Pupil Premium Strategy Statement
Chadsgrove School

This statement details our school's use of Pupil Premium and Recovery Premium funding for the 2022-2023 academic year 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	Chadsgrove School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Deb Rattley, Headteacher
Pupil Premium Lead	Angela Macvie
Governor Lead	Richard Bates

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,230
Pupil premium funding carried forward from previous years	£46,768
Recovery premium funding allocation this academic year	£10,728
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	£118,726

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	**Communication Difficulties** Many pupils have significant challenges around communicating and expressing their needs including non-verbal, limited language and social interaction difficulties. They frequently require a total communication approach, supported by the use of both low and high tech Alternative and Augmentative Communication resources (AAC) Effective communication strategies need to be embedded throughout their time both at school and the wider community. They need staff skilled in assessment and in using both high- and low-tech resources to be able to access learning and play their part within class most effectively.
2	**Physical Disabilities** Pupils have significant physical difficulties ranging from motor co-ordination difficulties and dyspraxia to complex physical and health needs. They require additional, and often intensive support in order to ensure that their postural management, curriculum access and mobility needs are met.
3	**Learning Difficulties** These may range from moderate to profound and multiple learning difficulties Pupils require individualised teaching programmes with adapted and highly differentiated resources and learning outcomes. Due to their physical needs, they often need specialist equipment and adapted resources to enable their access to learning. Pupils need to be provided with learning opportunities that motivate them and give them high aspirations for their futures.
4	**Sensory Impairments** A significant number of pupils have additional sensory needs. These pupils need experienced, well trained staff to provide appropriately differentiated and personalised resources to meet their individual needs. Appropriately sensory environments are also essential for these pupils

5	**Restrictions Placed on Accessing Education** These may occur as a result ill health leading to extended periods of absence from school. The education, wellbeing and wider aspects of development of many disadvantaged pupils have, and continue to be, impacted by the pandemic. These findings are backed up by several national studies.
6	**Emotional Health and Wellbeing Difficulties** These may result from issues linked to their disability, social/economic experiences or from being Looked After/subject to a Child in Need or Protection Plan
7	**Complex Learning Difficulties and Disabilities** Many of the pupils have several difficulties and disabilities that co-exist. These multiple difficulties often arise from an acquired brain injury as a result of a traumatic event, premature birth, surviving infancy due to advanced medical interventions, rare chromosomal disorders or as a result of parental substance and alcohol abuse.

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
To assess and develop appropriate phonics and reading strategies	Pupils will have an improved ability to understand symbolic representations/words and be able to use this knowledge to improve their communication skills
To ensure that pupils are able to use a range of communication systems to aid their understanding and to develop expressive communication skills.	Pupils will consistently use AAC, where it is required, to communicate their thoughts, feelings and wishes or demonstrate their knowledge
To ensure that the curriculum can be appropriately differentiated and personalised according to individual need	Pupils will make at least expected progress against their EHC Plan targets wherever possible
To ensure that pupils can continue to make progress in their learning as the result of long-term school absence due to ill-health	Pupils will be able to access the remote learning opportunities available to them when they are unable to attend school and continue to make progress against their EHC targets as a result
To ensure that pupils with Complex Learning Difficulties and Disabilities are recognised and that effective support is in place to meet their needs	Any pupils with CLDD will have effective support strategies in place and their engagement levels will show an increase
To improve the progress of pupils who have specific learning difficulties	Pupils with specific learning difficulties will show an improvement in their Reading and spelling skills and support strategies will be available to the adults working with them
To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified	Pupils will overcome specific barriers to learning and make progress against either their baseline assessment prior to intervention of their identified EHC Plan target

To ensure the provision of effective mental health and wellbeing resources, training and provision within school	Pupils in need of emotional support are promptly recognised, understood and have their needs appropriately met. As such they are able to engage with learning and make progress against their EHC Plan targets

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.

In planning our new pupil premium strategy, we looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with Parent Carers as a result.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£31,000**

Activity	Evidence that Supports this Approach	Challenge number(s) addressed
Provision of AAC resources including EyeGaze (£5,000)	Pupils need to have the means through which to increase their vocabulary and express themselves if they are able to make progress in their learning. Case and group studies indicate that AAC interventions have been found to be useful in expanding the communication of many individuals with a broad range of underlying conditions affecting their communication potential. https://www.communicationmatters.org.uk/wp-content/uploads/2019/06/2013_Shining_a_Light_on_AAC.pdf	1
Provision of adapted equipment, postural aids, technology or mobility resources to enable pupils to access the curriculum (£5,000)	If pupils are to gain the maximum benefit from learning opportunities these need to be fully accessible to them –pupils learn and generalise their skills through 'doing' and fully engaging with activities. Pupils can make the best progress in their learning if they are positioned appropriately and also need specialist equipment in order to meet EHC outcomes related to their physical development. Pupils with physical disabilities often find writing or accessing computers difficulties. In order to fully engage and make progress in their learning they need both technology and the means with which to access it. Remedial and tutorial use of technology can be particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. (https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/The_Impact_of_Digital_Technologies_on_Learning_2012.pdf).	2

	Technology can benefit disadvantaged students (low SES, learning disability, special educational needs) more so than non-disadvantaged students. Evidence supporting this emanates from both the identified meta-analyses and the rapid evidence assessment of studies undertaken in England. (https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf)	
Provision of resources (including additional staffing) to support the development of reading and phonics (£5,000)	Students need a variety of reading materials in order to engage and motivate them. This resource can also be accessed form home in order to further engage pupils. The Language, Learning and Cognition Lab at Royal Holloway, University of London has been investigating reading and learning methods including phonics since 2002. In its latest study, its researchers have shown that helping learners to focus on the relationship between letters and sounds in reading instruction has a dramatic impact on the accuracy of reading aloud alongside improved comprehension. https://senmagazine.co.uk/content/specific-needs/literacy/2179/in-support-of-phonics/ Phonics has a positive impact overall and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Provision of sensory resources for pupils with PMLD (£6,000)	PMLD pupils are following a sensory curriculum and require a variety of resources to maintain interest and generalise learning. "Recognising the importance of the senses as a gateway to all learning is fundamental to tailoring appropriate provision, essential for fulfilling children's potential. It is also crucial to meeting the needs of children with sensory processing difficulties". (Gascoyne, S., 2012, Treasure Baskets And Beyond Realizing The Potential Of Sensory-Rich Play; Maidenhead: McGraw-Hill Education)	3, 4
Provision of IT equipment/resources /software to access on-line sessions and home learning (£10,000)	Provision of any resources that a pupil needs whilst accessing learning from home enables them to effectively engage in learning opportunities and continue to make progress in their learning. These resources provide tailored experiences that are matched to pupil need. These resources can also be used by pupils who are in school in order to extend learning into the home. Technology such as laptops and iPads enable pupils to access the on-line learning opportunities available to them	5

For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:
Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk)

Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. (https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils)

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of TA support for pupils who require focused interventions (£58,000)	1:1 support to pupils enables learning to be personalised and closely matched to pupil need. Difficulties can be quickly spotted and therefore promptly addressed. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
Provision of teaching support to pupils with Specific Learning Difficulties (£5,000)	Effective dyslexia strategies raise pupil performance in Literacy and also raise self-esteem. This will have an improvement in a pupils' willingness to engage in lessons that he/she may find more challenging. Investment in accredited training for teaching assistants working with students with SpLD tacilitate schools' access to highly trained individuals able to support students with SpLD. Teachers and Special Educational Needs and Disabilities Coordinators (SENDcos) need to be much better equipped to identify and support SpLD. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/926052/specific-learning-difficulties-spld-cst-report.pdf	3

| Provision of any resources necessary to support a pupils personal IEP targets (£7,000) | Specific resources tailored to individual pupil needs and interest are likely to be more motivating to them and, as such, promote effective learning.

Focusing on 'personalised' rather than 'individualised' creates the potential to recognise the 'personal' in teaching, learning and schooling so that all pupils experience and are motivated by a sense of belonging and view the learning as relevant to them.
(SEN Policy Options Group, Personalisation and special educational needs, Policy Paper 5, 6th Series, October 2009)

Children and young people with CLDD are a distinctive group of learners requiring educators to make personalised professional responses to their profile of learning need.
(The CLDD Research Project**.**
https://files.eric.ed.gov/fulltext/ED525543.pdf) | 3 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: **£17,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of specialist emotional wellbeing support and resources for pupils, including bereavement (£8,000)	Having resources available to support emotional health and well-being sessions will increase the impact of these lessons and help develop the emotional understanding and resilience of pupils. Students are more able to engage with learning if they are emotionally strong and resilient. Mental health is the most pervasive and co-occurring need to compound and complicate children's special educational needs and disabilities. (The CLDD Research Project https://files.eric.ed.gov/fulltext/ED525543.pdf)	6
Provision of Relationships Based Play training and interventions (£5,500)	Relationships skills are built through introducing pupils to different scenarios (written, modelled or through reflective questions) in order to develop schemas around appropriate responses. Role play is used to help development of schemas that support effective problem rationalization and assessment. There is a recognised need to consider different forms of empathy, necessitating different approaches. Cognitive forms of empathy are supported through increased emotional vocabulary, whereas affective forms of empathy require self-reflective questioning and role-play techniques. Communication skills are developed through helping children recognise communication barriers. This is done though sharing examples (e.g. use of stories) but also through the explicit teaching and modelling of schemas – rules and protocol for	6

| | initiating conversation and sharing thoughts and feelings. This can be done through modelling and role play techniques. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf

Alongside developing emotional an expanded emotional vocabulary, teachers can pursue self -reflective questioning with children in order form them to evaluate their self-perceptions. This can be done with existing stimulus material and/or and facilitated through discussion (e.g. circle time) dependent on the age of the children. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf | |
|---|---|---|
| Assessment, interventions and resourcing to meet the needs of pupils with CLDD and increase their levels of engagement (£4,000) | The CLDD co-ordinator has a proven track record of increasing pupil engagement through supporting both staff and pupils in the management of individual difficulties.

Specialist assessments help to support school and parental knowledge of the child and any complex behaviours that he/she may be presenting. In turn, this enables effective support packages to be put into place that will increase levels of engagement.

Children with Complex Learning Difficulties and Disabilities are presenting profiles of learning need not previously experienced by schools.
(The CLDD Research Project https://files.eric.ed.gov/fulltext/ED525543.pdf)

Research suggests that engaged behaviour is the single best predictor of successful learning for young people with learning disabilities.
(Lovannone, R., Dunlap, G., Huber, H. and Kincaid, D., 2003, 'Effective educational practices for students with Autism Spectrum Disorders) | 7 |

Total budgeted cost: £118,500

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 2020 to 2021 academic year.

Outcome 1
To assess and develop appropriate phonics and reading strategies
Colourful semantics resources and training have been purchased to support pupils with developing sentence level word. The symbols make sense reading programme has also been purchased to support reading with symbol users. Resources to support sensory stories and the development of Literacy skills in younger pupils has increased their engagement and love of books.

Outcome 2
To ensure that pupils are able to use a range of communication systems to aid their understanding and to develop expressive communication skills.
We have purchased communication aids, speech to text software, eye gaze softwaresignolong resources, and symbol resources for communication aids on the Ipad. We have also organised PODD training for staff

Outcome 3
To ensure that the curriculum can be appropriately differentiated and personalised according to individual need
The pupil premium support worker has continued to be very proactive in her role and has worked with class staff to improve provision for pupils, for example, by liaising with SaLT to sort out issues or suggesting and ordering resources to support pupils. This is having a really positive impact and is appreciated by class staff.
Specific pieces of equipment have been purchased, for example, phonics cards, resources for sensory diets, resources to support work on emotions. These have had a positive impact on pupil progress. One CLA pupil was very keen to have drum lessons and pupil premium supported with this. He is really enjoying the sessions and they are proving a huge boost to his self-esteem

Outcome 4
To ensure that pupils can continue to make progress in their learning as the result long-term school absence due to ill-health
Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.
In addition, we have renewed online learning resources such as Education City (3 year renewal), Busy things, and help Kidz learn, all of which can be accessed from home as required. A set of note books and iPads are also available should these be required for pupils who are at home for long periods of time

Outcome 5
To ensure that pupils with CLDD and their families are recognised and that effective support is in place to meet their needs
Input from the CLDD lead has continued to support the management of pupils with complex needs both at home and in school, facilitating greater levels of engagement and offering support to families in crisis. The CLDD team were also able to signpost families (and staff) to support and training that was available to them.

Outcome 6
To improve the progress of pupils who have specific learning difficulties
This support has continued to be effective in helping pupils with specific learning difficulties. The pupil premium support worker has achieved a Level Two SpLD training that is helping her to deliver targeted support to pupils. In addition, we have employed a teacher to support specific pupils

Outcome 7

To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified

Specific resources were purchased for pupils in order to support individual need and this ranged from things trays for wheelchairs to enable pupils to engage with activities they are presented with, multi-sensory resources. Such interventions had definite positive impacts for the pupils involved and improved things such as independence and ability to engage in learning.

Outcome 8

To ensure the provision of effective mental health and wellbeing resources, training and provision within school

There has continued to be an emphasis on emotional wellbeing this year as the importance of a pupil being emotionally ready to learn cannot be underestimated. The pupil premium worker has attended specific SEND bereavement training and is developing SEND resources and materials to support staff across school as they work with bereaved children. This has included the purchase of a set of 'Good Grief' figures that includes characters such as religious person, ambulance, coffin etc to enable staff to explain what happens, in more concrete, terms when a person dies.

We have also developed relationship based play sessions in school. This has involved training two members of staff, purchasing resources and providing a weekly session for a group of 4 pupils