

Outcomes for disadvantaged pupils

Education outcomes for Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year looking at whole school performance data using our own internal assessments.

This details the impact that our pupil premium strategy plan had on pupils in the 2022 to 2023 academic year.

<p>Communication and Literacy Provision</p> <p>Every child has a voice, improved communication and language skills Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p><i>81% of pupils in receipt of the PP funding made Good to Outstanding progress in My Language and Literacy curriculum area compared to 82% of pupils not in receipt of the funding.</i></p> <p>The introduction of a new phonics scheme has had a positive impact on the Language and Literacy curriculum. Teachers and support staff have completed 'Little Wandle' training and are delivering sessions in class to all pupils as a regular daily activity. The development of the school library and introduction of new books and reading resources has helped to promote the enjoyment and love of reading across the school. The daily 'Drop Everything And Read (DEAR) sessions in all classes have also encouraged pupils to pick up books, explore, read and share with others. There are also topic books linked to the termly topic in the classroom and Reading for Pleasure books available for all children</p>
<p>Therapy support – SEMH</p> <p>Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers.</p>	<p><i>76% of pupils in receipt of the PP funding have made Good to outstanding progress in the curriculum area of My Social Emotional Wellbeing, this is compared to</i></p>

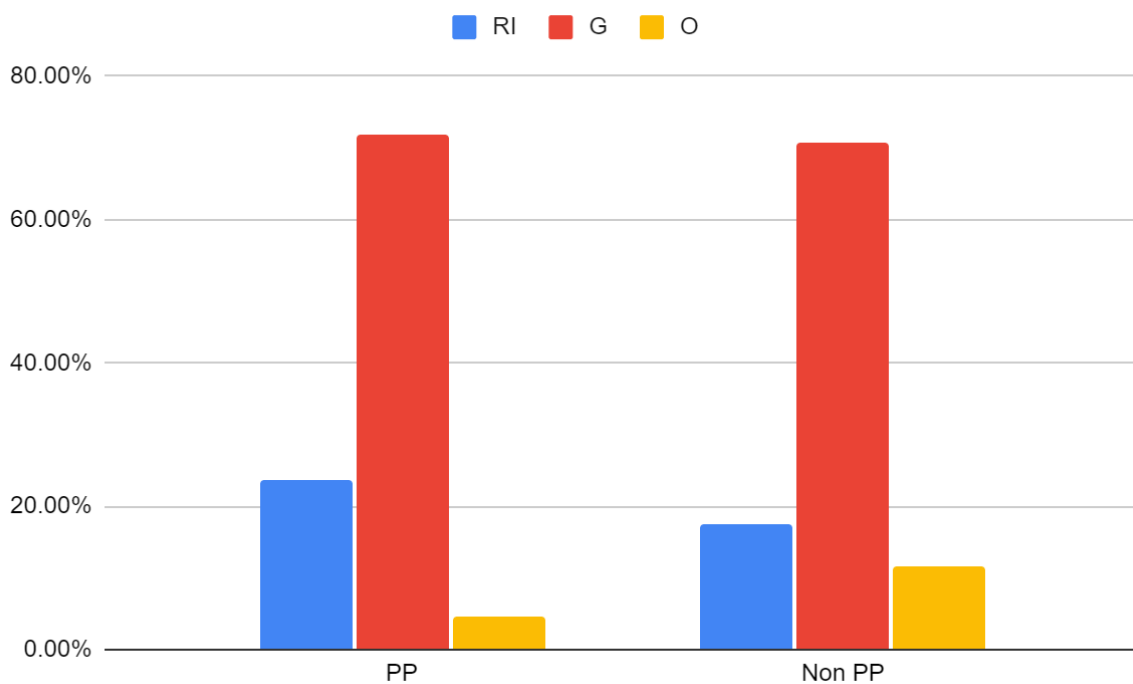
	<p><i>75% of pupils who are not in receipt of the funding.</i></p> <p>Less pupils are requiring extra intervention since the Autumn term in the curriculum area of Social, Emotional Wellbeing. There has been a focus on developing this area of the curriculum. The development of a Therapy team offering sessions for pupils has supported SEMH needs across the school e.g. Emotional Literacy Support (ELSA), Drawing and Talking therapy, Lego therapy, Rebound therapy and Music therapy, this will be continuing in the academic year 2023- 24. Staff training is also organised for Term 2 in Attachment and Adverse Childhood Experiences, delivered by the schools Educational Psychologist.</p>
<p><i>Outdoor Learning opportunities</i></p> <p>Pupils continue to have access to quality outdoor learning opportunities that will support greater confidence and independence and help them engage more with the wider community and prepare for adulthood</p>	<p><i>83% of pupils in receipt of the PP funding have made Good to Outstanding progress in the curriculum area of Understanding My World, this is compared to 86% of pupils not in receipt of the funding.</i></p> <p><i>Some Pupil Premium pupils have been accessing horse Riding sessions once a week and have shown an increase in their confidence.</i></p> <p>KS4 -5 pupils have made positive progress in this curriculum area, less pupils require intervention and many more have made 'Good' progress. KS4 - 5 pupils have been attending Work Experience sessions outside of school at TAG Pet Rescue, Garden Gate, more opportunities for Work Experience have now been created on the school site e.g. the Animal and Horticulture area, Air B&B setting up a home and cleaning.</p>

<p>Increased attendance - parent workshops and support</p> <p>Increased pupil attendance and parental engagement through Family Liaison Support, and training workshops</p>	<p><i>PP pupils Attendance for the academic year 2021 -2022 was 84.70%, this has risen to 85.5% in the academic year 2022 – 23. Case studies are in place for any persistently absent pupils and their families, the case studies document the support that is given to each family.</i></p> <p><i>The school are currently working towards achieving the Leading Parent Partnership Award, this has helped to support families to increase pupil attendance through clear communication and guidance.</i></p>
<p>Sensory assessments and provision</p> <p>Pupils have access to sensory assessments that will help them to have the correct strategies and provision to support behaviour and learning.</p>	<p><i>80% of pupils in receipt of the PP funding have made good to Outstanding progress in the curriculum area of My Body, this is compared to 87% of pupils not in receipt of the funding.</i></p> <p>Less pupils require intervention in the curriculum area of My Body compared to the Autumn term 2022. The introduction of the Healthy Schools Award and a focus on healthy lifestyles continues to have a positive impact on pupil progress. This year we have also had RSE training for all staff working directly with pupils in the classrooms and residential flats. The Pupil Premium funding has also enabled the school to employ an Occupational Therapist one day a week, who is supporting PP pupils and their peers with</p> <ul style="list-style-type: none"> ● <i>self-care including washing, dressing, feeding and toileting needs</i> ● <i>productivity including participation, handwriting and organisational skills</i>

- *leisure including socialising, play, hobbies and gross / fine motor skills*

From the Autumn to Summer term Pupil Premium (PP) pupils have made 'Good' progress in all curriculum areas. It has been identified through data that 7 pupils in receipt of the PP funding Require Intervention in the Curriculum area of Social, Emotional Wellbeing. These pupils will be targeted through referrals to regular ELSA support and support from the schools Educational Psychologist. It has also been identified through our data that 7 pupils in receipt of the PP funding Require Intervention in the curriculum area of My Body. These pupils will be targeted through Occupational Therapy support and interventions.

Progress of Disadvantaged/ Non-Disadvantaged Pupils Academic year 2022- 23



This chart shows the comparison between progress made by pupils in receipt of the Pupil Premium (PP) funding and their non- disadvantaged peers, over the academic year 2022 - 2023. The majority of pupils in receipt of the Government funding made Good progress. More pupils in receipt of the funding require intervention compared to their non - disadvantaged peers. Slightly more Non disadvantaged pupils are making Outstanding progress compared to their peers.