# 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

| **Detail** | **Data** |
| --- | --- |
| School name | Longcause Community Special School |
| Number of pupils in school | 126 |
| Proportion (%) of pupil premium eligible pupils | 66/126 = 52% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Anne Hutchinson |
| Pupil premium lead | Trudi Skinner |
| Governor / Trustee lead | Fred Jenkins |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £69,330 |
| Recovery premium funding allocation this academic year | £ 7612 |
| 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 | £76,942 |

# 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. We do not see a gap between our disadvantaged and non-disadvantaged pupils when compared with their peers, due to the contact of our setting.  At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access as broad and balanced curriculum as possible.  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 experience of work, careers guidance is available to all.  Our strategy will be driven by 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. |
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## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Communication and Interaction - for many of our pupils this is their primary area of need. Difficulties with speech, language and/or communication lead to barriers in their learning and progress. |
| 2 | Positive relationships in school - due to the complex communication needs of our pupils and their understanding of the world around them (i.e. their peers) pupils struggle within this area. |
| 3 | Engagement in learning - our children can struggle to engage in the curriculum if it is not appropriate for them. |
| 4 |  |
| 5 |  |

## 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** |
| --- | --- |
| Attainment in English through RWI embedding - further coaching of teachers from FJ - RWInc trainer and staff training | Pupils will improve their reading, spelling, comprehension and handwriting through this programme. Progress will be tracked termly and measured against individual starting points. |
| Improve engagement in learning in English and Maths through coaching and team teaching | Improved teaching in particular in English and Maths |
| Improved language and communication in the Explorers pathway through individual intervention | Speech and language plans will be individualised to ensure that pupils all make progress with their communication and or language use. |
| Behaviour incidents/ positive relationships | Less exclusions  Improved social interactions at break and lunches  Less disruption to the learning in the classroom  Social learning times |
| Group work and not always 1:1 provision | Through high quality teaching and CPD focussed on Rosenshine’s principles, evidence will be seen in |
| Travel training for older pupils - preparing pupils to be independent in travelling (walking/bus) around local area and beyond | A particular focus on year 11s needing the use of public transport.  Daily mile - encourage all pupils to engage with this in the local area. |
| Improved social interactions and independence towards socialising | Pupils access social opportunities outside of school  Friendships develop outside of school  pupils and families more proactive in arranging out of school opportunities to socialise |
|  |  |

## 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:

£21, 012 (Assistant Head time)

£4, 400 (RWInc training)

£10, 780 (resources)

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Embedding RWI further, including the next steps (comprehension and Language and Literacy programmes) | EEF Toolkit measures (including impact on learning in months)  Individualised instruction  Mastery Learning  Phonics  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 1, 3 |
| Improved modelling in teaching English and Maths through Assistant Head (expert in English and Maths) being in lessons and coaching and team teaching. | [Teaching Maths KS1](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching?utm_source=/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching&utm_medium=search&utm_campaign=site_search&search_term=coaching%20and%20m)  [Modelling in Maths](https://educationendowmentfoundation.org.uk/news/eef-blog-integrating-evidence-into-mathematics-teaching-making-sense-through-modelling?) | 1, 3 |

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

Budgeted cost: £6270

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Speech and language therapy plans to be written for all children on the Explorers Pathway and reviewed termly by Speech and language therapists | [EEF research](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=speech%20and%20language) - oral language intervention, social and emotional learning. | 1, 3 |
|  |  |  |

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

Budgeted cost: £34,299

£2565 Street Dancing

£6800 Swimming

£11,462 Support’Ed

£6,992 Occupational Therapist

£3, 240 Residential

£3,420 Social evening club (Tuesdays)

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Improved understanding of behaviours through - Training to be delivered on PACE and the explosive child, trauma and ACEs   * CPI instructors to continue to provide CPI training for those staff that need it annually. * The Positive Relationship curriculum to be designed and developed * Training for staff on this curriculum | [EIF report](https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next) | 2 |
| To provide pupils with a range of experiences and opportunities to develop their social communication skills -   * Family breakfast on a weekly basis to improve communication skills in Explorers pathways * Improved social interaction through engagement with activities such as fencing, street dancing. * Development of the forest school area so pupils can access it. * Bush Craft sessions * Resources for Bushcraft * Input from Nature Friendly Schools for all staff and with groups of pupils. * Access toSupport’ed. * Opportunities to access provision from Support’ed to develop resilience offsite and in the community. * Offsite trips * D of E opportunities for KS4   Swimming beyond our statutory offer | [Social Emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term) | 1, 2, 3 |

**Total budgeted cost: £** *76,761*

# 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.

| * All pupils improved on their standardised reading age * All pupils (with the exception of the most complex non verbal children) moved through the sounds tracker at a slow but incremental pace * Handwriting and progress writes are evidence of the improved writing * Less behaviour incidents in English due to improved structure |
| --- |
| * PE trackers developed for rebound, cycling and swimming interventions * Impact of the OT developed and measured with the support of the OT |
| * Improved teaching in the classroom, reduced 1:1s and more class group teaching * Engagement has improved of pupils as they have a structure * Teachers are more skilled in subject areas due to improved training and information shared through schemes as well as 2:30 time. |
| * There have been less incidents at social times * Less pupils disengaged and out of class particularly during English and Maths * Decision to have a positives relationship curriculum developed for this academic year to have a bigger impact |
| * Improved high quality teaching and high quality curriculum design has improved the number of children being taught with their peers |
| * Opportunities to access provision from Support’ed to develop resilience offsite and in the community. * Offsite trips * Forest school * D of E opportunities for KS4 * Residentials |
| * All year 11s had access to this * We have a member of staff paid to do this |