Pupil premium strategy statement: 2022 – 2023

School overview

Metric	Data
School name	Special School
Pupils in school (From September 2022)	79
Proportion of disadvantaged pupils	74%
Pupil premium allocation this academic year	£66,000
Academic year or years covered by statement	2022 - 2023
Publish date	September 2022
Review date	July 2023
Statement authorised by	
Pupil premium lead	
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,200
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,200

Part A: Pupil premium strategy plan

Statement of intent

The aims for our pupil premium pupils is to use the allocated funding to maintain and improve positive outcomes for our most disadvantaged pupils. Our pupils face many challenges as a result of being permanently excluded, including those resulting from socio-economic disadvantage which has been further heightened by the current cost of living crisis.

The majority of pupils are boys from a range of ethnic backgrounds. An increasing number of pupils arrive speaking English as an additional language.

Pupils arrive with a range of challenging behaviours and many students have EHCPs. A significant number of pupils arrive having being permanently excluded. Many of these have depressed levels of literacy numeracy, often a result from a turbulent education experience in previous key stages.

In school data suggests that the variance of outcomes for our disadvantaged pupils is less favourable compared to their peers in terms of:

- Social opportunities
- Academic attainment
- In year suspensions

Quality first teaching is at the heart of our approach with the aim to target the most effective support based on diagnostic assessment outcomes to allow pupils to access a broad and balanced curriculum.

Currently, approximately two thirds of our pupils are eligible for pupil premium funding. As all excluded pupils face significant disadvantage through broken schooling, this strategy will benefit all pupils in school through an inclusive approach to ensure better than expected progression for all.

We will also provide our disadvantaged pupils with opportunities beyond the classroom to enhance their cultural, sporting and academic experiences.

Our strategy intends to meet the needs of every pupil based on formal and informal assessments alongside pupil and parent voice without assumptions or labels. Therefore, we aim to ensure that we enhance skills, knowledge and experiences to prepare them for life in modern Britain.

Challenges

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

Challenge number	Detail of challenge
1	SEMH barriers i.e. trauma, attachment, self-esteem and social skills, emotional dis-regulation
2	Low engagement with learning

3	Underlying SEN needs, co-morbid diagnoses
4	Social economic background and Limited access to wider enrichment activities
5	Understanding the impact of identified SEMH need (including ASD/ADHD)

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
Improve academic outcomes for all pupils	Pupils make greater progress in key subjects Fewer pupils are NEET
Pupils evidence greater independence	Fewer pupils are NEET when they leave school Pupils evidence SEMH progress through FAGUS measures Pupils experience a variety of opportunities through an enriched curriculum
Pupil attendance to improve	Attendance statistics to improve, with subsequent outcome of increased pupil outcomes and a fall in behaviour incidents due to greater time in class and consistent targeted work on emotional regulation.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)
Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Funding of dedicated reading interventionist to work with subject specialists to develop appropriate interventions .	Reading is the gateway to learning. It is the key to pupils' future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,4
Working with Curriculum Heads to ensure department literacy and numeracy plans are of high quality to drive achievement	Curriculum subjects require pupils to have literacy skills which enable them to interpret and compose texts across different disciplines. This involves teaching about how different language choices and patterns represent and document ideas and views of the world through a range of genres. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3
Ensure quality first teaching and the building of cultural capital in the pupils.	Ensure every teacher is supported in delivering high quality teaching to achieve the best outcomes for all pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,5

Targeted academic support

Budgeted cost: £24,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with a 1:1 to provide a high quality personalised learning programme for pupils with gaps in their learning.	1:1 targeted at specific needs and knowledge gaps identified from baseline assessments, SEMH interventions and increase reading ages At each data capture any gaps to be identified. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
A bespoke mentoring package providing one-to-one emotional wellbeing support for pupils, on a one-to-one basis.	To ensure all pupils have positive engagement in their learning and are positive about themselves as a learner. Mentoring	EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

Wider strategies

Budgeted cost: £35,000 enrichment opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities within and beyond the curriculum	To plan and provide a range of enrichment activities and opportunities (both within and beyond the classroom) for learning and personal development that pupils would not normally experience including local trips, theatre, residential trips, observation of key dates in the calendar. EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Targeted exposure to careers' knowledge and possible further education opportunities	Develop personal skills and readiness for P16 opportunities and settings, by having opportunities that will instil greater confidence and independence to help them engage more with the wider community and prepare for adulthood. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1,2,4
To ensure equality and inclusion for all pupils to engage with all school activities and school visits and visitors.	All pupils are able to access trips and school visits. All children will have daily access to breakfast. All pupil have equal access to enrichment opportunities. The daily experience of PP pupils will be enhanced through the provision of transport where needed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activityhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1,4

Total budgeted cost: £74,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Owing to the changes in our collection of school this is the first time that there has been a separate foci on individual school priorities.

APPENDIX- NOT FOR WEBSITE-

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact
Improved rates of progress in KS3 reading, writing and maths relative to starting points as identified through base-line assessments and ongoing assessments MAG and TAG data.	Through achievement of improved performance, as demonstrated by our final set of assessments in maths and English, summer term. An increase in the number of disadvantaged pupils entered for Entry Level 2 and 3 in Year Nine ahead of KS4 study (setting the tone for greater progression in FS level 1 and 2 and GCSE studies.)
Improved rates of progress in KS4 from Entry Level 1,2 and 3 – FS level 1 and 2 (or equivalent) – maths, English and Science - relative to starting points as identified through base-line assessments and ongoing assessments, MAG and TAG data.	Through achievement of improved performance and higher outcomes for pupils in Year 10 and Eleven, FS Skills Level 1. An increase in the number of disadvantaged pupils entered for GCSE English Language, literature and maths and science GCSE achieving grades >>> expand target.

Improved outcomes via increased support, engagement and attendance of the lowest attaining and attending pupils in KS3 nurture, through 1:1 interventions.	Completed assessments in maths and English and work in PSHE, achieving more in line with MAG and TAG data.
	Fagus Data
	Fewer BIS from these pupils, linked to key indicators: DB, DM, VA/VP, other?
	Increased attendance

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact
Develop personal skills and readiness for P16 opportunities and settings, by having opportunities that will instil greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
	Annual Reviews/EHC Plan outcomes
	Engagement with wide range of P16 opportunities
	GATSBY benchmarks
	Where apt. coverage of curriculums across the school captures intent for/ impact of pupil development
For Y11 pupils to engage with and experience a range of enriching pupil activities (both in school and beyond) that focus on their KS4 experience (that evolves to be 'different' to that of KS3), thus better preparing them for P16, independence, adulthood and working life.	Engagement with Y11 activities to support their transition to P16 via targeted opportunities
	Greater pupil voice that also captures their experiences
	More settled and focused cohort – FAGUS outcomes/IPP/Positive behaviours
	Y11 engagement with activities
	Fewer timetable reductions
	NEET figures
	Outcomes for pupils

To plan and provide a range of enrichment activities and opportunities (both within and beyond the classroom) for learning and personal development that pupils would not normally experience including local trips, theatre, residential trips, observation of key dates in the calendar.	Implementation of classroom activities reflects the intent to increase cultural capital
	Range of opportunities offered to all pupils develops from last year and sees increased participation
	Pupil, parent and carer voice will capture the impact of opportunities engaged with and enjoyed
	Pupils Annual Review outcomes/parent feedback

Teaching priorities for current academic year

Measure	Activity
Priority One and Two	Ongoing development of maths and English approaches via reviewed curriculums for KS3/KS4 that feed into: • Further resources being developed to support 'stage' development but appropriate for pupil age. • Further resources (including assessment) being purchased to support 'stage' development but appropriate for pupil age. E.G reading assessments • Review and development of approaches to assessment in KS3 that in turn impact upon approaches to planning and delivery • Further introduction of interventions appropriate for pupils' stages and ages. • Interventions appropriate to need offered, via adequately trained staff and intervention materials
Priority Three	Use of an HLTA/1:1 staff to offer 1:1 interventions to target pupils: supporting attendance and engagement at school for longer periods of time, while remaining settled, calm and in class Interventions that target pupils' readiness to learn/social or emotional need (in line with information held on pupils: FAGUS, DIT, EHCP) Interventions in maths and English that support pupils in engagement with reassessment of base-levels and identification of specific gaps/next learning steps
Barriers to learning these priorities address	Pupil attendance and engagement with offer Positive engagement with this targeted and focused approach to learning and development Parental support

	Time to support pupils in adequately catching up with their peers and hitting assessment milestones more in line with their peers

Wider strategies for current academic year

Measure	Activity
Priority one, two and three	Developed and innovative approaches to P16 preparation across the curriculum and Years 7-11 – where pupil voice and EHCP targets more closely align with learning experiences made available to pupils e.g. travel training, preparing for independent living, budgeting, events organising, team building. More opportunities for pupils to experience work places or hear about different experiences from internal and external visitors to their lessons Training for staff around GATSBY benchmarks, CEAIG beyond KS4 team Improved and raised profile of P16 and employment opportunities across Derby/East Midlands felt within school via notice boards/Y11 hub spaces. Review of curriculums to further enhance opportunities for extra-curricular activities (in the learning environment and beyond) and for outside companies to be brought in and offer events/team building activities. Building on the success of summer 2022 for *all* pupils to take part in an end of year group activity/trip out, of their choice. Last year visits to the Zoo, beach, theme parks and cinemas were chosen. Opportunities for pupils to organise and experience events and residential experiences as part of accredited pathways: Princes Trust to be launched P16 information events organised and run for parents in Y10 and Y11 to suit cohorts, with key stakeholders present if possible.
Barriers to learning these priorities address	Pupil engagement Parental engagement Pupil need misaddressed/understood External stakeholder support
Projected spending	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Adequate time to review and source/create materials internally and further afield	Appropriate training and time to complete
		Time for interventions/leadership time protected
	Ensure interventions are logged and targeting the right need	Better use of data and improved quality assurance of data entered
Targeted support	Staff suitability working with our most 'challenging and vulnerable' pupils with SEMH difficulties	Closer monitoring by leadership team of whole team working together around the child
	Pupil attendance and behaviour where 1:1 setting may unsettle them as there are less opportunities for them to disguise their abilities in core subjects and they may not like the intensive nature of the support they need and we wish to offer	Coaching and 1:1 support offered by HOD (maths + English)
		Parental buy in and support
		Range of other interventions offered/explored e.g. Thrive/ELSA/1:1 mentoring with appropriate role models on base – off site enrichment activities.
Wider strategies	Time required to work with pupils (beyond academic focus in lessons/classrooms)	PPA processes supported
		Meeting time and 1:1 time used to support and guide staff
	Time to plan for and organise trips	
	Pupil engagement (including 1:1 in community)	Staff training around school processes to reduce risk of repeating them
	Risk assessments around pupils	Improved expectations across school to mitigate for behaviours outside of school and reduce risk of them occurring
	Staff motivation to maximise cultural capital within curriculums and take risks in learning given behavioural presentations of some pupils.	SIP work on school culture/pupil voice and engagement

Review: last year's aims and outcomes

Aim	Outcome