

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Pines School
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023, 2024, 2025
Statement authorised by	Emma Pearce
Pupil premium lead	Clare McCormick
Governor / Trustee lead	Jonny Killen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,369
Recovery premium funding allocation this academic year	£98,766
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 236,135</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

By following the key principles below, we believe that we can maximise the impact of our Pupil Premium spending

- Ensure that teaching and learning opportunities meet the needs of all pupils
- Pupil Premium funding is used to make a difference to the learning and progress of our vulnerable and disadvantaged pupils both academically and socially
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving funding will be in receipt of all Pupil Premium interventions at one time.
- All teaching and support staff are involved in the analysis of data and identification of pupils
- Enable parents and carers to be active participants in their child's education

## Challenges

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

Challenge number	Detail of challenge
1	<p>All of our pupils' experience delayed communication and social interactions linked to their diagnosis of Autism. We need to develop consistently high-quality teaching of communication therefore developing pupils' ability to communicate to enable them to catch up from learning lost during Covid and to accelerate their learning. Our students often struggle to regulate their own sensory/emotional inputs, this can lead to emotional and behavioural challenges both in and out of school. Students should be given the skills and strategies to regulate their own sensory needs in order that they can implement these in an out of school.</p> <p>As our students become more complex in their profiles, we need to consider new and more personalised approaches to listen to their voices and to enable them to express their needs.</p>
2	<p>Students have specific academic needs related to core skills in Literacy, Numeracy and Communication which affect their ability to access and</p>

	engage with learning in a school/group setting, and their ability to access the wider school curriculum.
3	Poor resilience and emotional well-being contribute to low aspirations. Pupils have limited experiences beyond their home life and immediate community, with factors of COVID restrictions, implications and consequence on mental health and well-being. We need to ensure that students are given rich and purposeful experiences beyond the classroom to enable application of real-life skills.
4	We need to continue to deliver effective family and behaviour support. Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

## 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
Improved social, emotional and mental health. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families an improvement in identified children's emotional wellbeing and involvement.
Improved speech, language and communication, including sensory integration.	Through achievement of EHC plan termly outcomes. Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. Pupils sensory and emotional needs are better regulated.
Improved behaviour at home and enhanced parenting skills	Greater parental engagement with targeted families; positive communication; better outcomes for children and families; reduction in negative behaviours. Family support reduces persistent absence and increased engagement in learning.
Students will have access to a broad range of curriculum enrichment activities which de-	Pupils are able and motivated to learn independently through the use of appropriate technology and apps. This

velop independence, social and communication skills, and provide a range of life experiences.

will also aid feedback and further learning and supplement the way teachers and TAs model.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2022, 2023** to address the challenges listed above.

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

Budgeted cost: £ 62, 423

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for support staff (£4359)	CPD provided such that identified staff have the training to address individual students' unique barriers to learning/ specific learning disabilities, facilitating curriculum access/ engagement.	1, 2
Purchase of ipads./cameras. (£57, 614 + £450)	To further enhance learning opportunities for pupils, to assess and collate evidence of progress and enable small group working. It also ensures that we have a raised profile of technology focused on supporting high quality teaching and learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	1, 2

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

Budgeted cost: £ 51,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of 1:1 TA to deliver phonic programme (£19,316)	EEF Making the best use of Teaching Assistants <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistant">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistant</a>	1, 2
SALT (£32,000)	All pupils in our school have SALT/Communication needs specifically identified as part of their EHCP. The	1, 2

	<p>Communication Trust worked with Better Communication research programme to develop the what works database of evidenced interventions to support pupils' speech, language and communication</p> <p><a href="https://speechandlanguage.org.uk/">https://speechandlanguage.org.uk/</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 121,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory differences. (£30,996)</p>	<p>Research evidence to date supports the effectiveness of occupational therapy in a school setting. The World Federation of Occupational Therapists (2016) state that OTs should be included in education in order to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions.</p>	1, 2, 3
<p>Play and music therapy, targeted individual support (referral basis) (£21,624)</p>	<p>“Play and music therapy helps pupils in a variety of ways. Children receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may re-enact or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. Children may also learn to manage relationships and conflicts in more appropriate ways.”</p>	1, 2, 3
<p>Supporting parental engagement in their children's learning. (£25,513)</p>	<p>There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement – National College for School Leadership How to involve hard to reach parents: encouraging meaningful parental involvement</p>	1, 4

	with schools (publishing.service.gov.uk)	
Mental health/Well-being mentor to support pupils emotional well-being (£34,960)	We have observed identified pupils building emotional resilience over time.	3, 4
Residential trips (£3000)	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. Evidenced through observation of pupils	3, 4
Magic breakfast (£600)	In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools	1, 2
Hen project (£5150)	Access to performing and watching theatre/musical performances enhances pupils' communication social development	2, 3,

**Total budgeted cost: £ 235,582**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*