

## Pupil premium strategy statement – Carlton Digby 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	90
Proportion (%) of pupil premium eligible pupils	43% (40 pupils) Pupil Premium 39% (35 pupils) Free School Meals
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 22- July 25
Date this statement was published	December 22
Date on which it will be reviewed	Annually (first review November 23)
Statement authorised by	Janet Spratt- Burch
Pupil premium lead	Tricia Marron
Governor / Trustee lead	Peter Cross

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,575
Recovery premium funding allocation this academic year	£33,998
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>	£0
<b>Total budget for this academic year</b>	<b>£82,573</b>

## 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 supporting those identified young people to be “ready to learn” and this may be via interventions that support either as a small group or on a 1:1 basis to enable them to engage in learning.

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 and tracking pupil progress.

Developing independence and life skills are a focus throughout the young people’s school career. It is never too soon to start instilling the Preparing for Adulthood outcomes. Many of the pupils identified as disadvantaged in our setting will need additional support to allow them to access post school options such as work and/ or further education. We have high expectation for all of our young people and strive to support them to achieve their potential and to become happy, successful adults. This aligns with our school vision and ethos “**Together we Achieve**”.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Pupil Behaviour –</b> Through observations, discussions with staff and via pupil interviews we have identified that disadvantaged pupils may struggle to engage with learning activities for even short periods of time due to either their own or others behaviour within the classroom.
2	<b>Emotional Wellbeing</b>

	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally are less likely to be emotionally resilient.
3	<b>Sensory Needs</b> Through observations and discussions with school staff, we find those that identified as disadvantaged often struggle to sensory regulate and access whole class activities.
4	<b>Literacy and Numeracy Skills (including communication)</b> Our assessments indicate that those identified as disadvantaged often make expected or below expected progress within literacy and numeracy.
5	<b>Attendance</b> Records indicate that those that are identified as disadvantaged often have lower attendance.
6	<b>Independence skills and preparation for adulthood skills</b> Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal independence skills, e.g., independent travel.
7	<b>Social Skills</b> Through observations, conversations with families, school staff and pupil interviews we have identified that those that are identified as being disadvantaged often don't demonstrate as strong social skills as those that are not identified as disadvantaged.
8	<b>Health and Physical Needs</b> Through conversations with families, school staff and pupil interviews, we have identified that disadvantaged pupils often require additional interventions within the school to support with their health/ physical needs e.g. a pupil may not have as many opportunities to access a physio programme/ walking schedule as recommended.

## 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 ensure that post-Covid progress in all areas of the curriculum is good or better	90% of <b>all pupils</b> make expected or better progress across the curriculum, with at least 25% making better than expected progress.  90% of <b>disadvantaged pupils'</b> make expected or better progress across the curriculum, with at least 25% making better than expected progress.

To employ a range of strategies to support the reduction of whole school behaviour incidents.	Reduction in <b>whole school</b> behaviour incidents by 5%.  Reduction in <b>disadvantaged pupils'</b> behaviour incidents by 5%.
To employ strategies to improve attendance of disadvantaged pupils and to ensure that whole school attendance meets the school target of 92%.	<b>Disadvantaged pupils'</b> attendance is at least 92%.  <b>Whole school</b> attendance is at least 92%.
To continue to ensure that pupils are able to access a wide range of interventions / activities / resources to develop their personal, social and emotional wellbeing.	Pupils have maintained or improved their personal, social and emotional well being. Evident through observation, discussion, review of IEP / EHCP / SRT.
To ensure disadvantaged pupils feel better prepared for career progression and / or preparation for adulthood, work experience and happy/ successful adulthood.	<b>All</b> disadvantaged pupils are able to access high quality work experience and Careers, Information and Guidance (CIAG).  By the end of 2024/25, disadvantaged pupils are progressing on to appropriate post school options to provide them with the opportunities to access paid/ voluntary work

## 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: £ 12,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers to access Training in Systematic Instruction	EEF- Preparing for literacy – 1- Prioritise the development of communication and language. EEF- Improve social and emotional learning in primary schools – 2- Integrate and model Social and Emotional Learning (SEL) skills through everyday teaching. EEF- Improve social and emotional learning in primary schools – 4- Use	1,4,6,7

	a SAFE curriculum; Sequential, Active, Focused and Explicit. EEF- Putting evidence to work – 3- Explore- Define the problem you want to solve and identify appropriate programmes or practices to implement.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £44,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure appropriate interventions are in place for identified pupils (e.g. numeracy interventions, literacy interventions, Nurture activities, ELSA, music therapy, sensory occupational therapy, physical skills, sensory intervention, art intervention, Lego therapy, animal therapy, lunch clubs, Rebound, Theraplay, Intensive Interaction and Attention Autism).	EEF- Teaching Strategies - 1- Teach SEL skills explicitly. EEF- Teaching Strategies – 2 – Integrate and model SEL skills through everyday teaching. EEF- Proactive- 2- Teach learning behaviours alongside managing misbehaviour. EEF- Proactive- 3- Use classroom management strategies to support good classroom behaviour. EEF- Reactive- 5- Use targeted approaches to meet the needs of individuals in your school. EEF- The effective use of TA's in delivering structured interventions out of class – 5- Use TA's to deliver high quality one-to-one and small group support using structured interventions. EEF- Preparing for literacy – 4- Embed opportunities to develop self- regulation	1,2,3,4,5,7

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

Budgeted cost: £ 24,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the access to sensory experiences within the school environment including outdoor learning spaces.</p> <p>To offer opportunities to develop physical skills.</p> <p>To ensure we are delivering a broad and balanced curriculum for all pupils.</p>	<p>EEF- Proactive- 2- Teach learning behaviours alongside managing misbehaviour.</p> <p>EEF- Proactive- 3- Use classroom management strategies to support good classroom behaviour.</p> <p>EEF- Special educational needs in mainstream schools – 2- Build an ongoing, holistic understanding of your pupils and their needs.</p>	1,2,5,6,7,8
<p>To offer opportunities for pupils to access the local community and build on independence skills through Titan and other educational visits.</p>	<p>EEF- the effective use of TA's under everyday classroom conditions – 3- Use TA's to help pupils develop independent learning skills and manage their own learning.</p> <p>EEF- Special educational needs in mainstream schools – 4- Complement high quality teaching with carefully selected small- group and one-to-one interventions.</p> <p>EEF- Special educational needs in mainstream schools – 5 – work effectively with teaching assistants.</p>	1,2,5,6,7,8
<p>To embed the role of the Family Support Worker to develop relationships with parents/ carers and to reduce incidences of absence.</p>	<p>EEF- Critically review how you work with parents – 4- Offer more sustained and intensive support where needed.</p> <p>EEF- Special educational needs in mainstream schools – 2 – Build an ongoing, holistic understanding of your pupils and their needs.</p> <p>EEF- improving social and emotional learning in primary schools – whole-school – 5- Reinforce SEL skills through whole-school ethos and activities.</p>	1,2,5

**Total budgeted cost: £ 81,252**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Covid 19 has continued to impact on pupil progress and we currently do not have comparable data. Teacher judgments have overall been positive for all pupils. This will be developed over the next year.

Incidences of behaviour was not comparable with September 2020 due to the restrictions related to Covid 19. There was a clear reduction in incidences of behaviour in the Spring term with a slight increase over the Summer term. We plan to continue with this target to gain comparable data from September 2022.

Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities and have a robust recording system via the Self Reliance Toolkit. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees.

Overall we feel that progress towards the outcomes was good and that this was impacted on by the PP funding. Many of these outcomes will continue to be developed this year to allow us to continue to make progress and to ensure we have comparable data.

### Externally provided programmes

Programme	Provider
n/a	

### Service pupil premium funding

<b>How our service pupil premium allocation was spent last academic year</b>
No eligible pupils
<b>The impact of that spending on service pupil premium eligible pupils</b>