

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including nonverbal, limited language and social interaction difficulties
2	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop social and emotional regulation skills and strategies
3	Our assessments, observations and conversations with parents indicates that they have greater challenges around supporting the learning and social skills of their children and often feel marginalised and excluded. This has an impact on their ability to provide support for the children at home and they often do not have the confidence to take their children to parks and leisure facilities.
4	The continued disruption of the pandemic has had a significant impact on all our pupils and a number of our disadvantaged pupils are now struggling to get back into attending school on a regular basis. This is also due to other factors that the school are aware of. Leaders are monitoring absence very closely and are working with families and outside agencies to improve attendance.
5	Internal assessments show that disadvantaged pupils generally make less progress in some curriculum areas. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in 'My Language and Literacy' outcomes.
6	Our internal assessments show that our disadvantaged pupils are making less progress than their peers in the curriculum areas of 'My Body' and 'Understanding my World'.

## 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
<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>Achieving personal goals in-line with expectations, demonstrated through achievement of EHC plan termly outcomes.</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>Pupils have 1-1 support to be emotionally ready to engage in learning</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Through achievement of EHC plan termly outcomes.</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>Through observations and discussions with pupils and their families. Provision Plans Leuven Assessments Engagement Observations</p>
<p>Bespoke literacy workshops and resources to increase pupil's academic achievement and pupils' engagement with a variety of different books and poems.</p>	<p>Pupils have access to a variety of different cultural experiences that are motivating and engaging. Achieving personal goals in-line with expectations, demonstrated through achievement of EHC plan termly outcomes.</p>
<p>Increased pupil attendance and parental engagement through Family Support, and training workshops</p>	<p>Parents feel well supported and engagement with school</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>Reduction of behaviours that challenge Improved engagement and progress</p>
<p>Pupils to have support with self-care including washing, dressing, feeding and toileting needs. (My Body Curriculum) Alongside this all sensory processing differences need to be considered in all environments within school. This is to support to remove barriers to learning and help the students become calmer and more focused to enable them to maximise their individual educational potential</p>	<p>All pupils to have support from Occupational Therapy Staff to receive support and training through Occupational Therapy input.</p>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,015.00
Recovery premium funding allocation this academic year	£24,436.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£45,742.50
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£144,193.50

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year 2023 – 2024** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of Educational Psychologist</i>	<p>Many of the classroom approaches inspired by cognitive science are promising and knowledge of cognitive science is an important part of understanding how pupils learn.</p> <p>Schools should consider how—and in which contexts—to give teachers high quality CPD around cognitive science approaches, and enough time to test and incorporate approaches appropriately into their practice and for their subject and learners. Many teachers report that their main form of engagement with</p>	1, 2 ,3

	cognitive science is independent study. EEF – Cognitive Science Research	
<i>Recruitment of Occupational Therapist</i>	<i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF</i>	6
<i>Recruitment of Play Therapist</i>	<i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</i> EEF <a href="#">Social, Emotional Interventions</a>	2
<i>Additional training for staff from Therapy professionals – Educational Psychologist Occupational Therapist</i>	<i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF</i>	1,2,3,4,5,6

<p><i>Additional staff training SEMH – Play Therapy</i></p>	<p><i>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</i></p> <p>EEF <a href="#">Social, Emotional Interventions</a></p>	<p>2</p>
<p><i>SEMW Training for curriculum lead in My Social, Emotional Wellbeing.</i></p>	<p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching.<sup>10</sup> For example, in one survey, 72% of UK teachers said that teaching SEL had improved their own relationships with their students. EEF <a href="#">Social, Emotional Learning</a></p>	<p>2</p>
<p><i>Recruitment of Music Therapist</i></p>	<p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are</i></p>	<p>2</p>

	<p><i>shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p>	
<p><i>Recruitment of Speech and Language Therapist</i></p>	<p>Overall, studies of communication and language approaches consistently show benefits for young children’s learning. This finding is based on multiple <u>systematic reviews</u>, meta-analyses and <u>randomised controlled trials</u>. These approaches can have a positive impact on various aspects of language and communication, including children’s spoken language skills and comprehension. All children appear to benefit, but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development.EEF</p>	1
<p><i>ELSA Training for 1 member of staff.</i></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable</p>	2

	and valuable impact on attitudes to learning and social relationships in school.	
--	--	--

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Technology to support reading and writing skills and expressive communication</p> <p>Voice recognition - 'Alexas' / Smart home equipment.</p> <p>Talkers - Ipad/ Ipad app Prolo2go</p> <p>Range of adapted and accessible computer Keyboards</p> <p>Phones - a number of phones connected to each other only</p> <p>Voice control Robots</p> <p>Light box and resources</p> <p>GoPro camera - encouraging expressive communication - Stone Bay Pupil news report</p>	<p><i>EEF using digital technology to increase learning.</i></p> <p><i>'Overall the evaluations report mixed results, in terms of the impact of the various technologies on progress in learning. There is evidence that some evaluations found positive impacts of technology.'</i> This report highlights the need for staff training if schools implement the use of new technology. If staff are trained to use the technology, this will have a greater impact on pupils learning and progress.</p> <p><a href="#"><u>Digital Technology</u></a></p>	1,2,5



Ipad and app for Imaging Autism individual pupil story telling.		
<i>Lunchtime clubs and resources to encourage pupils use of technology to increase their expressive and receptive communication skills.</i>	<i>‘Given the importance of teaching quality, it is optimal for delivery to be by a qualified teacher; however, evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions when the class teacher is unable to do so. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom.’ - EEF</i>	1,2,5
<i>Lunch time clubs and resources to encourage pupils’ Social Emotional Mental Health progress.</i>	<i>‘Given the importance of teaching quality, it is optimal for delivery to be by a qualified teacher; however, evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions when the class teacher is unable to do so. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom.’ - EEF</i>	2
<p><i>Outdoor learning experiences</i></p> <p><i>Outdoor adventure week, accessible for all pupils.</i></p> <p><i>Resources - Tents, clothing, sleeping bags, stage weights, cooking equipment</i></p> <p><i>Tier 1 Adventure playground - inflatable</i></p> <p><i>Tier 2 Overnight camp on school grounds</i></p> <p><i>Tier 3 Short residential trip</i></p>	<i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on</i>	3



	<p><i>pupil achievement, if this is the intended outcome. EEF</i></p> <p><b><i>Learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development." OFSTED <a href="#">OFSTED - Learning Outside of the Classroom</a></i></b></p>	
<p><i>Literacy workshops visiting school Theatre groups</i></p> <p><i>Singing Hands workshop</i></p>	<p><i>Approaches that emphasise spoken language and verbal interaction can support the development of communication and language. In turn, communication and language provide the foundations for learning and thinking and underpin the development of later literacy skills. The evidence suggests that the quality of these approaches is more important than the quantity. Furthermore, all children are likely to benefit from a focus on communication and language, but some studies show even larger effects for children from disadvantaged backgrounds. EEF <a href="#">Language and Literacy Development EEF</a></i></p>	1, 5
<p><i>Understanding My World - Café set up open to the public – coffee machine, uniforms, iPad, crockery, seating, decoration, parent hub.</i></p>	<p><i>For people with autism, learning life skills is essential to increase independence at home, at school and in the community. By introducing these skills early and building block by block, people with autism gain the tools that will allow him or her to increase self-esteem and lead to more happiness in all areas of life. Autism Speaks <a href="#">Life Skills</a></i></p>	6

<p><i>Development of outdoor area by Crow class. Continuous provision/ role play area – Understanding My World.</i></p>	<p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to</i></p>	6
---	--	---

	<p><i>develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome. EEF</i></p>	
--	---	--

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Parent Workshops and resources, delivered by Communication and Autism Lead, Deputy Head Literacy Lead PROACT Team</i></p> <p>LPPA</p>	<p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> <p><i>EEF Parental Engagement impact</i></p> <p><i>'Understanding our pupils, their families, and barriers to learning is at the heart of our strategy to support disadvantaged pupils' Sarah Stock - Director of Newcastle Research school EEF</i></p> <p><i>It is crucial to consider how parental engagement strategies will engage with all parents. EEF toolkit Parental Engagement.</i></p>	4

<p><i>Building self-esteem School Scouts club Uniforms, badges, resources.</i></p>	<p><i>Newcastle University – Nuttfield Study The Value of After School clubs on disadvantaged pupils. <a href="#">After School clubs</a> ‘Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment.’</i></p>	<p>2</p>
--	--	----------

**Total budgeted cost: £ 144,000**