

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Priory Woods School & Arts College
Number of pupils in school	194 (inc 45 post 16)
Proportion (%) of pupil premium eligible pupils	82 = 55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 to July 2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Emma Fox
Pupil premium lead	Susan Robinson & Emma Fox
Governor / Trustee lead	Jenny Dalby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,880
Recovery premium funding allocation this academic year	£24,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,343
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	£125,223

Part A: Pupil premium strategy plan

Statement of intent

Priory Woods believes that financial status or CLA status should not predetermine pupil outcomes. We also recognise that for our pupils these factors are not the primary barrier to learning, which makes it even more crucial that PP funds are well targeted.

Although our strategy is focussed on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole school approaches, such as the family liaison officer and access to a minibus.

We will also provide disadvantaged pupils with support to develop independent life and social skills and strive to provide high quality work experience.

Strategic planning enables us to identify key priorities such as the need to provide resources to support the learning of our increasing population of pupils with complex ASD.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress can be significantly related to student degree of learning disability, emotional literacy and functioning, behaviour presentation, sensory needs, ability to communicate and/or physical development and medical needs.
2	Erratic attendance due to changing or challenging home circumstances, health issues and the volume of medical appointments.
3	Time to conduct bespoke language and communication programmes for those students that require such access.
4	Time to complete targeted, bespoke and tailored interventions for those students that have been identified as having a need for them, for example those pupils with sensory processing difficulties or those who benefit from additional support in literacy.
5	Inability to focus and engage in learning due to hunger. Poor self-regulation and emotional literacy/understanding. Anxiety, inappropriate behaviours demonstrated and an inability to self-regulate.

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
Pupils will develop communication skills which will support engagement in learning and in developing independence.	This will be measured at an individual level via Speech and Language Therapy programmes and MAPP.
Pupils with ASD will develop attention skills and behaviour which enables them to be better placed to access learning.	Case studies will exemplify progress and will provide evidence with EfL and MAPP.
Targeted pupils will access a range of interventions which help them develop reading skills as defined in their curriculum pathway. These will support the development of identified skills and next steps.	Data from reading scores Phonics progression Evidence from MAPP
An additional carer in hydro allows class staff more time to focus on the intended outcomes for individuals in the pool.	Case studies will demonstrate improvements as measured through MAPP/physio programmes.
Children who have not had breakfast will be more ready to learn after enjoying some in school.	Noted improvements in engagement in lessons.
Pupils will use large equipment to develop physical skills, as well as social skills. Many will use the equipment to support self-regulation.	Photo/ evidence of improvements for a sample study.
Pupils will access learning in the community and have access to a wider range of cultural capital.	Evidence of a range of learning opportunities across school.
Family liaison officer supports families to provide the best outcomes for their children, e.g., through benefits advice, parenting advice, attendance monitoring etc.	Cases of families supported and evidence of outcomes.
Transport from after school clubs will enable more pupils to access extended learning.	Number of families accessing this support.

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: £32,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>50% of cost of specialist Lead Teacher:</p> <p>Promoting the development of reading for identified pupils through the use of an identified systematic synthetic phonics programme;</p> <p>Developing the independent communication of specific targeted students within school;</p> <p>Ongoing training delivered to staff.</p> <p>£32,662</p>	<p>The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. (Although it is worth noting that strategies such as whole word recognition may be suitable for learners with some learning disabilities).</p> <p>Augmentative and alternative communication with aids bespoke to individual children has many benefits to the children involved. Case studies in school evidence this.</p> <p>Case 1- student with very limited voluntary movement, i.e., eye movement, is able with the use of an Eye Gaze to achieve at a higher level and is managing to achieve success in G1, the group of our most able pupils in KS3/4. This impacts on his outcomes and also his emotional wellbeing and ability to develop relationships in school and in the community.</p> <p>Case 2- Pupil with HI and SLD uses a communication aid device to enable him to make his needs clear and to answer questions. This impacts on his engagement in lessons, relationships with others at school and in the community.</p>	<p>1,3,4</p>

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

Budgeted cost: £53,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist TA in Lower school in order to provide a class-based facility to be accessed by targeted students. This will provide a specifically adapted curriculum including focused language and communication and behaviour for learning through bespoke programmes for identified pupils £24,910</p>	<p>This provision enables the TA to lead sessions using approaches such as Attention Autism and OT programmes from Tree Tops.</p> <p>Attention Autism is a respected programme designed by a SaLT, Gina Davies. It aims to engage children with Autism:</p> <ul style="list-style-type: none"> • teach children with Autism to focus, sustain and shift their attention; • teach, encourage and support communication; • foster group learning skills; • embed early social interaction skills into group work; • modify and adapt levels of stimulation/distraction in a group setting; • use shared good times with the group and staff team working together in highly engaging activities to build relationships and trust; • adopt a framework that encourages breadth and depth in learning for those who find linear progression challenging; • provide activities with a high density of learning opportunities. <p>School based evidence demonstrates success in all the above areas and is evident in the EfL profiles of many children.</p>	<p>1,3,4</p>
<p>Provide bespoke timetabled interventions within smaller groups with HLTAs.</p> <p>50% of HLTA costs in Upper School plus resources, particularly literacy. To accelerate progress with the identified</p>	<p>Improvement in reading scores for targeted pupils.</p>	<p>1,3,4</p>

pupils and ensure that the needs of gifted and talented pupils are also met. £16,104		
Additional carer to support the care required for children and young people accessing the hydrotherapy pool. £12,118	Hydrotherapy has well documented benefits to our pupils. https://www.specialneedsguide.co.uk/news/benefits-of-hydrotherapy-for-children-with-complex-needs Having a care assistant to support the pupils in being changed before and after a session enables more pupils to access the pool as class staff are released from this task.	1, 5

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

Budgeted cost: £49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the costs of breakfast club and the fruit trolley to ensure that pupils are ready to learn. £3,000	It is well recognised that hungry children do not learn well https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/ Our breakfast club also fosters a sense of community as pupils from different classes and different ages come together to enjoy breakfast.	1,3,5
To address the emotional and personal wellbeing of pupils through the use of external play equipment including swings,	https://www.theottoolbox.com/sensory-diet-vestibular-activities https://bethebestsport.org/benefits-of-bike-riding-for-children-with-special-needs/	5

<p>benches, trampoline and bikes £10,000</p>	<p>OT programmes include large moves, such as the use of swings and roundabouts.</p> <p>We also know from our own experience that the playground is important in developing a range of skills, including social skills such as turn taking and cooperation, building relationships, managing a leisure activity, dealing with conflict etc.</p>	
<p>Minibus driver training to ensure students can access the community as part of a varied, exciting curriculum. This includes training for new drivers and ongoing refresher training for current drivers. £10,000</p>	<p>Having enough staff who can drive the mini buses enables pupils to access opportunities for learning in the community. This may be linked to a specific topic to provide experiential learning, or to develop independence or to be taken to work experience venues to support better outcomes when leaving school. It also increases the opportunities to provide our pupils with cultural capital as described in the National Curriculum.</p>	1,2,4,5
<p>50% funding of a full-time family liaison officer to support families/ parents, signpost to support agencies, address and action attendance issues, contributed to safeguarding.</p> <p>To support pupil progress by working with families via family thrive and by additional support of the FLO e.g., around attendance.</p> <p>Support families with behaviour and deliver programmes where appropriate. £18,000</p>	<p>Our Family Liaison Officer has evidence of how her input has had a positive impact on outcomes for pupils with regards to attendance, safeguarding, support for families around benefits and finance:</p> <ul style="list-style-type: none"> • Attendance - Paula ensures she makes contact with every family if there has been no reason given for absence on a daily basis. She supports and challenges families as appropriate- this has had an improvement in attendance • Safeguarding - Paula works closely with the safeguarding team in school and plays a leading role having the face to face contact that others cannot. She builds cases when we have concerns and this has resulted in strategy meetings and input from 	1,2,5

	social care with positive impact on the pupils concerned.	
Residential £5,000	EEF - Evidence that residential involving physical activity impact on confidence and self-esteem leading to improved student progress. For our pupils residential also offer an opportunity to put functional and independence skills developed in school in 'real world' practice. Pupils, staff and families report that pupils' resilience and independence are improved by attending residential.	1,5
Transport for after school clubs £3,500	We have recognised that lack of transport inhibits some pupils from disadvantaged backgrounds from attending after school enrichment activities. This puts them at a disadvantage when compared to children whose families are able to collect them from school and do not rely wholly on school transport.	1,2,5

Total budgeted cost: £ 135,294

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

IMPACT OF PP PRIORITIES 2021-22.		
TEACHING		
Measure	Activity	Impact
Priority 1	<p>Funding for a specialist AAC and Eye Gaze Lead Teacher to develop the independent communication of specific targeted students within school.</p> <p>Termly training delivered to staff on how to use eye gaze, AAC and resources.</p>	<p>The number of children accessing augmented and alternative communication has increased, these children are now able to have some independence in their communication and are more engaged and motivated in lessons. Staff are also more confident identifying children that AAC may be suitable for.</p> <p>Due to training staff across school are using an increasing array of communication tools and strategies.</p>
TARGETED ACEDMIC SUPPORT		
Priority 1	<p>Funding of a Specialist Teaching Assistant in Lower school and additional resources.</p> <p>To facilitate a class-based facility to be accessed by targeted students to provide a specifically adapted curriculum including focused language and communication and behaviour for learning through bespoke</p>	<p>Pupils have small group focused sessions. MAPP targets reflect the work in these sessions.</p> <p>EfL and MAPP targets evidence good progress.</p> <p>Case studies are available.</p>

	programmes for identified pupils.	
Priority 2	<p>Bespoke timetabled, small group interventions plus resources. Targeted primarily on accelerating progress in literacy for identified pupils and ensuring that the needs of gifted and talented pupils are met.</p> <p>20% of HLTA costs in both Upper and Lower school and resources.</p>	Accelerated progress in reading for targeted pupils as evidenced by reading scores.
WIDER STRATEGIES		
Measure	Activity	
Priority 1	<p>Additional carer to support the care required for children and young people accessing the hydrotherapy pool.</p> <p>During Covid lockdowns and restrictions pupils with physical disabilities were not able to access the pool, this contributed to a reduction in the range of movement for some.</p>	<p>This allowed a greater number of pupils to access the hydrotherapy pool. Alongside other physiotherapy interventions this is contributing to an improvement in the physical health of targeted pupils.</p>
Priority 2	To support the costs of Breakfast Club and the fruit trolley to ensure that pupils are ready to learn.	Breakfast Club and snack time fruit provides a social situation which encourages independence and communication as well as ensuring pupils are ready to learn.
Priority 3	To address the emotional and personal wellbeing of pupils through the use of external play equipment, e.g. swings, benches and bicycles	Two new specialist bikes were purchased. This has enabled a wider range of students to access the benefits provided by

		<p>accessing the outdoors and the physical and emotional benefits that come from physical activity.</p> <p>The bikes are also used successfully to support the self-regulation of identified pupils.</p>
Priority 4	The training of an additional Team Teach trainer.	This has added capacity in the TT team to support colleagues to support pupils and de-escalate potentially difficult situations.
Priority 5	Minibus driver training to ensure that students can access a varied curriculum.	Students developed their cultural capital, independence, resilience and functional skills by accessing a wide range of learning within both the local community and further afield, such as residential.
Priority 6	<p>50% funding of a full –time Family Liaison Officer to support families/parents, signpost to support agencies, address and action attendance issues, contribute to safeguarding.</p> <p>To support pupil progress by working with families via Family Thrive.</p>	Paula continued to play a vital role in supporting families, monitoring attendance and CP concerns, providing resources and ‘checking in’ on families.
Priority 7	Transport for pupils so they can attend after school clubs.	This will be carried forward into next year’s plan. Due to continuing challenges posed by Covid this was not prioritised.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.