

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	94
Proportion (%) of pupil premium eligible pupils	38% (36 pupils) Pupil Premium 42% (39 pupils) Free School Meals
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 22- July 25
Date this statement was published	September 24
Date on which it will be reviewed	Annually (first review November 23, second review November 24)
Statement authorised by	Naomi Boulter
Pupil premium lead	Tricia Marron and Rachel Saunders
Governor / Trustee lead	Peter Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,050
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£600
Total budget for this academic year	£47,650

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 expectations 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**”.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Behaviour – 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	Emotional Wellbeing Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally are less likely to be emotionally resilient.
3	Sensory Needs 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	<p>Literacy and Numeracy Skills (including communication)</p> <p>Our assessments indicate that those identified as disadvantaged often make expected or below expected progress within literacy and numeracy.</p>
5	<p>Attendance</p> <p>Records indicate that those that are identified as disadvantaged often have lower attendance.</p>
6	<p>Independence skills and preparation for adulthood skills</p> <p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal independence skills, e.g., independent travel.</p>
7	<p>Social Skills</p> <p>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.</p>
8	<p>Health and Physical Needs</p> <p>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.</p>

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 progress in all areas of the curriculum is good or better	<p>90% of all pupils make expected or better progress across the curriculum, with at least 25% making better than expected progress.</p> <p>90% of disadvantaged pupils' make expected or better progress across the curriculum, with at least 25% making better than expected progress.</p>
To employ a range of strategies to support the reduction of whole school behaviour incidents.	<p>Reduction in whole school behaviour incidents by 10%.</p> <p>Reduction in disadvantaged pupils' behaviour incidents by 10%.</p>
To employ strategies to improve attendance of disadvantaged pupils and to ensure that whole	Disadvantaged pupils' attendance is at least 94%. Aiming for 95%.

school attendance meets the school target of 95%	Whole school attendance is at least 94%. Aiming for 95%.
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 wellbeing. Evident through observation, discussion, review of ILP / EHCP / SRT.
To ensure disadvantaged pupils feel better prepared for career progression and / or preparation for adulthood, work experience and happy/ successful adulthood.	All 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ol style="list-style-type: none"> 1. MSA's to access Autism Awareness Training 2. Teachers, TA's and PCA's to access CPI trauma informed care training. 3. TA's to access additional training around anxiety. 4. TA's to access additional training around Adverse Childhood Experiences 5. TA's to access Intensive Interaction Training. 6. Teachers, TA's and PCA's to access sensory OT training. 7. TA's to access GESALT SLT training. 	<p>EEF- Teach SEL skills explicitly</p> <p>EEF- Build an ongoing, holistic understanding of your pupils and their needs</p> <p>EEF- Embed opportunities to develop self- regulation</p> <p>EEF- Use classroom management strategies to support good classroom behaviour</p> <p>EEF- Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.</p>	1,2,3,4,6,7

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure appropriate interventions are in place for identified pupils (e.g. numeracy interventions, literacy interventions, Nurture activities, music therapy, sensory occupational therapy, physical skills, sensory intervention, art intervention, Lego therapy, animal therapy, Rebound, Intensive Interaction and Attention Autism.</p>	<p>EEF- Teach learning behaviours alongside managing misbehaviour. EEF- Use targeted approaches to meet the needs of individuals in your school. EEF- Complement high quality teaching with carefully selected small-group and one-to-one interventions EEF- Use classroom management strategies to support good classroom behaviour EEF- Use TA's to deliver high quality one-to-one and small group support using structured interventions. EEF- Use structured interventions to provide additional support EEF- Prioritise the development of communication and language EEF- Develop children's early reading using a balanced approach EEF- Use high quality targeted support to help struggling children</p>	<p>1,2,3,4,5,7</p>

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

Budgeted cost: £ 10,000

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. To offer opportunities to develop physical skills.</p>	<p>EEF- Teach learning behaviours alongside managing misbehaviour. EEF- Use classroom management strategies to support good classroom behaviour.</p>	<p>1,2,5,6,7,8</p>

<p>To ensure we are delivering a broad and balanced curriculum for all pupils.</p>	<p>EEF- Build an ongoing, holistic understanding of your pupils and their needs.</p>	
<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- Use TA's to help pupils develop independent learning skills and manage their own learning. EEF- Complement high quality teaching with carefully selected small- group and one-to-one interventions. EEF- Work effectively with teaching assistants. EEF- Teach strategies for solving problems EEF- Develop pupils' independence and motivation</p>	<p>1,2,5,6,7,8</p>
<p>To continue to embed the role of the Family Support Worker to develop relationships with parents/ carers and to reduce incidences of absence.</p>	<p>EEF- Offer more sustained and intensive support where needed. EEF- Build an ongoing, holistic understanding of your pupils and their needs. EEF- Reinforce SEL skills through whole-school ethos and activities. EEF- Support parents to understand how to help their children learn EEF- Provide practical strategies to support learning at home EEF- Tailor school communications to encourage positive dialogue about learning EEF- Offer more sustained and intensive support where needed</p>	<p>1,2,5</p>

Total budgeted cost: £ 47,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress for our disadvantaged young people has been strong, exceeding expectations based on data collected from July 2023 to July 2024.

However, incidences of challenging behaviour increased during the last academic year, despite various interventions aimed at supporting sensory regulation, reducing anxiety, and enhancing engagement. This has been identified as a key area of focus for the upcoming academic year.

The introduction of additional staffing to support access within the local community has had a significant impact. We have seen notable improvements in achieving SRT targets, particularly in relation to fostering independence and building confidence. In the upper school, staff have observed a positive effect on pupils' acquisition of essential life skills that will support their future employment.

Overall, we are pleased with the progress made towards the targeted outcomes, and we attribute much of this success to the Pupil Premium (PP) funding. Many of these outcomes will continue to be developed this year, enabling us to sustain progress and ensure consistent, comparable data moving forward.

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding

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