

Pupil premium strategy statement

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	Ellen Tinkham School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	30 th November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynne Williams
Pupil premium lead	Lynne Williams/Kate Preece/Monika Davies
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,480
Recovery premium funding allocation this academic year	£23,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,454
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	£115,334

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.

Socio-economic disadvantage is not always the primary challenge our pupils face. Our learners already have significant disadvantages to overcome by virtue of their special educational needs. All of our learners have complex profiles and have an Education Health and Care Plan (EHCP) which outlines the statutory provision they are entitled to. The measure of attainment which we use to track progress is their Home School Agreement targets and these are highly individualised targets. Home School Agreement targets are linked to the four main areas of the EHCP: Communication & Interaction, Cognition & Learning (numeracy or literacy), Sensory & Physical and Social, Emotional and Mental Health. At Key Stages 4 and 5 targets are linked to the Preparing for adulthood target areas: Independent Living, Communication, Education & Employment (English & Maths) Community Inclusion and Health & Wellbeing

This makes benchmarking data assessment complicated as our learners are not all being measured against the same targets. Many will have more than one significant learning need and analysing what the barriers are over and above this, and relating specifically to economic disadvantage is complicated

Our assessment data is analysed termly to look for any variances in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting point).

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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience and transition support to new settings for leavers is available for all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be tailored to 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.	To identify barriers to learning over and above that faced by our pupils with their Special needs diagnosis and to ensure that there is no attainment gap between the disadvantaged pupils and non- disadvantaged pupil.
2	To address the language gap between disadvantaged pupils and non-disadvantaged pupils. Disadvantaged pupils will have poorer language, communication and interaction skills due to less exposure to a language rich environment compared to non-disadvantaged pupils in our school.
3	Our assessments and observations show us that disadvantaged pupils have more difficulty engaging in learning due to poorer self-regulation skills and lack of emotional resiliency and face sensory integration issues which can impact negatively on their communication and interaction, decision making and choices.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	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 non-verbal, limited language and social interaction difficulties.
6	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
Disadvantaged pupils do as well or better than their peers in their Home School Agreement Targets and in their phonics' assessments, relative to their starting points as identified through baseline assessments.	Through termly monitoring and assessment of home school agreement targets, to identify any attainment gaps and put interventions in place to address them.
To improve pupils as learners and increase their engagement and participation in learning. .	<p>Reduction in time spent out of class by dysregulated pupils. Feedback from Teachers and Teaching Team.</p> <p>Positive reporting through observations and discussions with pupils and their families and feedback from annual person centred review.</p> <p>Successfully meeting their targets as shown through the monitoring and assessment of Home School Agreement targets.</p>
Pupils can access tools and strategies to achieve self –regulation and emotional resiliency to aid sensory integration which will in turn lead to good choices and better decision making. This will in turn enable greater access to and wider participation in their local community and better preparation for adulthood and independent living. .	<p>Successfully meeting their home school agreement targets as shown through the monitoring and assessment of Home School Agreement targets.</p> <p>Reduction in behaviour incidents as recorded through reporting on the CPOMS incident recording system.</p> <p>Through observations and discussions with pupils and their families and feedback from annual person centred review.</p>
Pupils will make at least as good progress as their peers in reading and phonics	Monitoring and assessment of termly data.

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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium Lead Teacher to oversee monitoring and assessment data, lead on pupil premium interventions and ensure equitability of access.	By maintaining high profile of Pupil Premium learners and barriers they face this will ensure Teachers know who their pupil premium pupils are and drive through interventions and ensure equality of access.	1-6
Purchase of an additional three days per week of Speech and Language Therapist (SALT) time, (from January 2022)	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	2, 5

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

Budgeted cost: £28,608 Literacy HLTA £11,000 Lead Sensory Teacher role

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6

who receive tutoring will be disadvantaged.		
Full Time Literacy HLTA to lead small group or one to one phonics and reading interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

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

Budgeted cost: £24,500 Advocacy and Behaviour support/£2000 Communication Aids /£4000 resources/ Trips and activities £6000 /Outdoor Ed £7,500 Therapies £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual resources for sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.	We have observed that sensory equipment and resources and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Family Support liaison with families to signpost help and advice to families who are struggling to understand the impact or cope with their child's special needs diagnosis.	<p>Collating our own feedback from person centred reviews and through Home School Agreement targets shows that a consistent approach between home and school will give better outcomes for the pupil.</p> <p>Improved emotional resilience of families will in turn impact positively on emotional resilience of families.</p> <p>Families who are more confident in dealing with and knowledgeable about their child's diagnosis will be more confident in participating in a wider range of activities and improve the cultural capital of their child.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3,4

<p>To provide Pupil Advocacy leads and class pupil advocacy champions.</p>	<p>Through our own experience, skills and knowledge and as part of our core offer we provide pupil advocacy to promote pupil led learning and ensure pupil voice is systemic. This is fundamental to our core beliefs as a Federation that pupils engage best in learning where they have choice and control over the direction of their learning.</p>	<p>3,4</p>
<p>To provide Behaviour support to enable Good Decision Making and positive choices.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Through our own experience, skills and knowledge and as part of our core offer we provide Behaviour Support as part of our Communication and Decision making team. By using positive communication and making good choices pupils will engage in learning.</p>	<p>3,5</p>
<p>Communication aids for pupil who require AAC (Augmentive and Alternative Communication) device</p>	<p>AAC can help supplement or augment communication for pupils to improve their communication and interaction and engage in learning.</p>	<p>2,3,5</p>
<p>Alternative Therapies such as Play, Art and Drama</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF Toolkit reports moderate impact for low cost on moderate evidence.</p> <p>We have found through our own assessment and knowledge of our pupils with special needs profiles that alternative therapies can engage our sensory learners.</p>	<p>2,3,5</p>
<p>Increase Cultural Capital and engagement in wider experiences by providing offsite trips and activities for pupils e.g. theatre trips, residential stays, sports, Duke of Edingburgh scheme etc</p>	<p>The new Ofsted framework requires schools to consider how they develop their children's cultural capital to help them succeed in life.</p> <p>Our own assessments and knowledge have shown us that by increasing the range of opportunities for pupils to engage in enrichment activities there is a corresponding</p>	<p>4</p>

Removing financial barriers to ensure equal access to all pupils. Providing Teacher and admin support to plan, evaluate, risk assess and book offsite activities and residential.	increase in self-confidence and resilience which leads to successful and confident learners	
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Total budgeted cost: £109,608

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.

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. Plans to introduce a recovery curriculum to support wellbeing by bringing in external therapists e.g. Yoga Teacher, Drama and arts Therapists had to be cancelled due to the situation with Covid. Classes worked in bubbles and the only therapists who had direct input into provision under Education Health and Care Plans were allowed in to school.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Successes that we did have were using Covid catch up funding to set up a separate base for our most vulnerable pupils from across the Federation for the academic year. This gave parents confidence to send their children to school when they might otherwise not have done so. Pupil Premium funding was also used to set up an online learning platform to support home learning and parental engagement.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

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 parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.