

Pupil premium strategy statement – Pield Heath House School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	100 from September 2022
Proportion (%) of pupil premium eligible pupils	30
Academic year/years that our current pupil premium strategy plan covers	2022- 2024
Date this statement was published	February 2023
Date on which it will be reviewed	February 2023
Statement authorised by	Natasha Johnson, Headteacher
Pupil premium lead	Nicola Chance, Associate Principal
Governor Lead	Debbie Gilder, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30 350
Recovery premium funding allocation this academic year	£39 304
Pupil premium (and recovery premium) funding carried forward from previous years	£ 6308
Total budget for this academic year	£75692

Part A: Pupil premium strategy plan

Statement of intent

- At Pield Heath House School all members of staff and governors accept responsibility for socially disadvantaged pupils.
- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- We aim to ensure that pastoral, social and academic needs are met. This is an integral part of our ethos as a school community; to support pupils to “live life to the full”.
- The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- All pupils at Pield Heath House School face particular challenges as for the majority of our vulnerable pupils, lower attainment is related to additional complex needs which present barriers to educational achievement.
- All pupils have Education, Health and Care Plans that identify a range of complex learning needs. The combination of these learning needs, accompanied with difficulties in speech, language, communication and interaction and sensory processing, present considerable barriers to learning.
- At Pield Heath, pupils who receive pupil premium do not stand out as low attaining as their peers in mainstream settings, as socio- economic factors are not their main barrier to learning.
- Pupil Premium funding is used to support a range of opportunities that enhance learning across the school. Some of these are for all pupils, with activities being subsidised by pupil premium funding and some activities are exclusively for pupils who qualify for pupil premium. This is monitored carefully, to ensure that every pupil benefit from the money allocated to them.
- Therefore, the Pupil Premium will be allocated based on the priority of individuals or groups identified through assessments and appropriate long or short-term provision or interventions will be put in place.
- Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.
- High-quality teaching is at the heart of our approach, with a focus on areas in which pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	The primary barrier across the school relates to cognitive ability needs. All pupils have Education, Health and Care Plans that identify a range of complex learning needs. The combination of these learning needs, accompanied with difficulties in speech, language, communication and interaction and sensory processing, present considerable barriers to learning.
2	Behaviours, often triggered by additional needs in the areas of communication and sensory processing and integration, affect progress. All pupils have Positive Behaviour Support Plans in place. The progress of those with PPG and PBS plans do not differ significantly to those with are also on intervention plans and do not have PPG. Effective use of intervention support plans are embedded across the school.
3	Sensory processing and dysregulation associated with pupils need impact disruption to learning for self and others .
4	Pupils access to the community is limited which impacts the acquisition and application of independence and life skills in wider contexts.
5.	Attendance and Punctuality can vary due to personal circumstances eg anxiety, serious illness or other which can impact on overall absence and persistent absence levels.

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
Improved reading attainment	Improved progress for those pupils not meeting individual progress targets. Assessment of phonics and reading attainment demonstrates progress through EFL.
Improved sensory processing and regulation	Assessments and observations indicate pupils experiencing difficulties with sensory processing have the relevant strategies to support regulation and increase engagement in activities. Pupils' supported to regulate and return to learning more quickly and effectively through better understanding of need.
Maintain improvement and reduction of	Feedback from MDT progress meetings demonstrate pupils previously identified as having limited progress due to

behavioural incidents and impact on behaviours	behaviours demonstrate improved progress in relation to their individual targets.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Thrive social and emotional development and qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in behavioural disruptions • a significant increase in participation in enrichment activities,
Further increased access to wider community-based activities	<ul style="list-style-type: none"> • Evidence on assessment tracking demonstrates development and generalisation of skills to wider contexts

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: 13,127

Activity	Evidence that supports this approach	Challenges addressed
Training of teachers and support staff in Read Write Inc. aimed at increasing progress in reading.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1
Specialist BiLD PBS training in positive behavior support practitioner qualifications	<p>A proactive approach and understanding of PBS principles and it's implementation to supporting behaviours of young people with complex learning needs leads to</p> <ul style="list-style-type: none"> • a reduction in behavioural disruptions • a significant increase in participation in enrichment activities, 	1, 2, 3, 5

Maximise access to wider community based curricular activities	Pupils develop independence, travel training and life skills in wider contexts. Feedback from parents indicate that pupils generalise developing skills.	1, 4
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Targeted academic support and other approaches, including one to one support structured interventions

Budgeted cost: £58 195

Activity	Evidence that supports this approach	Challenges addressed
OTA to provide support impacting emotional regulation	Pupils receiving OTA targeted interventions supporting pupils sensory processing needs demonstrate increased regulated behaviors and attention. Progress will be monitored by OTA and through engagement and EFL assessment	3.
Sinalong training to support communication of all students	Increased communication through signing increases confidence in total communication techniques which improves progress in multiple areas.	1.
Sensory regulating resources for implementation of targeted intervention programmes.	Behaviours of pupils with complex needs are regulated through use of appropriate specialist sensory processing interventions which increase attention and engagement	3.
Additional 1:1 PBS mentoring and intervention work	Direct intervention support to students with complex behaviours of concern results in an increase of engagement of self and others	2.
Music Therapy	Music Therapy helps to improve communication, interaction and self-expression. Music therapy can also help to empower young people by offering them choices, increase motivation, develop social interaction and communication	1.

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

Budgeted cost: £4300

Activity	Evidence that supports this approach	Challenges addressed
Additional 1:1 or small group sessions to support increase in social and emotional wellbeing of students which has an impact on attendance	Sustained high levels of emotional wellbeing impact on <ul style="list-style-type: none">• Good attendance is needed for optimum progress• Thrive Approach to social and emotional development and qualitative data from pupil voice, pupil and parent surveys and teacher observations	5
Proact Scipr Specialist Refresher Training	Adopting a person-centred approach, using proactive strategies to support personal development and minimise crisis intervention for behaviours that challenge	2

Part B: Review of outcomes in the previous academic year

Emotional Social Regulation

The Pager Support system has resulted in a reduction of the number of students engaging in behaviours which are physically challenging and which presents a risk to students and staff. Staff confidence in supporting students with behaviours that challenge has increased and debriefs have identified proactive strategies to reduce triggers to behaviours.

Social Interaction and Sensory regulation

Students who received weighted vest continues to wear the supportive strategy intermittently.

Cognition and Learning

Students have received Ipads and laptops to support learning across the curriculum. Students in Pathway 3 are able to use their laptops in all subject areas and confidence and fluency in IT across the curriculum has increased.

The purchasing of iPad to support the recording of evidence for learning assessment tracking has enabled education staff to capture progress. Students are engaging in their own assessment recording and reflecting upon progress recorded. This is also used as a key parental engagement tool which enables progress of the young person across generalised contexts to be recorded.