

## **Pupil Premium Strategy and Planned Use of Pupil Premium for the financial year 2021-2022**

The pupil premium is for pupils in Reception to Year 11. The allocation for the financial year April 2021-April 2022 is £64,105. We are yet to receive the allocation for LAC/ PLAC pupils.

For April 2021, our pupil premium allocation has been calculated based on the number of eligible pupils recorded in the October 2020 census.

In the 2021 to 2022 financial year, schools will continue to receive the following funding for each child registered as eligible for free school meals or who has claimed free school meals in the last 6 years.

- £1,345 for pupils in reception year to year 6
- £955 for pupils in year 7 to year 11

Pupils that are registered as Service children will attract an additional £310. This funding is to help with pastoral support.

Children who have been in local-authority care for 1 day or more also attract up to £500 per term, of pupil premium plus funding. Funding for these pupils is managed by the [virtual school head \(VSH\)](#) in the local authority that looks after the child.

Schools will also receive £2,345 for each pupil identified as having left local-authority care because of 1 of the following reasons:

- adoption
- a special guardianship order
- a residence order

### **Pupil premium strategy**

Maintained schools are required to publish their pupil premium strategy online.

#### **Identification of barriers faced by each pupil at Pitcheroak**

There are currently 6 x LAC pupils (April 2021) & 2 x PLAC pupils at Pitcheroak. All pupils at Pitcheroak have an educational health care plan (EHCP). As such all pupils require additional support on a daily basis in the form of the following provision:

- a personalised learning programme
- extra help from a teacher or teaching assistant
- smaller groups
- structured adult-led activities at break/ lunchtimes
- intensive support when taking part in class activities
- extra encouragement in their learning, e.g. to ask questions or to try something they find difficult
- help with communication
- support with physical, personal or intimate care, e.g. eating, getting around school safely or using the toilet
- support with meeting sensory needs

### How PP pupils are assessed at Pitcheroak School

As a school we have moved from using performance scales (P scales) to report on the attainment and progress of all pupils with special educational needs (SEN) to SOLAR. Pupils that are in receipt of PP funding are tracked on an individual basis; IEP targets linked to the EHCP outcomes are set and reviewed on a termly basis.

### Evaluation of the schools previous approach

The school have published details of the impact of the pupil premium funding in our Report to parents 20/21 which is available on the school's website. The impact has been evidenced in the following ways:

#### **Pupil Premium Goods (individual spend)**

There was a 43% decrease in negative behaviour incidents in school between April 2020-April 2021, compared to the same period the previous year (1024 incidents compared to 442). This indicates that personalised resources and approaches are increasing pupil engagement whilst periods of de-regulation have also decreased. This may also be in part due to COVID-19 and school closures.

#### **Communication Lead**

In a recent Speech and Language Therapy (SaLT) input questionnaire dated 17.03.2021, 72 % of teacher's commented that they felt confident in delivering SaLT strategies to individual pupils, prior to the additional training provided in the most recent lockdown.

The following training has been delivered to staff since April 2020:

- Singalong
- Communication Receptive and Expressive language
- Colourful semantics
- Communication - Generalisation
- Communication - attention and listening

Staff feedback has been very positive from the training provided. From the attention and Listening training 96% of staff members agreed or strongly agreed that they 'enjoyed and welcomed the training'. Comments included; "I really enjoyed it- thank you." "I thought it was excellent really enjoyed it." "It was nice to have the chance to have conversations with other professionals."

#### **iPads/Laptops**

All eligible pupils in KS4 have been issued with either an iPad or laptop. They were subsequently all able to access remote learning if they did not attend school during Lockdown 3. All pupils who did not attend school are on track to achieve their accreditation.

#### **Enrichment Activities and After School Clubs**

Unfortunately, due to COVID-19 and the school's Risk Assessment, pupils have been unable to access any enrichment activities during 2020-21 (April- April).

#### **Educational Welfare Package**

Attendance data for this year is difficult to compare to last years, due to the impact of the 3 national Lockdowns since April 2020. Attendance for PP pupils during this period was

70.84% compared to 75.93% for the whole school. SLT continue to discuss attendance issues with the EWO on a termly basis and agree actions/ support needed.

### **Therapies**

- 83% of pupils that received music therapy were PP
- 83% of pupils that received drama therapy were PP
- 100% of pupils that received play therapy were PP.

All therapists provide termly reports, as well as meeting with the Assistant Headteacher to discuss progress and next steps for individual pupils in their therapy sessions.

100% of teachers who taught pupils receiving play therapy, indicated they felt pupils had made positive improvements in relation to the initial concerns and reasons for referral. By comparison, 75% of teachers who taught pupils receiving music therapy, indicated they felt that pupils had made positive improvements in relation to the initial concerns and reasons for referral.

### **Outdoor Gym Equipment**

Installation of the new outdoor gym equipment and surfacing is commencing during the Easter holidays 2021. The total cost of the project is £8,975 and is being funded by Sports Premium.

Planned use of the Pupil Premium allocation for the financial year 2021-2022 in order to address barriers to learning and the reasons for that approach.

At Pitcheroak School the allocation for the financial year April 2021-April 2022 is £64,105.

Barrier to learning – Cognition and Learning Difficulties/Communication Difficulties

Rationale

*As would be expected, children with SEND associated with learning disabilities have poorer educational attainment than their peers. There is, however, considerable variation in attainment among children with SEND associated with learning disabilities. Children from more affluent households have better attainment than children from poorer households.*

Intervention

A proportion of the allocation will be held and spent on an **individual** basis rather than part of our strategic plan. Class teachers are aware of which pupils are eligible for Pupil Premium and are encouraged to purchase appropriate resources to close any gaps in learning. As part of this, **resources** may be purchased to support the achievement of IEP targets or sensory resources may be purchased to promote positive behaviour for learning and to improve a child's readiness to learn. Class teacher's will be asked to justify the reasons for purchasing such goods, as well as the expected outcomes of doing so.

**Estimated costs- £17,400**

Barrier to learning – Independent skills

Rationale

*Independent skills are a process that pupils can improve in whereby they acquire knowledge by their own efforts and develop the ability for enquiry and problem solving. Essentially in promoting independent skills we are encouraging and enabling our pupils to become self-directed in their learning experiences and to have more autonomy and control over their learning environment.*

Intervention

Pupils across the school learn in a variety of different contexts and as a special school we pride ourselves on the extensive programme of **enrichment activities** that we deliver. Although our current school Risk Assessment states there will be no enrichment activities at present due to the COVID-19 pandemic, PP pupils would usually be financially supported to participate in residential activities such as Kingswood and PGL Boreatton Park (Shrewsbury). In addition, pupils would be provided with several enrichment activities across each term, such as Severn Valley Railway, Black Country Museum, Stratford Boat Trip and Aztec sailing. We work closely with individual pupils to address their termly IEP targets and track and monitor success criteria when on residential. A key focus for any enrichment visit is the development of independence and social skills, within the community. We hope to be able to resume our Enrichment cycle as soon as is safe to do so.

**Estimated costs - £2,500**

Barrier to learning – Engagement of learners

Rationale

*The time children spend in after school clubs influences their development. Through after-school activities, children can develop social skills, improve their academic performance, and establish strong relationships with caring adults. Participation in club activities during childhood is linked to higher academic performance and self-esteem. Participation in sports is linked to higher social competence and contributes to better health and lower likelihood of obesity. Research shows that children of low-income families who attend after-school clubs are less likely to exhibit anti-social and problem behaviours. Children who regularly attend high-quality after-school clubs are more likely to be engaged in school and attentive in class. They are also less likely to truant from school or misuse substances such as alcohol and drugs. Older children who consistently participate in after-school activities are more likely to attend college, vote, and volunteer later in life.*

Intervention

At Pitcheroak we would usually provide **after school clubs** for groups of pupils and facilitate a holiday playscheme for those that require additional support (both Pupil Premium and otherwise) during the Easter and Summer holidays. Although our current school Risk Assessment states there will be no enrichment activities at present due to the COVID-19 pandemic, we hope to resume these when it is safe to do so. Teaching Assistants are paid to lead a diverse range of clubs, including; sensory, ICT, signing, arts and drama, among others. Currently after school clubs are free to all pupils, if clubs were over-subscribed then priority would be given to PP pupils.

**Estimated costs- to be absorbed by Midland Mencap**

Barrier to learning – Hard to reach families

Rationale

*Parents who are viewed by the school as 'hard to reach' often view the school as 'hard to reach'. The key to more successfully engaging some families is to focus on non-curriculum aspects of school life, and then build on this to encourage engagement in their child's learning.*

Intervention

We will continue to target families that are in need of support in order to narrow the 'attendance gap' and purchase the **educational welfare package** for support in schools (3 hours throughout the school year).

**Estimated costs of EWO - £200**

Barrier to learning – Mental Health issues

Rationale

*Over 30 years ago in the seminal 'Isle of Wight' studies, Professor Sir Michael Rutter and his colleagues reported that 30% of 10 to 12 year-old children with learning disabilities had a mental health disorder, compared with just 7% of non-learning disabled children. More recent evidence suggests that this may have been an underestimate of the actual prevalence of mental health disorders among young people with learning disabilities. Studies undertaken in Australia, Norway, Finland, the Netherlands and South Africa suggest that*

*approximately 40% of children and adolescents with learning disabilities are likely to have a diagnosable mental health problem.*

### Intervention

As a school we will continue to work in a multi-agency way and seek advice from other professionals working in specialist areas such as CAMHS. We will continue to support PP pupils with access to **additional therapies** such as music and play when referred through the internal referral process.

**Estimated costs for therapists £35,000**

We will continue to provide pupils with access to an **emotional well-being support worker**. Children can be referred for sessions with the support worker via the internal referral process.

**Estimated costs- absorbed by the school**

All school staff will receive **Trauma and Mental Health Training**, provided by TISUK. The training will support a whole school implementation of trauma informed and mentally healthy practices in school. It will also ensure that all staff have the knowledge, skills and understanding to optimise the well-being of both adults and pupils at Pitcheroak School.

**Estimated costs for training £700**

Barrier to learning – Sensory impairment – CLDD

### Rationale

*To reach their full potential, children and young people with complex needs must have their individual educational and other needs recognised and supported. This can be a significant challenge and has implications for the way in which the curriculum and individual lessons are planned and delivered. The SEN Code of Practice sets out clear guidelines for educational professionals working with children and young people with complex needs. A whole-school approach is the most effective way of meeting the needs of children with complex needs, regardless of type of provision. It is crucial that all staff are aware of, and understand that child's individual needs, and have the knowledge and strategies in place to support that child. In addition, information about individual children should be effectively shared both within the school and with any external agencies working with that child.*

### Intervention

As a school we recognise that in order for children to reach their full potential, they may have a range of needs that have to be met. For children with a sensory impairment, without exposure to the sensory input they need, they can struggle with demonstrating appropriate behaviour, remaining alert, as well as keeping themselves organised and in control. **Small sensory equipment** that can be used as part of a child's sensory diet will be purchased and stored centrally for staff to access when deemed necessary. We will offer a range of sensory resources, including; ear defenders, chew buddies, fidget toys, gym balls and wedge cushions. More specialist equipment can be purchased using the pupil's individual spend if required.

**Estimated costs- £1,500**

### How the impact was measured in 2020-2021

The school have published details of the impact of the pupil premium funding in our Report to parents 2020-21 which is available on the school's website. Individual tracking grids for PP pupils are available upon request from the school office.

A range of data sets were used to evaluate the impact of the interventions e.g. attendance data, Sleuth reports, pupil progress etc. Schools were not required to publish exam and assessment results for the 2019-2020 academic year as these have not been published as performance measures by the Secretary of State. Progress was assessed using the school's assessment tool, SOLAR, up until the time of school closure on 20.03.2020. No further teacher assessment data was entered for the school year September 2019 - July 2020.

### How the impact will be measured in 2021-2022

Individual tracking sheets are in place for all PP pupils that are regularly monitored. The tracking sheets identify the costs and the nature of the provision and provide a brief explanation as to why pupil premium is being used on each particular intervention i.e. what specifically needs to be addressed. Evaluations are in place for all LAC pupils.

A range of data sets are used to evaluate the impact of the interventions we have in place e.g. pupil progress, attendance data, Sleuth reports, therapy reports etc.

Date of next PP Strategy Review: 01.04.2022