Pupil premium strategy statement

School overview

Detail	Data
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	%
Academic year that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Alison Francis, Headteacher
Pupil premium lead	Franck Lavie, Deputy Headteacher
Governor lead	Donna Partridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,050
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£43,050

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students.

Disadvantaged and vulnerable students often face a range of challenges that can significantly impact their educational outcomes. These students may include those from low-income families, students with disabilities, minority groups, or those in unstable home environments. Some common outcomes and challenges they face include:

1. Lower Academic Achievement

- Achievement Gaps: medical, non-attendance, etc.
- Lack of Support: Vulnerable students often lack strong support networks, making it harder to stay engaged with their education.
- Limited Access to Resources: Lack of access to technology, books, and other learning materials contributes to lower performance.
- Economic Pressures: Financial strain may push family to not send their children to school when transport is not available.

2. Social and Emotional Challenges

- Mental Health Issues: our students are more likely to experience stress, anxiety, and trauma, which can hinder their ability to focus and succeed in school.

3. Less Access to Extracurricular and Enrichment Programmes

- Fewer Opportunities: our students may have less access to extracurricular activities like sports, arts, or clubs, which can limit their development of important life skills and socialising opportunities.

4. Reduced Career Opportunities

- Limited Job Prospects: Barriers to learning can lead to fewer job opportunities, trapping students in cycles of poverty.
- Skills Gap: our students may not acquire the same level of critical thinking, technology, or soft skills as their peers, limiting their career advancement potential.

Addressing the needs of these students requires holistic approaches that focus on academic, social, and emotional support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The school recognises that disadvantaged pupils need support to tackle a lack of confidence and self-esteem but also these pupils have low aspirations for their own academic ability and present as disaffected learners particularly in the areas of mathematics. The school is to address underlying factors like numbers, counting, money. Mathematical functional skills in preparation for adulthood.
2	Our assessments, observations and discussions with students show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This brings some attendance issues and mental health issues.
3	Our assessments, observations and discussions with families and multi-agencies demonstrate that the wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the lack of resources / fragmented social and health services. As such their education is impacted. Behaviour for Learning is a dynamic process that is influenced by social, emotional and cognitive factors. We aim for our students to be able to self-regulate and being predictable. This underpins consistency and accessing learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure consistent high-quality teaching across school based on evidence informed research pedagogy.	Teaching teams report increased in confidence in teaching number. Embed summative assessment model to ensure reliable understanding of student performance. Rosenshine's Principles understood and embedded in practice.
Staff are trained to understand a wide variety of speech, language and communication needs and how to implement strategies to support students.	Through achievement of EHCP short term outcomes. Students and staff are using communication boards and any other communicative resources e.g. ID cards, mini boards, MyChoicePad, etc.

	demonstrating a flux of expert communication skills.
Implement Capable Environment across school to support self-regulation and learning.	Students have high aspirations and motivation to challenge themselves. Behaviour is managed consistently across the school leading to positive conduct and continuous learning. Students are supported to develop strategies to self-regulate. Through termly student voice activities leaders are assured students feel valued and happy.
Drama therapy delivered to enhance the students' communication, social and developmental needs and to provide opportunities for self-expression.	Students show an improvement in their communication with peers and staff, and shows thorough enjoyment in the sessions.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The subject leader will engage with our Trust schools and maths hub to develop the quality of mathematics teaching through CPD.	Students can apply mental fluency in maths. Students show a deeper understanding of mathematical concepts. Students have the skills they need to become competent mathematicians. Staff are confident in delivering mathematics. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance: key stages 1 and 2 Teaching mathematics at key stage 3	1

Subscription to White Rose Maths	In support of the teaching team to provide high quality mathematics CPD online and resources. Teachers and the class team are using a research-driven teaching and learning method that meets the goals of the National Curriculum. https://whiteroseeducation.com/subscribe/school	1
CPD for all staff on developing Rosenshine's principle within delivery	Students will show Teaching WalkThrus (Tom Sherrington)	1
Capable Environment training sessions and resources.	Students have their needs met and have access to positive interactions and opportunities to do things that are important to them. Students are empowered to manage their emotions and to self-regulate. Behaviours of concern are less likely to occur. Students follow routine and are predictable. Teaching is of high quality. www.bild.org.uk McGill et al (2020) Capable Environments Tizard Learning Disability Review.	1, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioning a private Education Psychologist	Specialised expertise (gap in existing services, specialised assessments, consultative role). Tailored intervention programmes (individualised support, longitudinal follow-up). Improved outcomes for students (enhanced academic performance, mental health and well-being).	3

	Support for staff and parents (professional development, parental guidance) Long-term benefits (prevention of escalation, consistent and efficient service vs potentially fragmented public services)	
Additional OT and SaLT support to enhance students' communication and self-regulation.	LINKS provided Individual strategies which support PMLD/ASD students self-regulate. Progress in self-regulation demonstrated through fewer incident reports on CPOMS. Students access individualised sensory diet. https://speechandlanguage.org.uk/educators-and-professionals/	2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Open Theatre sessions	Open Theatre explore young people's creativity leading to a positive impact on learning outcomes, capacity to learn, confidence and sense of self, and the roles they can plan in the world. Their work draws on contemporary conversations about the nature of disability, difference and creativity. They consider their work inspired by The Social Model of Disability, The Holistic Model of Learning Disability, Clowning, and Intense Interaction. https://www.opentheatre.co.uk/about-us/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3
Gym	Improved physical health (strength and coordination, cardiovascular health, enhance motor skills) Social skills and integration (peer interaction, teamwork and cooperation) Mental and emotional wellbeing (reduced anxiety and depression, improved focus and attention, boosted self-esteem) Behavioural benefits (regulation of sensory input, improved behaviour in the classroom) Cognitive and academic improvements (enhanced learning, task persistence) https://www.frontiersin.org/journals/public-health/articles/10.3389/fpubh.2024.1399642/full *1	2, 3

Residentials	They provide opportunities for personal, social and academic development: Development of independence (leaning life skills, increased self-confidence), social and emotional growth (enhanced social interactions, peer relationships), Improved academic outcomes (experiential learning, tailored instruction), behavioural improvements (structured environment, therapeutic support), preparation for adulthood (transition to independent living, vocational skills training) https://ncse.ie/	1, 2, 3
Communication boards and resources (incl. Widgit)	Total Communication strategies have developed across school and staff provide opportunities for consistent communication (peer to peer, students to staff, staff to students) using signs, symbols and boards. Students are confident to approach staff and use their key symbols. Students use symbols (and Makaton) with others when playing outside and moving around school. Students connect better with the learning provided and being able to ask for help. 2*	

1*
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9813515/#:~:text=In%20conclusion%2C%20this%20study%20demonstrates,children%20and%20adolescents%20with%20ASD.

2*https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term

Total budgeted cost: £43,000