of funds spent
17-18	Awaiting OT guidance to purchase 'mounting' for wheelchair to house an iPad (32 or 128gig)- best with Flexi grip.	<ul style="list-style-type: none"> To be assessed in Autumn 18
17-18	College Link Course at Sussex Downs Forthcoming academic year to support transition	<ul style="list-style-type: none"> To be assessed in Autumn 18
17-18	iPAD 128gig with case and mounting and need for GRID3 license <ul style="list-style-type: none"> To be able to understand language used in a variety of contexts to enable me to participate in a variety of activities in different environments To be able to initiate using the different strategies I use to help myself remain focused on an activity To try and ask for help if I don't understand something and to understand that it is OK to do this To use technology effectively in my daily life to find information 	YP21 has been practising using the iPad to support her communication. She is finding it very helpful and has recently been able to have some meaningful conversations with people who are unfamiliar to her. When using the grid to word process or send emails YP21 is happy to practice sounding out the letters she is using to start words. She has realised that this helps her with predictive text and whilst she took a little persuading she now realises that this can make the whole process much quicker for her. This has

Individual detail of pupil premium spending and impact 2017-2018

		<p>made her keener to practice the sounds she hears and links well with the work she is doing on phonics in the Reading eggs programme, which is going really well for her.</p> <p>YP21 will now ask for the ipad if she knows she is going to be in a situation where she feels people may not understand her. This works well for her and she has taken on the role of meeting and escorting visitors from the reception area.</p> <p>YP21 still has a tendency to keep her head down and not make eye contact with new people but we are encouraging her at every opportunity as this makes communication with her much easier for someone who does not know her well.</p> <p>YP21's confidence continues to grow and the added support of the ipad seems to have eased the pressure on her, which enables her to relax and engage more effectively with her communication partner.</p> <p>YP21 is able to work on her Reading eggs programme with a fair degree of independence and this has enabled her to near completion of all the letter sounds. She is far more confident in the sound each letter makes and this has helped her when she is writing using the Grid as she is able to assess what the first letter sound she needs might be.</p>
--	--	--

Name	LEA	Type of PP
YP22		EVER6
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Class set of Peanut balls</p> <p>Gymnic Physio roll 70" blue- To enable YP22 to join in with a group physical activity.</p> <p>For YP22 to sit on the peanut ball for 10 minutes and be comfortable with gentle movements.</p>	<ul style="list-style-type: none"> To be assessed in Autumn 2018

Individual detail of pupil premium spending and impact 2017-2018

17-18	Gymnic Disc'o'Sit Wobble Cushion - Stability & Strengthening Training - Improve Sitting Posture To enable YP22 to join in with a group physical activity.	<ul style="list-style-type: none"> To be assessed in Autumn 2018
-------	--	---

Name	LEA	Type of PP
YP23		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<ul style="list-style-type: none"> Massage therapy for YP23 to become more relaxed so that she can begin to use her stander again. To enable YP23 to become calmer by reducing anxiety levels 	YP23 can now be in her stander for 40 minutes some days if she is feeling positive and well and is occupied e.g. painting or using the I Pad. This is a huge achievement for YP23.
17-18	iPad Wi-Fi 128GB <ul style="list-style-type: none"> To be able to use technology meaningfully for communication and interaction. To work with a partner on the iPad using 2 switches to change the music and start/stop the music YP23 is able to access the Internet independently on an iPad 	YP23 enjoys software with lots of auditory prompts (especially singing) <ul style="list-style-type: none"> YP23 uses GRID 3 alphabet to make appropriate choices To use The GRID 3 to choose appropriate numbers To use The GRID 3 to choose the correct picture and name of my peers in my class YP23 works with a partner on the iPad using 2 switches to change the music and start/stop the music
17-18	Creative Note Music Therapy	Following opportunities for choice making and active involvement in music therapy sessions, YP23 is able to say what she wants and enjoys. She is able to express if she enjoys or does not enjoy something by demonstrating her engagement and now also being able to say verbally if she enjoys the activity. YP23 has made huge steps in managing her emotions and anxieties and is now able to stay in noisy environments for the duration of the session.

Name	LEA	Type of PP
------	-----	------------

Individual detail of pupil premium spending and impact 2017-2018

YP24		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Music Therapy</p> <p>YP24 is being encouraged to make sounds and movement to take turns with an adult. She is being encouraged to nod a yes response when she wants more of a preferred activity, for example during music.</p> <p>During Music Therapy, the session will provide YP24 with II opportunities to practice her skills</p>	<p>YP24 receives Music sessions in school every week. She responds really well during these sessions. Impact for YP24 – she will be able to vocalise or make movement, gesture to indicate that she wants more. She is working on being able to indicate 'yes' by nodding her head or vocalising</p>

Name	LEA	Type of PP
YP25		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>aPPLICATOR and smoothie switch</p> <p>to use her iPad with more independence for example, switching music on and off because YP25 does not have the fine motor skills to turn her music/programmes on/off she is reliant on adults to do it for her. A smoothie switch and an aPPLICATOR will give her independence in do it for herself.</p> <ul style="list-style-type: none"> • AT 1 To make a movement to cause a sound on the iPad • AT 2 To press the switch again when a 'press & release' reward finishes • E3 To engage with an activity without support for several minutes 	<ul style="list-style-type: none"> • Because YP25 does not have the fine motor skills to turn her music/programmes on/off she is reliant on adults to do it for her. A smoothie switch and an aPPLICATOR will give her independence in do it for herself. She is learning to press and release her switches to turn music on and off; she is • To date, she is almost consistently able to press and hold a switch for a sensory reward. It is interesting that she appears to be moving her arms and hands around randomly, however given time she refines the movement and is able to bring them down to the switch to activate it. She has found this much easier with time and lots of practise. Sometimes her hands seem to grasp one another and she then has to work hard to separate them or bring them both down to the switch. This is excellent progress

Individual detail of pupil premium spending and impact 2017-2018

Name	LEA	Type of PP
YP26		LAC
Year	Intended use of funds spent	Impact of funds spent
17-18	<p>Lava Lamp and Roberts Clasic Portable Radio</p> <ul style="list-style-type: none"> to consolidate his switch skills and generalise them within his different environments To support decision making and engagement in learning and good levels of independence 	YP26 is being encouraged to use his switch work skills for cause and effect; to maintain the skill set he has for as long as he can. He is being encouraged to generalise his skills in school and on the residences to allow him stimulating choices – music on the radio or sensory lighting.
17-18	<p>Griffin Survivor Twist Holder for 5th generation iPad</p> <ul style="list-style-type: none"> to support my engagement with 'chat group' sessions 	YP26 has transitioned from CCS Book Low Tech to GRID3 Symbol Talker A for CCS and is making progress to use his iPad for communication