# Pupil premium strategy statement

## This statement details our school’s use of pupil 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 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 | 112 at time of completion.  116 (17.2.23)  **129 (November 2023)** |
| Proportion (%) of pupil premium eligible pupils | 22%  **25.5% November 2023** |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2025 |
| Date this statement was published | 1st December 2022 |
| Date on which it will be reviewed | April and July 2023.  **Reviewed and amended November 2023.** |
| Statement authorised by | Lorraine Warmer |
| Pupil premium lead | Emma Shaw |
| Governor / Trustee lead | Richard Davies . |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £43,280 |
| Rec9overy Premium funding allocation this academic year | £ |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £43,280 |

# 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 can 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 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 SEND which require individual learning goals and approaches in order for every pupil to progress. |
| 3 | Complex SEMH 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. |
| 4 | External challenge linked to increased SEMH and external services. |

## 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. **Achieved-Gold Award.**  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 all pupils, including those who are not engaging in subject specific learning. | Subject leaders and class teachers are able to track pupil progress and modify the curriculum to ensure it meets the learning needs of all pupils. |
| To ensure pupils have access to a universal, targeted and wellbeing offer the impacts positively on their social and emotional wellbeing. | Using whole school and targeted interventions and opportunities to enable all pupils to access social and emotional support. |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA training. | An Emotional Literacy Support Assistant (ELSA) is a trained, school based learning support assistant. Their role is to support the emotional wellbeing of pupils.  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  Park Lane is training 2 Teaching Assistants in this approach,. Currently Park Lane has 1 trained Teaching Assistant due to the retirement of an ELSA trained TA in the summer. | 3,4 |
| Focused CPD on specialist teaching linked to SEND and the curriculum. | CPD is evolving and within school it is being developed in several ways that enables staff to share good practice and access quality CPD. | 1,2,3 |

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

Budgeted cost: £ 18,400

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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 Catch up programme. programme.  [**https://nationaltutoring.org.uk/**](https://nationaltutoring.org.uk/)  [**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)**. Achieved: This has been successful and pupil is re-engaged in school.** | 3 |
| Additional 1-1 support for targeted lessons. https://sensoryintelligence.com/the-benefits-of-a-quiet-space-in-your-classroom/ | <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. | 4 |
| The use of calm spaces across the setting. | The use of spaces to enable pupils to self-regulate. There needs to be a focus on how these spaces can be better used to support self regulation in pupils with differing needs. These spaces will evolve based on the needs of the pupils.  https://sensoryintelligence.com/the-benefits-of-a-quiet-space-in-your-classroom/ | 3 |

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

Budgeted cost: £17,000

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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). | 3,4 |
| 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. | 3,4 |
| Extra Curricular activities. | Provision of an increasing number of extra curricular activities at lunchtimes and before school.  Breakfast Club  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/603946/Evaluation\_of\_Breakfast\_Clubs\_-\_Final\_Report.pdf  Other activities offered are:  Choir. https://www.structural-learning.com/post/singing-in-schools  IT Club.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework | 3 |
| Resources and Equipment | Provision of personalised resources and equipment including sensory resources to support recommendations from the Sensory OT, communication and technology. | 1,3 |
| Animal Therapy | 1. Animal-assisted therapy involves interacting with animals as well as a therapist to help you explore your feelings and experiences in a different way.   Including animals can help clients open up and feel more at ease. It can also give therapists useful insights into their clients’ feelings and behaviour, seeing how they form relationships or respond to different situations. (bacp 2023). | 1,3,4 |

**Total budgeted cost: £37,400**

# 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 2022-2023 academic year.

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| Park Lane School achieved Signalong Gold Award for its training of staff in aiding pupil communication.  1 pupil achieved Bronze level Signalong accreditation.  Music Therapy is provided in group and to individual targeted pupils based on need.  Below is pupil progress data for pupils in receipt of Pupil Premium. This is in line with pupil progress data for all pupils in Park Lane School. communication. There was no difference between the progress of children in receipt of pupil premium and those who are not which evidences our use of pupil premium is ensuring all pupils receive the same educational opportunities and support to achieve their educational outcomes.   |  |  |  |  | | --- | --- | --- | --- | | PP | Reading | Writing | Maths | | Exceeded | 11% | 13% | 18% | | Expected | 79% | 79% | 75% | | No progress | 10% | 7% | 7% | |  | 90% | 92% | 93% | |

## 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. |
| Animal Therapy | Inspiring Animal Therapy. |

## 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? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |

# 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.*  Film Club for secondary age pupils. Enabling pupils in secondary department the opportunity to attend 1 film club per month. This has been extended to weekly Film Club sessions to enable pupils to attend more regularly with peers supporting the development of friendships and socialisation.  Breakfast Club. |