

Pupil premium strategy statement

Ellen Tinkham School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nikki Burroughs
Pupil premium lead	Kate Preece
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105515
Recovery premium funding allocation this academic year	£77734
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£1362
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£184611

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. Our proportion of disadvantaged pupils is well above the national average. 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.

Many of our pupils are disappplied from statutory assessments as they are not working at the age-related expectations (ARE), however we have high expectations and ambitions for all our pupils. We use both internal and external assessment frameworks to track progress and monitor attainment, including EYFS Development Matters, KS1 Phonics Screen, phonics tracker and BKSB. Each pupil also has personalised Home School Agreement targets, linked to the four main areas of their 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. We use Evidence for Learning to capture and measure progress and attainment against these targets.

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). Our data shows that our pupil premium strategy is effective in reducing the attainment gap between pupil premium and non-pupil premium eligible pupils.

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.

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 behaviour 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.

We have also had a number of new staff join the school as such we are investing in CPD opportunities for teachers and teaching assistants to ensure all pupils have access to high quality teaching and learning, based on evidence, research and pedagogy.

This has informed our current strategy with the key principles being:

- All pupils will access high-quality teaching, facilitated by high quality resources, equitability of access and a bespoke package of training and CPD for staff
- Sustaining our phonics attainment
- Continuing to have no attainment gap between PP and non PP pupils
- Disadvantaged pupils able to access outdoor learning opportunities and extra-curricular activities

- SEMH, communication, medical and sensory needs will be met to enable all pupils to access learning

Our ultimate objective for our disadvantaged pupils is that there will not be an attainment gap between them and non-disadvantaged pupils; academically, emotionally, socially, mentally or physically.

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
<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. Through termly monitoring and assessment of home school agreement targets, to identify any attainment gaps and put interventions in place to address them.</p>	<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. Through termly monitoring and assessment of home school agreement targets, to identify any attainment gaps and put interventions in place to address them.</p>
<p>To improve pupils as learners and increase their engagement and participation in learning. Reduction in time spent out of class by dysregulated pupils. Feedback from Teachers and Teaching Team. Positive reporting through observations and discussions with pupils and their families and feedback from annual person-centred review. Successfully meeting their targets as shown through the monitoring and assessment of Home School Agreement targets.</p>	<p>To improve pupils as learners and increase their engagement and participation in learning. Reduction in time spent out of class by dysregulated pupils. Feedback from Teachers and Teaching Team. Positive reporting through observations and discussions with pupils and their families and feedback from annual person-centred review. Successfully meeting their targets as shown through the monitoring and assessment of Home School Agreement targets.</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. Successfully meeting their home school agreement targets as shown through the monitoring and assessment of Home School Agreement targets. Reduction in behaviour incidents as recorded through reporting on the CPOMS incident recording system. Through observations and discussions with pupils and their families and feedback from annual person-centred review.</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. Successfully meeting their home school agreement targets as shown through the monitoring and assessment of Home School Agreement targets. Reduction in behaviour incidents as recorded through reporting on the CPOMS incident recording system. Through observations and discussions with pupils and their families and feedback from annual person-centred review.</p>
<p>Pupils will make at least as good progress as their peers in reading and phonics Monitoring and assessment of termly data.</p>	<p>Pupils will make at least as good progress as their peers in reading and phonics Monitoring and assessment of termly data.</p>

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: £62611

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
Assistant Head Teacher to develop and deliver a package of CPD and training to staff to improve quality of teaching	EEF Effective Professional Development Guidance Report	1-6
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	1,3,6
Investment in learning resources to support high quality T&L, enabling all pupils to access learning	EEF Teaching and Learning Toolkit	1,2,3,5,6

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

Budgeted cost: £51000

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 who receive tutoring will be disadvantaged	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
Full Time Literacy HLTA to lead small group or one to one phonics and reading interventions.	EEF Teaching and Learning Toolkit EEF Improving Literacy in KS1 and KS2	2
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.	4
Nursing/ Physio Assistant to assist with physical and medical needs and staff CPD	SEND areas of need Maslow's Hierarchy of need	1,6
Purchase and implementation of sensory resources and communication aids for pupils who require AAC (Augmentative and Alternative Communication) device.	AAC can help supplement or augment communication for pupils to improve their communication and interaction and engage in learning. SEND areas of need Maslow's Hierarchy of need Barry Carpenter, Engaging Learners with Complex Learning Difficulties and Disabilities	2,3,5

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

Budgeted cost: £71000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To provide Behaviour support to enable Good Decision Making and positive choices. CDMT Lead Teacher time to triage behaviour incidents, direct interventions/plans and support teams, CPD and coaching</p>	<p>EEF Teaching and Learning Toolkit EEF Improving Behaviour in Schools</p>	<p>3,5</p>
<p>To provide Pupil Advocacy leads and class pupil advocacy champions. Advocacy Lead time to ensure pupils have a voice in decisions which affect them via staff CPD and targeted interventions</p>	<p>EEF Teaching and Learning Toolkit, behaviour interventions. 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>3,4</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 Edinburgh scheme etc 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. Outdoor Ed Teacher and HLTA time to coordinate and lead a range of outdoor education activities across the academic year. Trips and activities budget allocation to ensure disadvantaged pupils have equitable access to extra-curricular activities</p>	<p>The new Ofsted framework requires schools to consider how they develop their children’s cultural capital to help them succeed in life. Our own assessments and knowledge have shown us that by increasing the range of opportunities for pupils to engage in enrichment activities there is corresponding increase in self-confidence and resilience which leads to successful and confident learners 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>4</p>
<p>Early Help Officer to signpost help and</p>	<p>EEF Working with parents to support children’s learning</p>	<p>3,4</p>

<p>advice to families who are struggling to understand the impact or cope with their child's special needs diagnosis.</p>	<p>Higher than average percentage of pupil premium eligibility.</p> <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. 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>EEF, teaching-learning toolkit, parental-engagement.</p>	
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Total budgeted cost: £184611

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Education outcomes for primary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using our own internal assessments. It has shown:

Lower School		
	Percentage of Pupil Premium eligible students assessed at this level against their HSA targets	Non-Pupil Premium eligible students assessed at this level against their HSA targets
Exceeding	7%	7%
Secure	40%	39%
Developing	45%	42%
Emerging	5%	6%

Data from tests and assessments suggest that pupil premium and non-pupil premium students are achieving similarly across most HSA areas. 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 will continue to be addressed through our pupil premium strategy.

Education outcomes for secondary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using EFL and our own internal assessments. It has shown:

KS3		
	Percentage of Pupil Premium eligible students assessed at this level against their HSA targets	Non-Pupil Premium eligible students assessed at this level against their HAS targets
Exceeding	9%	4%
Secure	58%	60%
Developing	31%	35%
Emerging	3%	1%

KS4		
	Percentage of Pupil Premium eligible students assessed at this level against their HSA targets	Non-Pupil Premium eligible students assessed at this level against their HSA targets
Exceeding	2%	3%
Secure	22%	30%
Developing	53%	51%
Emerging	23%	17%

Data from tests and assessments suggest that there is little gap between PP and non-PP students in their home school agreement targets in KS3. Non-PP pupils were assessed as achieving a higher percentage of secure and exceeding on their HAS targets. This attainment gap was most prominent in the assessment of sensory and physical targets, suggesting that we need to continue to target SEMH, regulation and engagement as part of our PP strategy.

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 school's 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