# 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

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| Detail | Data |
| School name | Park Lane School |
| Number of pupils in school | 95 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year/years that our current pupil premium strategy plan covers | September 2021-July 2022  Last review completed July 2021. |
| Date this statement was published |  |
| Date on which it will be reviewed | January and April 2022. |
| Statement authorised by | Lorraine Warmer |
| Pupil premium lead | Emma Shaw |
| Governor / Trustee lead | Christine Wee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £25,300 |
| Recovery premium funding allocation this academic year | £14,800 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £50.00 |
| **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 | £40,600 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for all our pupils. For our pupils their diagnosis and associated learning, physical, sensory and/or health needs are the primary starting point for any strategy plan. These aspects of their long term disabilities make a bigger impact on their learning and achievements than their socio-economic backgrounds. In using the Pupil Premium funding we ensure it will meet the needs of all pupils through the provision of whole school interventions and support. The intention being that outcomes for all pupils will be improved.  At the heart of our approach is high-quality teaching focussed on areas that our pupils require it most, linked to their Education Health and Care Plans. Targeted support is based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.  We will also provide pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all. It is our belief that all of our pupils have the ability to continue to make progress and where possible should have the opportunities to continue in education beyond school.  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 driven by the needs and strengths of each young person, based on formal, informal assessments and in depth staff knowledge of each pupil. 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.

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| Challenge number | Detail of challenge |
| 1 | Complex Communication needs requiring individual approaches to developing pupil’s abilities to communicate with those closest to them and in the wider community. |
| 2 | Complex learning needs which require individual learning goals and approaches in order for every pupil to progress. |
| 3 | Complex social, emotional and sensory difficulties which can lead to behavioural difficulties. Positive behaviour support is needed to help pupils learn to manage their behaviours as they prepare for adulthood. |

## 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.

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| Intended outcome | Success criteria |
| Improved pre-intentional and intentional communication for pupils who are non-verbal. | Assessment using NSS Framework will demonstrate progress. |
| Improved speaking and listening for pupils including those who use assisted and augmentative communication approaches including access to technology specific to need. | Progress against individual targets set in annual reviews of EHCP’s.  Signalong accreditation.  SALT targets and intervention programmes. |
| Improve outcomes for pupils who have sensory processing difficulties. | Progress against targets set in sensory diets and programmes by Paediatric OT.  Reduction in behavioural incidents. |
| A curriculum offer that is increasingly tailored to meet the educational needs of pupils, including those who are not engaging in subject specific learning. | Subject specialists and class teachers are able to track pupil progress and modify the curriculum to ensure it meets the learning needs of all pupils. |

## 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: £3,699

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| BILD Training –PBS course. | *https://www.bild.org.uk/positive-behaviour-support-pbs/* | 2,3 |
| In Print resources | Symbol based reading,writing and communication programme | 1,2 |

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

Budgeted cost: £ 22,025

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1-1 tutoring in English and Maths | EEF-1-1 tuition and National Tutoring programme.  [**https://nationaltutoring.org.uk/**](https://nationaltutoring.org.uk/)  **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition** | 2,3 |
| Elsa training. | The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed. | 3 |
| Sensory  Occupational  Therapy | Sensory processing disorder (SPD) is **a condition that affects how your brain processes sensory information (stimuli)**. Sensory information includes things you see, hear, smell, taste, or touch. SPD can affect all of your senses, or just one. SPD usually means you're overly sensitive to stimuli that other people are not. | 2,3 |
| Additional 1-1 support for targeted lessons. | <https://educationendowmentfoundation.org.uk/guidance-for-teachers> Use TAs to deliver high quality one-to-one and small group support using structured interventions Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.  Structured interventions include: Attention Autism, Letters and Sounds, So Safe, Sensology. | 2 |

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

Budgeted cost: £14,400

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Music Therapy | The world can be a very overwhelming place for children and young people living with special educational needs and other challenges, but music therapy offers a wealth of support and helps with emotional, physical, social and developmental difficulties. Music-making is crucial to the way that children and young people learn about the world around them, helping them gain new life-enriching skills.  Through music, our therapists help them to develop an increased awareness of themselves and others, build their self-esteem and confidence, and establish meaningful communication.  Our therapists listen carefully and sensitively respond in music, allowing children and young people to develop their own musical language in a safe environment that offers them a platform for expression and space to be heard. Nordoff |Robbins (2021). | 1.3 |
| Behaviour Consultant to provide additional support to staff on positive behaviour management. (Redstone Positive Behavioural Support). | The PBS approach has strong value base, keeping the person at the centre and promoting valued social roles for people in society. An essential part of PBS is the scientific understanding of how all behaviour works.  The main aim of Positive Behaviour Support is to increase an individual’s quality of life by increasing opportunities and skills. An increase in quality of life has the effect of reducing behaviours that challenge. | 3 |
| Drumming lessons | cm.ac.uk/about/news/all/2016-03-16rcmfindsdrumminghaspositiveimpactonmentalhealth.aspx  (2016-Royal College of Music).  <https://makemoremusic.uk/blog/health-benefits-of-drumming/> (2021)  Above links take reader to articles on positive effect of drumming on mental wellbeing including reducing anxiety and stress levels. It also promotes brain functionality. | 3 |
| Resources and Equipment | Provision of personalised resources and equipment including sensory resources to support recommendations from the Sensory OT, communication and technology. | 2,3 |

**Total budgeted cost: £** *40,124*

# 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.

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| Improved pre-intentional and intentional communication for pupils who are non-verbal.  Feedback from staff, the students themselves and our own experiences and recordings from sessions have demonstrated the powerful impact that music therapy can have for the individuals and groups that we work with at Park Lane. We have evidenced that music therapy has provided the following outcomes throughout the past academic year: - Opportunities for children to develop interaction skills such as listening and turn-taking - Opportunities for non-verbal communication - The experience of being part of a group and participating in a shared activity - Experiences of choice and control - Experiences of cause and effect - Experiences of independence - Experiences of success, achievement and increased self-confidence - Increased participation, stimulation and motivation to engage and interact in an activity - Learning new skills in a fun and joyful environment - Increased focus and concentration  The students have shared the following feedback about music therapy sessions: “Music is fun!” “It makes me feel happy” “I love playing the tambourine” “I like the drum” “We sing hello music” “Thank you for making music fun”  Nordoff Robbins Outcome Statement 2022.  Majority of pupils have met or exceeded targets in English. 7% did not meet targets. This equates to 2 pupils and interventions are in place to support these pupils.  All pupils have S&L targets within their EHCP’s and achievement is recorded at annual review meetings with parents. |  |
| Improved speaking and listening for pupils including those who use assisted and augmentative communication approaches including access to technology specific to need.  Majority of pupils have met or exceeded targets in English. 7% did not meet targets. This equates to 2 pupils and interventions are in place to support these pupils.  All pupils have S&L targets within their EHCP’s and achievement is recorded at annual review meetings with parents.  SALT have implemented specific group interventions such as Lego Therapy to support language development.  Achievement of Signalong accreditation by pupils in school. |  |
| Improve outcomes for pupils who have sensory processing difficulties.  21 pupils in receipt on individual OT assessments with sensory programmes in place following assessment. Impact is reduction in number of incidents during academic year by 50%. Iris adapt data evidences a reduction of 50% in the number of behaviour incidents recorded during the academic year 2021-2022.  Lesson observations do not record low level behaviours as disrupting lessons.  Parental survey -10% of parents who responded said behaviour was well managed in school.  100% of pupils, who have been assessed by and are following a sensory programme, have had a reduction in recorded behaviours and incidents enabling them to achieve improved outcomes across all areas of the curriculum. All have met or exceeded their learning outcomes for 2021-2022.  Pupils are accessing structured interventions including Attention Autism to support their learning. |  |
| A curriculum offer that is increasingly tailored to meet the educational needs of pupils, including those who are not engaging in subject specific learning.  Use of Engagement model to track progress of pupil not accessing subject specific learning. Framework on EFL. Record very small steps of progress against new framework.  Foundation subjects arranged in Value groups-Individuality, Community, Creativity and Challenge for pupils at KS2 and KS3. Learning outcomes and lesson content planned for those pupils assessed as non-subject specific learners so that the school ensures these learners have access to a broad, balanced and relevant curriculum.  93% of pupil met or exceeded targets in English and Maths.  In most recent parent survey 100% of parents stated that the curriculum provided a good range of learning opportunities. 93% of parents stated their child was making good progress in school. |  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Music Therapy | Nordoff Robbins. |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |