

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Dame Ellen Pinsent
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Donna Cater
Governor / Trustee lead	Andy Punch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,045
Recovery premium funding allocation this academic year	£21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,573
School Led Tutoring	£14,100
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	£180,323

Part A: Pupil premium strategy plan

Statement of intent

Academically more of our pupil premium children achieve their extended targets than our non-pupil premium children and this is across reading, writing and number strands of the assessment data. The interventions put in place are a mix of helping all children to achieve their full potential, stretching our more able children, but our most important factor is the wellbeing and social development of children; this is what forms the majority of our interventions. Despite the fact that the pandemic has ended we are still seeing after effects of it as many of our children missed out on education and vital services. This has had an impact on our children's social, emotional and mental health issues and more children now identify with this need, even if it isn't their main need. We have also seen a change in the community of the school and the children are presenting with more complex needs. Due to these issues we've had to adapt our interventions and look more holistically at what we offer and on a more individual basis too.

Challenges

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

Challenge number	Detail of challenge
1	Communication, Speech and Language Needs
2	Social, emotional and mental health needs
3	Low self-esteem and confidence
4	Behavioural needs
5	Complex Special Educational Needs
6	Parenting needs/Challenging behaviour at home
7	Focussed use of technology
8	Pupils not making expected progress in Maths and English
9	Attendance, particularly persistent absence

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
1. Improved speech, language and communication skills	Pupils with identified SALT need will have improved outcomes and key communication strategies identified and are used consistently.
2. Improved social, emotional and mental health	Children engaged with one another, able to play alongside each other and turn-take/share, leading to gains in learning
3. Improved self-esteem and confidence	An improvement in identified children's emotional wellbeing and involvement.
4. Improved behaviour and social skills	All pupils will have a supportive relationship with at least one member of staff; learning behaviours are regularly taught and reinforced; reduction in challenging behaviours; specific strategies understood by key staff and consistently applied for identified children
5. Pupil progress evidenced and at a level appropriate to the child(ren) and needs	Pupils have consistent, targeted and appropriate SEN strategies in place. With teachers also ensuring explicit instruction, relevant cognitive strategies, scaffolding and flexible grouping in place. Targeted OT programme to facilitate complex SEND pupils to learn.
6. Improved behaviour at home and enhanced parenting skills	Greater parental engagement with targeted families; positive communication; better outcomes for children and families; reduction in negative behaviours.
7. Further develop pupil's independence in learning	Pupils able and motivated to learn independently through the use of appropriate technology and apps. This will also aid feedback and further learning and supplement the way teachers and TAs model.
8. Expected or above expected progress in Maths and English for those pupils below expectations	Identified pupils will access 1-1 targeted 'IEP' interventions that will further support them to make progress in English and Maths
9. Improved school attendance and reduced number of children with persistent absence.	The % of persistent absence will decline and the school attendance will be closer to 95%.

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: £6,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have ½ day of computing/IT intervention/ support in place to further develop pupil independence; staff knowledge; improved teaching and learning across the curriculum	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital This report from the EEF clearly identifies how the planned use of technology with support for implementation can have a positive impact on pupil learning	7
To ensure our curriculum is complemented with physical activity that also promotes good learning traits in children, through the continued implementation of the Commando Joe programme.	There is a range of evidence to prove the benefits of children being physically active: https://www.afpe.org.uk/physical-education/importance-of-pe-school-sport-physical-activity-resources/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Through the ongoing implementation of the Commando Joe programme across school, not only will we ensure our children are regularly physically active but we also make a difference to: Resilience, empathy, self-awareness, positivity, excellence, communication and teamwork. https://commandojoes.co.uk/impact-research/	2, 3, 4

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

Budgeted cost: £114,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Ensure 7 days of enhanced speech and language is in place with 4 days of a SALT and 3 days of SALTA</p>	<p>The large majority of children in our school have SALT/Communication needs specifically identified as part of their EHCP and this continues to be a growing need.</p> <p>The EEF research has shown that SALT interventions can improve the children's learning across the curriculum. Also, it shows that the impact can be even higher on those from a disadvantaged background.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Speech and Language support, doesn't just improve the child's communication skills but also impacts on all areas of the child's life including social, emotional and mental health and their long term outcomes.</p> <p>The importance of spoken language and the impact of poor language skills (speechandlanguage.org.uk) the-important-role-of-spoken-language-key-facts.pdf (speechandlanguage.org.uk)</p> <p>Unfortunately, 'children with primary language difficulties are at higher risk of developing behavioural, emotional and social difficulties, which can increase the risk of their exclusion from school and, in the most extreme cases, can lead to young people entering the criminal justice system.'</p> <p>rslt-social-disadvantage-factsheet.pdf</p> <p>Therefore it is vital that we do our best to improve children's communication skills.</p>	<p>1, 2, 4, 5</p>
<p>To provide 1 day a week of a HLTA who will provide identified pupils with high quality, structured English and Maths interventions (we refer to this as IEP time).</p>	<p>Through use of our school data those pupils who aren't making expected progress will be identified for IEP support with our experience HLTA. "some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals"</p> <p>EEF Selecting Interventions Evidence Insights (https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996)</p>	<p>8, 2</p>
<p>To provide a day a week of Occupational Therapy to support those pupils with additional sensory needs, to help them</p>	<p>"If you're working with a pupil who has difficulties with their emotions and behaviour, there may be an issue with their sensory processing. Sensory needs aren't exclusive to children with autism - and they actually impact on a wide range of children in our schools."</p> <p>https://beaconschoolsupport.co.uk/podcast/30 https://beaconschoolsupport.co.uk/send-handbook.php?v=2</p>	<p>4, 5, 2</p>

	<p>"How a child processes and responds to sensory information – sight, sound, smell, taste and touch – can be reflected in their emotional reactions. Some children find everyday activities such as dressing themselves, overwhelming and distressing. Our therapists are skilled in helping children develop the 'sensory integration' necessary to manage in these circumstances."</p> <p>https://www.theotpractice.co.uk/how-we-help/conditions/sensory-processing-disorder</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide ½ a day a week of CBT throughout the year for identified pupils	<p>Through the use of CBT SEMH and Behaviour needs can be addressed and improved.</p> <p>https://www.tewv.nhs.uk/about-your-care/treatments-therapies/children-young-people/</p> <p>This will be a tailored and individual approach for those children with more challenging behaviour and SEMH being demonstrated in the classroom. As supported by the EEF: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216</p>	4, 2, 3
1 day of Malachi and 1 day of personalised therapeutic support will be provided to support both children and families	<p>This approach will enable us to link strategies being used in school and at home that are effective. This will be positive dialogue and support that is sustained and intensive. As recognised by EEF: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> <p>This will be a tailored and individual approach for those children with more challenging behaviour and SEMH being demonstrated in the classroom and/or at home. As supported by the EEF: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216</p>	6, 4, 2, 3, 9
½ day of therapeutic mentoring	To give targeted support to some of our younger pupil premium children who require a different type of intervention to develop their social and emotional skills and support positive behaviour and play skills.	2, 3

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216 “Play Therapy helps children in a variety of ways. Children receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may re-enact or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. Children may also learn to manage relationships and conflicts in more appropriate ways.” https://www.bapt.info/play-therapy/info-parents/#:~:text=The%20outcomes%20of%20Play%20Therapy,relations%20with%20family%20and%20friends.	
To provide personalised and targeted behaviour support to those most in need and update staff training	Behaviour support will provide children, staff and parents with personalised strategies of how to improve social and mental health needs. Unfortunately disadvantaged pupils are more likely to receive behaviour sanctions or be excluded and we need to help prevent this by putting in support and strategies to improve behaviour and social, emotional and mental health needs. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4, 3, 2, 6
To provide music for some of our younger pupils one day a week	The use of Jo Jingles (who has proven success and experience with our children) to develop engagement and oral language/communication. Participation in arts has a positive impact on our children and is support by EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3
To provide support for families and children regarding attendance	Using the pastoral manager and family support workers to build relationships with parents and engage them further in school life will help to improve attendance. How schools are managing attendance effectively - Teaching (blog.gov.uk)	9

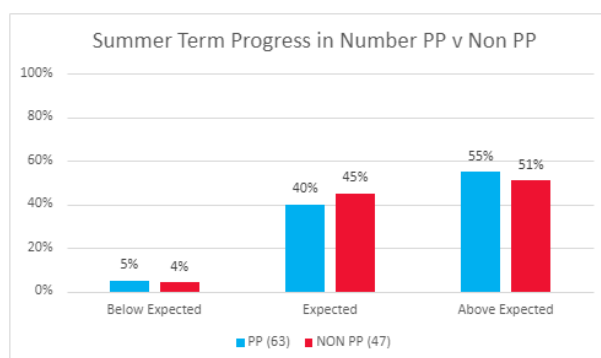
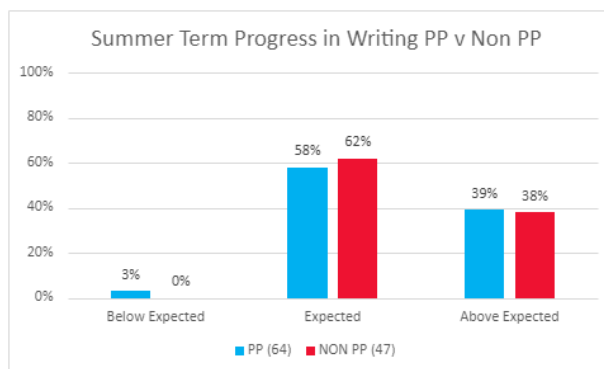
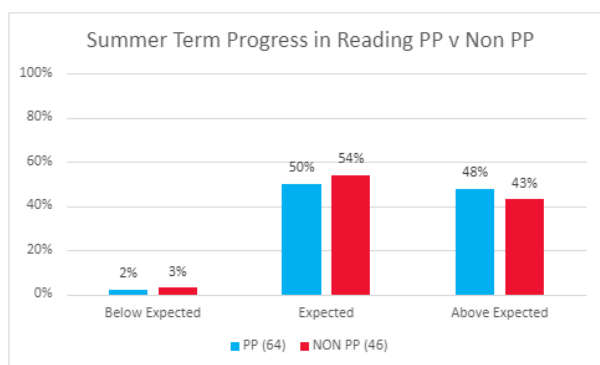
Total budgeted cost: £165,618

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 to 2023 academic year.

Academically our Pupil Premium children make equivalent or better progress than our non-pupil premium children (this has been a consistent trend for the past 3 years). It is again similar for this academic year:



2022/ 23	% Making Expected and Above Expected Progress	
	Pupil Premium	Non-Pupil Premium
Reading	98%	97%
Writing	97%	100%
Maths (Number)	95%	96%

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees.

We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Name/Type of Intervention (Targeted academic support or wider strategies)	Number of children that accessed	Impact/Outcomes
Music	152	<p>Music therapy gives the children a safe space to discuss and work through feeling and anxieties. Some of the children are on difficult journeys, but the music therapy has helped them to overcome difficult times and come out a more confident and self-assured person.</p> <p>Jo Jingles has provided a fun, exciting, creative activity within the curriculum. It allowed the children to develop their self-confidence, turn taking and attention skills within the classroom environment. This year we have also included music lessons for the older children, so every child was timetabled for a class music lesson, which was taught by an external professional. The classes either were taught drums or violins depending on the age and stage of the children. 4 of these children went on to perform as part of a City-wide music ensemble. This concert was held at the Royal Birmingham Conservatoire and the children showed great confidence and courage whilst performing.</p>
Malachi	14 children and 14 parents/ carers	We have employed 2 Malachi workers for a total of 2 and a half days this academic year. They have supported children and families across the year on a variety of topics including behaviour, attendance, bereavement, housing issues and well- being.
Therapeutic mentoring	3	This therapeutic input gave children a safe space to explore issues that are affecting their wellbeing, both at home and at school. It was done in a play-based approach, so it isn't threatening and allowed the children to express themselves, even though they have limited verbal communication. It was also about building relationships in a social setting.
CBT	5	This had to run slightly differently this year due to the needs of the children and them not being able to access group sessions. The sessions have been timetabled weekly, but have also happened ad hock when issues have arisen. The children responded well to the sessions and due to external factors the children have needed the support throughout the whole year.
SALT	53	In the Spring Term all children fully achieved their targets, with the exception of 1 child, who fully

		achieved 1 of his targets and the other two targets were partially achieved. In the Summer Term all children made progress with their targets, with 39/43 fully achieving their targets.
IEPs	38	All of the children made progress throughout their intervention time. 37/38 children ended the year having now made expected progress and some went into the above expected progress. There was only one children whom didn't make expected progress, but his progress was unfortunately impacted by poor attendance.
SEMH	70	During 22-23 we released 1 TA for 2 days and another for 3 days to help cover behaviour and improve the use of strategies within school. They worked across school, but were based in 6 classes throughout the year, depending on need. This resulted in consistent and correct use of strategies by all staff in those classrooms and throughout school.
Physical Activity	152	Commando Joes allowed children to build resilience, empathy, self-awareness, positivity, excellence, communication and teamwork. The physical activity intervention allowed children to be more active than they normally would in their PE sessions, which then improved their gross and fine motor skills and therefore their ability to engage in learning activities.

Further information (optional)

We deploy a number of strategies and external professionals to support our children in school. We use those that have proven over the years to make a difference to our pupils with SEND. The majority of our approaches are very much personalised, so that we look at the individual pupils and their barriers and decide on which intervention would be best for them. Our broader high quality teaching approach involves the following and ensures all of our pupils benefit and not just our Pupil Premium children.

High Quality Teaching Approaches used this year include:

SALT

The input from the SALT/ SALTAs has proved invaluable. Each teacher met with the SALT to discuss the needs of their class and the younger classes had specific support re PECS implementation in class or supporting communication skills within the curriculum. Each class appointed a TA as a Communication Lead they all were able to demonstrate their knowledge of their class communication targets and what was needed to help the children achieve their next steps of learning.

CPD

This year we've had a big focus on speaking and listening, sensory needs and behaviour and the insets have reflected this. There have been recaps on PECS and other communication strategies, time spent looking at the EEF guidance for behaviour and recaps re OT strategies. We have also had external CPD from Makaton tutors, allowing our newer members of staff to be trained to level 2 in Makaton signing.

Technology

All of our children have access to iPads (other than 2 of our younger classes) along with our Teachers. Our TAs all have an iPod or iPad that they can also access throughout the day. As a result, our children have been able to be more independent in their learning and are motivated by using such technology. Our assessment and feedback has also improved with the adults having this level of access to technology. They are able to capture accurate learning and use this to feedback through apps such as Dojo and Seesaw. Parents have commented on how much they have enjoyed seeing their children's progress through Dojo.