



# 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	New Siblands School
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Carrie Osmond, Headteacher
Pupil Premium lead	Angela Windsor
Governor / Trustee lead	Gillian Foxtton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,745.00
COVID recovery premium allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,055.00

## Part A: Pupil premium strategy plan

### Statement of intent

Research from Mencap shows that adults with learning disabilities are likely to have poorer outcomes than the general population in a range of areas:

- Employment: only 17% are in paid employment
- Health: life expectancy is 18 years shorted for women and 14 years shorter for men

The research also finds evidence of increased isolation and experiences of poor mental health.

Our pupil premium learners, are even further disadvantaged by their socio-economic situations so our aim is to use pupil premium funding to achieve and sustain positive outcomes for this group.

Although our strategy is focused on the needs of pupil premium learners, 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- pupil premium learners will be improved alongside progress for their non- pupil premium peers.

At the heart of our approach is high-quality teaching focussed on areas that pupil premium learners require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

We will provide pupil premium learners with support to develop their communication and interaction skills and their emotional regulation skills, as these are key skills that support success in all areas of learning.

Our strategy is integral to wider school plans for education recovery, notably through using the COVID catch-up grant to ensure that our work to support pupils' social, emotional and mental health can be augmented.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments and observations. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for each stage of their learning.

## Challenges

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

Challenge number	Detail of challenge										
1	<p><b>Individual pupils' special educational needs in all areas of their EHCPs.</b></p> <p>Pupils with severe and profound and multiple learning disabilities require a personalised curriculum that focuses on their individual needs, while motivating them to engage in their learning. Consistency, repetition and over-learning is required for them to consolidate and generalise learning. This will support them to know and remember more over time.</p>										
2	<p><b>Access to relevant, bespoke curriculum, including COVID-19 recovery curriculum.</b></p> <p>Pupils with severe and profound and multiple learning disabilities require a curriculum that goes beyond the academic in order to allow them to develop the pre-requisite skills for learning.</p>										
3	<p><b>Speech, language and communication needs (SLCN).</b></p> <p>All of our pupils have some degree of SLCN, varying from being completely non-verbal to having difficulties with understanding social communication. Disadvantaged pupils may have fewer opportunities to develop social interaction skills outside of school.</p> <p>Our data indicates that progress in Communication &amp; Interaction is lower for pupil premium learners.</p> <p>Expected Progress</p> <table border="0"> <tr> <td>Belonging Pathway</td> <td>PP learners</td> <td>60%</td> <td>Non- PP learners</td> <td>72%</td> </tr> <tr> <td>Achievement Pathway</td> <td>PP learners</td> <td>21%</td> <td>Non- PP learners</td> <td>46%</td> </tr> </table>	Belonging Pathway	PP learners	60%	Non- PP learners	72%	Achievement Pathway	PP learners	21%	Non- PP learners	46%
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Achievement Pathway	PP learners	21%	Non- PP learners	46%							
4	<p><b>Emotional regulation and / or sensory processing needs and challenging behaviour</b></p> <p>Pupils with severe and profound and multiple learning disabilities may not be able to understand or express their emotions. Some may be affected by sensory processing difficulties. Without a degree of emotional regulation they may be unable to fully engage in learning.</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
Increased engagement with learning by accessing a personalised curriculum	Pupil progress information shows that pupil premium learners are meeting or exceeding their PLG targets.

	Assessment shows high levels of engagement
Improved progress in the area of Communication and Interaction, so that they can express their needs, wants and preferences	Teacher assessments show that pupil premium learners make similar rates of progress as their non- pupil premium peers in the area of Communication & Interaction (i.e. Pupils in the same year group)
Improved staff knowledge, skills and confidence in delivering a range of programmes and interventions to support pupils' in developing their Communication & Interaction skills.	Teacher assessments show that pupil premium learners make similar rates of progress as their non- pupil premium peers in the area of Communication & Interaction (i.e. Pupils in the same year group)  Staff feedback for training sessions is positive and school leaders see evidence of teacher skills and confidence in delivering Communication & Interaction programmes and interventions
Improved behaviour and engagement with learning	Teacher assessments show that pupil premium learners make similar rates of progress as their non- pupil premium peers in the area of SEMH

### 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: **£24,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD for programmes and interventions in the areas of Communication & Interaction and SEMH	<p><i>'Communication is fundamental to children's development; children need to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction.'</i> <i>The Communication Trust</i></p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. <a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	1, 2, 3

<p>Enhancing the range of engaging and motivating resources and enrichment activities available to support a language rich environment and personalised learning needs for Communication &amp; Interaction.</p>	<p><i>'Are poor readers doubly disadvantaged in that they soon begin to lag behind their peers in both "skill" and "will"? If so, then their poor reading skills and low reading motivation may begin to influence each other.'</i> - Morgan &amp; Fuchs, 2007</p> <p><i>'Students with LD generally experience a strong correlation between their low extrinsic and intrinsic motivation and their poor academic performances.'</i> (Lepper, Corpus, &amp; Iyengar, 2005; McGeown, Norgate, &amp; Warhurst, 2012),</p> <p><i>'Create activities that are relevant to students' experiences and interests. Make it REAL.'</i> Beverley Wieser CLD 2014</p>	<p>1, 2, 3</p>
<p>Enhancing the range of engaging and motivating resources and enrichment activities available to support personalised learning around SEMH &amp; emotional regulation for pupil premium learners</p>	<p>We have observed that pupils are able to generalise learnt skills in these new contexts.</p> <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Behaviour interventions</li> </ul>	<p>1, 2, 4</p>
<p>School Leaders in place to support areas where impact of COVID is affecting pupil progress</p> <p>-Learning Continuity</p> <p>-SEMH / Recovery Curriculum</p> <p>-Community Resilience</p>	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Behaviour interventions</li> </ul>	<p>1, 2, 3, 4</p>

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

Budgeted cost: **£35,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Commissioned Speech &amp; Language Therapy x 3 days per week</p>	<p><i>'Communication is fundamental to children's development; children need to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction.'</i></p>	<p>1, 4</p>

Including training opportunities	<p><i>The Communication Trust</i></p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£8,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for pupil premium learners with enhanced sensory processing needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1, 2, 4
Emotional Learning Support Assistant (ELSA) to support pupils’ mental health needs	<p>Research from the ELSA network indicates that the intervention is <i>‘effective in helping teaching assistants work with children to develop their emotional literacy’</i>.</p> <p>Further research notes <i>‘the positive effect of the ELSA training and reflective supervision on raising within school competency to improve the social and emotional skills and wellbeing of children and young people.’</i></p> <p>(Burton, 2008; Hills, 2016; Krause, Blackwell &amp; Claridge, 2020; McEwen, 2019; Wilding &amp; Claridge, 2016).</p> <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Behaviour interventions</li> </ul>	1; 2, 4

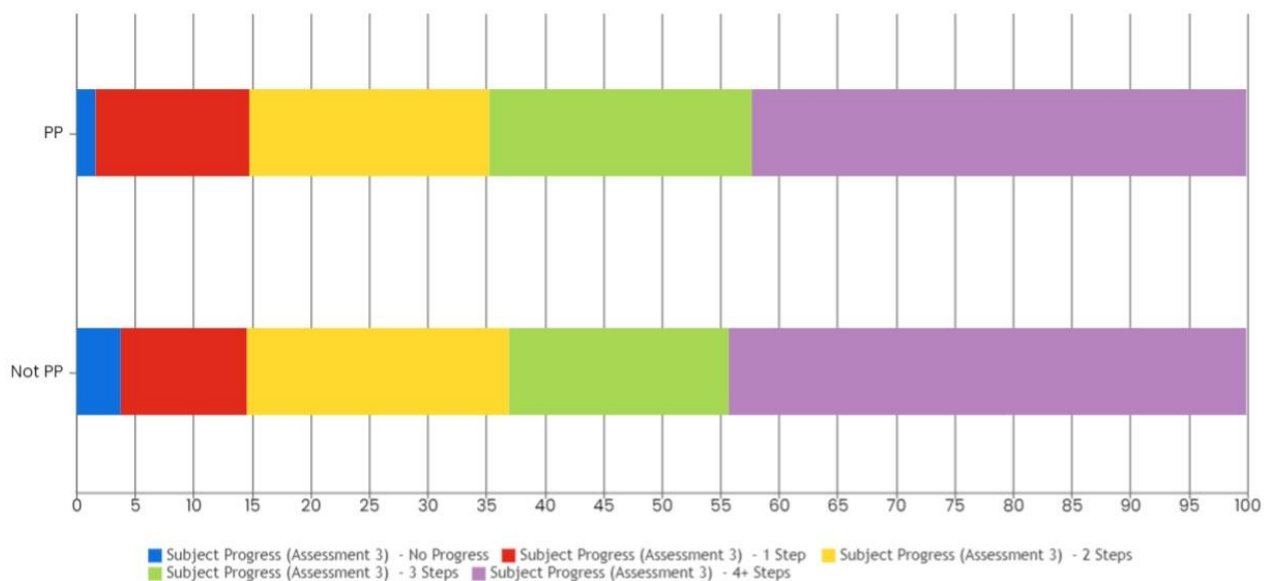
**Total budgeted cost: £67,000**

# 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.

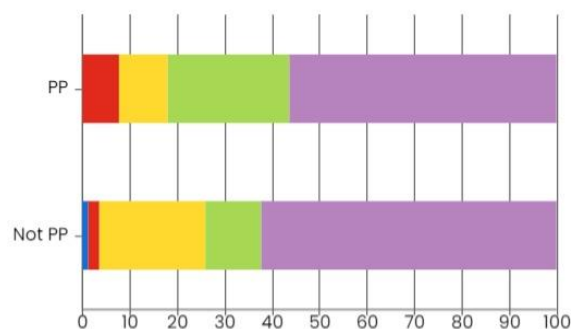
Graph to show progress of Pupil Premium against Non Pupil Premium for All Subjects



### Outcome 1 – Increased engagement with learning through accessing of personalised curriculum

- The above graph shows that 85% of pupil premium learners are meeting or exceeding their Priority Learning Goal targets.

Graph to show progress of Pupil Premium against Non Pupil Premium for Communication and Interaction



### Outcome 2 – Improved progress in the area of Communication and Interaction

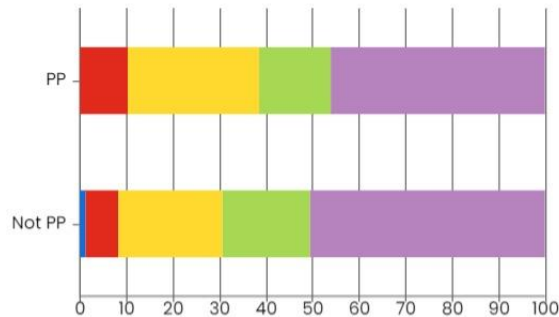
- The above graph shows that Pupil Premium make progress at a similar rate to non-PP in Communication and Interaction.

**Outcome 3 – Improve staff knowledge to deliver a range of programmes to support Communication and Interaction**

- The above graph shows that Pupil Premium make progress at a similar rate to non-PP in Communication and Interaction.
- Teaching and support staff have had access to training for Makaton, PECS, Intensive Interaction and Communication Boards. Observations evidence records high levels of skill and confidence in delivering these programmes.
- OPTICAL video on communication showcases staff knowledge and confidence in this area.

**Outcome 4 – Improve behaviour and engagement with learning**

Graph to show progress of Pupil Premium against Non Pupil Premium for SEMH



- The above graph shows that Pupil Premium make progress at a similar rate to non-PP in SEMH.