



Action Plan for Pupil Premium provision September 2022 - September 2023

SCHOOL CONTEXT

Academic years that our current pupil premium strategy plan covers: 2021 - 2024

	Pupils on roll	Pupils eligible for free school meals or have been eligible in the past 6 years	Pupils who are looked after by the local authority, have been adopted from care or who have left care	Pupils eligible for service pupil premium	Total number of eligible pupils
YR	12	2	0	0	2 17%
Y1-Y6	120	51	2	1	52 43%
Y7-Y11	73	43	1	0	44 60%
Y12-13	33	0	0	0	0
Boys	168				73 43%
Girls	70				23 33%
Whole school	238	96	3	1	96 40%

REVIEW OF THE ACADEMIC YEAR 2021-2022

Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
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<p>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.</p> <p>To improve pupils as learners and increase their engagement and participation in learning.</p> <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> <p>Pupils will make at least as good progress as their peers in reading and phonics</p> <p>Increasing cultural capital of disadvantaged pupils</p>	<p>Pupil premium lead time</p> <p>Tuition targeted at specific needs and knowledge gaps</p> <p>Purchase of sensory regulation equipment</p> <p>Family support liaison worker</p> <p>Funding Advocacy lead and class pupil advocacy champions.</p> <p>Funding Communication and Decision-Making Team to support with pupils communicating through behavior</p> <p>Full time literacy HLTA</p> <p>Funding towards Outdoor education team to coordinate and lead extracurricular activities.</p> <p>Funding towards trips.</p>	<p>Pupil premium and non-pupil premium students are achieving similarly across most HSA areas.</p> <p>Non-pupil premium students are secure or exceeding in 51% of their Sensory and Physical HSA targets compared to 40% of the pupil premium eligible students. This is being addressed through our current pupil premium strategy.</p> <p>100% of pupil premium students were assessed as secure against their intervention targets, compared to 36% of non-pupil premium eligible students.</p> <p>Pupil Premium students are achieving slightly higher secure and exceeding targets in English (45% PP compared to 40% Non-PP</p> <p>KS1 - 50% of pupils accessed offsite activities from the following offer: Bronze Outdoor learning award, trampolining, horse riding. KS2 - 84% of pupils accessed offsite activities from the following offer: Trampolining, horse riding, pony stars, free running, Bronze outdoor</p>	<p>We will continue to invest in PP strategies to support regulation and engagement. We will be further developing our universal relational practice as well as our targeted interventions, to further meet the SEMH and regulation needs of our students.</p> <p>This will continue to be part of our pupil premium strategy to maintain progress in English and phonics.</p>
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REVIEW OF THE ACADEMIC YEAR 2021-2022

		<p>learning award. KS3 - 64% of pupils accessed offsite activities from the following offer: Horse riding Trampolining, Silver Outdoor learning award. KS4 - 67% of pupils accessed offsite activities from the following offer: Mencap 'all move', Trampolining, horse riding free running, Dartmoor walking group. KS5 - 100% of pupils accessed offsite activities from the following offer: DofE, Ten Tors + training walks, Adventure days, Trampolining, horse riding</p>	
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Total pupil premium allocation for academic year: £115,334

ASSESSMENT OF NEED

Ellen Tinkham School is a local authority maintained special school, split across two sites, with 238 pupils on roll from EYFS through to KS5. All pupils have an EHCP and have complex learning needs including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) associated with Downs Syndrome, Autistic Spectrum Condition, speech and language difficulties, physical disabilities or a complex medical condition. For many of our pupils we disapply them from statutory assessments as they are not working at the age-related expectations (ARE). Pupils come from a range of socio-economic backgrounds and the proportion of disadvantaged pupils is well above the national average. We have high expectations and ambitions for all our pupils, including those eligible for pupil premium. We ensure that learning is personalised to meet the individual needs of our pupils when designing our curriculum, federation development plan and pupil premium strategy. All of these plans work together to ensure high quality teaching to improve outcomes for all pupils.

The use of research and evidence in special education can be a challenge due to the bespoke provision we put into place for our pupils. However, we use the EEF's Teaching and Learning Toolkit to help prioritise areas for development, and have participated in research projects such as the Timpson and Laurel Trust project to ensure decisions are research and evidence based. We use a variety of tools to assess learning, including Evidence for Learning, EYFS Development Matters, KS1 Phonics Screen, phonics tracker and BKSB. These tools allow us to identify when new learning is emerging, developing, secure or exceeding.

This academic year, our assessments have allowed us to identify some core challenges some pupils and staff are facing. We know from lesson observations, assessment, target setting and planning as well as staff confidence surveys that we need to improve the quality of education for pupils on the engagement pathway. These students were disproportionately affected by the pandemic as it was harder to replicate this pathway remotely. We also know from our internal qualitative data and our knowledge of our context, that many of our pupils have limited access to enrichment activities. We also have a significant need for social and emotional support for our pupils, as evidenced by our behavior monitoring tool and adverse childhood experience screening tool. Self-regulation (drawing upon the EEF guidance report) is a key area of our strategic plans. We know from our phonics tracker quantitative data that our phonics interventions have improved pupil achievement in phonics and reading, this is also supported by the EEF Teaching and Learning Toolkit. This academic year, we will be continuing this intervention to maintain this progress and achievement.

PUPIL PREMIUM OBJECTIVES FOR ACADEMIC YEAR 2022 - 2023

HIGH QUALITY TEACHING

Challenge number	Objective
1-6	1) Pupil Premium Lead will ensure that pupil premium allocation is used effectively to ensure there is no attainment gap between PP and Non-PP students.
1-6	2) Assistant Head Teacher for training and CPD will improve staff skills and knowledge, relating to the education of children and young people with SEND.
1,3,6	3) Sensory lead teacher will improve the quality of teaching and learning targeted towards engagement learners.
1,2,3,5,6	4) To invest in learning resources to support high quality teaching and learning, enabling all pupils to access learning.

TARGETED ACADEMIC SUPPORT

Challenge number	Objective
2	5) Literacy HLTA will ensure that there is no attainment gap in phonics between PP and non-PP learners, using phonics tracker to monitor progress and to offer targeted support where the need is identified
4	6) The Rural Skills team will plan and deliver a range of outdoor learning opportunities at a universal and targeted level of intervention.
1,6	7) The nursing/physio assistant will support staff to meet the medical and physical needs of their learners to ensure readiness for learning
2,3,5	8) Students will be able to express themselves effectively, using AAC strategies where appropriate to support their language.

WIDER STRATEGIES

Challenge number	Objective
3,5	9) CDMT Lead Teachers will monitor low, medium and high level behaviours and implement staff training, support, behavior plans or interventions where the need is identified, reducing the number of recorded incidents in relation to previous years.
3,4	10) Advocacy Lead will ensure all pupils have a voice in decisions which affect them, via our universal offer and staff CPD or targeted interventions.
4	11) To increase the cultural capital of our students by providing offsite trips and activities for all pupils
3,4	12) The Early Help Officer will support the DSL to signpost and support the families of disadvantaged students to improve attendance, behavior and engagement with learning.

Total pupil premium allocation for academic year: £184611

HIGH QUALITY TEACHING: INVESTMENT IN HIGH QUALITY TEACHING, CDP, EARLY CAREERS FRAMEWORK TEACHERS CPD AND SUPPORT					
Actions	Evidence that supports this approach	Cost/resource implications	Targeted groups	Person responsible	Success criteria/ Impact
1) Pupil Premium Lead time	Time to diagnose specific barriers disadvantaged pupils are facing and coordinate allocation of PP funding to ensure it is evidence based and reaches pupils for whom it is intended and that it makes a significant impact on their education.	4 hours a week 9000	Staff and pupils	Kate Preece	School improvement approach meets needs of pupils and fulfils expectations of the pupil premium strategy document.

HIGH QUALITY TEACHING: INVESTMENT IN HIGH QUALITY TEACHING, CDP, EARLY CAREERS FRAMEWORK TEACHERS CPD AND SUPPORT

2) Assistant Head Teacher -Training and CPD	EEF Effective Professional Development Guidance Report	10000	ECT Inducting new staff Subject and KS Leads TA training Team Teach training Coaching around T&L	Robyn Emmerson	Upskilled staff, higher quality teaching and learning Increased staff confidence Staff retention
3) Sensory Lead Teacher to develop quality of teaching and learning for engagement learners, supporting staff CPD and planning and delivering high quality teaching and learning.	EEF Effective Professional Development Guidance Report Rochford Review Barry Carpenter, Engaging Learners with Complex Learning Difficulties and Disabilities	38000	Engagement learners Staff CPD	Mary Roche	Higher quality teaching and learning for pupils on the engagement pathway
4) Learning Resources to support high quality T&L, enabling all pupils to access learning	EEF Teaching and Learning Toolkit	5611	All students	Kate Preece	High quality teaching supported by engaging and purposeful learning resources

TARGETED ACADEMIC SUPPORT: INTERVENTIONS

Actions	Evidence that supports this approach	Cost/resource implications	Targeted groups	Person responsible	Success criteria/ Impact
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TARGETED ACADEMIC SUPPORT: INTERVENTIONS					
5) Literacy HLTA to track phonics attainment and run targeted interventions	EEF Teaching and Learning Toolkit EEF Improving Literacy in KS1 and KS2	30000	All subject specific pathway learners from EYFS to end of Key Stage 2.	Lucy Hardacre Katie Greenhough	No attainment gap in phonics between PP and non-PP pupils
6) Rural skills team to maintain rural skills provision and run targeted interventions	EEF Learning Toolkit states there is a wider evidence base to indicate that outdoor learning has positive impacts on self-efficacy, motivation and teamwork, and plays an important role in part of the wider school experience.	8000	Universal: all students to have access to rural skills provision Targeted: individual pupils to access 1:1 intervention where need is identified for a defined number of sessions Intensive: Longer term 1:1 intervention's with pupils	Tom Bates	Pupils meeting intervention targets. Reduction in challenging behaviours as reported on CPOMS.
7) Nursing/ Physio Assistant to assist with physical and medical needs and staff CPD	SEND areas of need Maslow's Hierarchy of need	8000	Pupils with specific medical and/or physical needs Pupils who present with medical needs at school Staff CPD	Katy Bradley Monika Davis	Staff able to meet physical and medical needs
8) Development and implementation of sensory resources and communication resources	SEND areas of need Maslow's Hierarchy of need Barry Carpenter, Engaging Learners with Complex Learning Difficulties and Disabilities	5000	Universal: access to total communication environment Targeted: specific communication resources Sensory resources for targeted CDMT and sensory interventions, as well as sensory resources to support self-regulation and access within the learning environment	Kate Preece	All students have a means, reason and opportunity to communicate Reduction in communication through behaviour

WIDER STRATEGIES: NON-ACADEMIC CHALLENGES INCLUDING ATTENDANCE, BEHAVIOUR, SEMH SUPPORT

Actions	Evidence that supports this approach	Cost/resource implications	Targeted groups	Person responsible	Success criteria/ Impact
9) CDMT Lead Teacher time to triage behaviour incidents, direct interventions/plans and support teams, CPD and coaching	EEF Teaching and Learning Toolkit EEF Improving Behaviour in Schools	14000	Students communicating through behaviour Disadvantaged students and those who have been exposed to adverse childhood experiences	Helen Baxter	Reduction in logged behavior incidents in comparison to previous years. Progress towards intervention targets Staff skills and confidence at managing challenging behaviours
10) Advocacy Lead time to ensure pupils have a voice in decisions which affect them via staff CPD and targeted interventions	EEF Teaching and Learning Toolkit	8000	Staff CPD Disadvantaged students	Amy Ley	Pupil voice informs decision making. Disadvantaged pupils have relational support plans or attachment-based mentoring where need is identified. Reduction in communicating through behaviours and increased engagement in learning.
11) Outdoor Ed Teacher and HLTA time to coordinate and lead a range of outdoor education activities across the academic year	EEF Learning Toolkit states there is a wider evidence base to indicate that outdoor learning has positive impacts on self-efficacy, motivation and teamwork, and plays an important role in part of the wider school experience.	30000	Disadvantaged pupils as well as wider school	Will Young	All disadvantaged students have access to outdoor ed opportunities across the academic year

WIDER STRATEGIES: NON-ACADEMIC CHALLENGES INCLUDING ATTENDANCE, BEHAVIOUR, SEMH SUPPORT

<p>12) Early Help Officer</p>	<p>EEF Working with parents to support children's learning</p> <p>Higher than average percentage of pupil premium eligibility</p>	<p>12000</p>	<p>Disadvantaged pupils and families</p>	<p>Katy Bradley Monika Davis</p>	<p>Improvement in attendance data where concerns are identified</p> <p>Improved parental engagement with school and learning</p> <p>Support for disadvantaged families</p>
<p>11) Trips and activities budget allocation to ensure disadvantaged pupils have equitable access to extra-curricular activities</p>	<p>EEF Learning Toolkit states there is a wider evidence base to indicate that outdoor learning has positive impacts on self-efficacy, motivation and teamwork, and plays an important role in part of the wider school experience.</p>	<p>7000</p>	<p>Disadvantaged pupils as well as wider school</p>	<p>Will Young</p>	<p>All disadvantaged students have access to outdoor ed opportunities across the academic year</p>