



# Pupil premium strategy statement

## 2023-24

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

This is for the year 2023-24.

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 (EYFS – KS4)	106
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Karl Hemmings, Headteacher
Pupil Premium lead	Angela Windsor
Governor / Trustee lead	Gillian Foxtton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,963
COVID recovery premium allocation this academic year	£43, 840
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	£108,803

\* The above does not include money from Wiltshire LA for a CLA. This is budgeted in accordance with the PEP separately, for that individual student.

## 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 School's Recovery Premium 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 areas that support pupil's mental health and wellbeing</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 an area of strength for all our pupils, including pupil premium learners. We have an increasing number of non-verbal pupils requiring very specialist support and approaches. In 2011, 11% of our students were non-verbal and this has increased in 2021 to 49%. Therefore, continued maintenance of this as an area of strength for our pupil premium learners is an appropriate focus.</p>
4	<p><b>Emotional regulation and / or sensory processing needs and challenging behaviour (SEMH needs)</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. This requires us to significantly address pupil Social, Emotional and Mental Health needs (SEMH).</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 personal PLG targets.  Assessment and monitoring of learning 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: **£19,850**

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
Enhancing the range of engaging and motivating resources and enrichment activities available to support a language rich environment and personalised learning needs for Communication & Interaction.	<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> <i>Beverley Wieser CLD 2014</i></p>	1, 2, 3
Enhancing the range of engaging and motivating resources and enrichment activities available to support personalised learning around SEMH & emotional regulation for all	<p>We have observed that pupils are able to generalise learnt skills in these new contexts.</p> <p>Nationally recognised evidence from Ofsted regarding the impact of positive behaviour on learning.</p>	1, 2, 4

learners, including those in receipt of pupil premium.	EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Behaviour interventions</li> </ul>	
<p>School Leaders in place to support areas which support Pupil Mental Health and Wellbeing</p> <ul style="list-style-type: none"> <li>- School leader for Pupils Mental Health and Wellbeing</li> <li>- School leader for Positive Behaviour Support Base/Therapies</li> <li>- School leader for Disadvantaged Pupils</li> </ul>	EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Behaviour interventions</li> </ul>	1, 2, 3, 4

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

Budgeted cost: **£26,612**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech &amp; Language Therapist 2.25 days per week</p> <p>Including S&amp;L training opportunities and resources</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><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>	1, 4

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

Budgeted cost: **£62,341**

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
Positive Behaviour Support Base to provide personalised and bespoke interventions for pupils and support & training for staff	<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
Train Positive Behaviour Base Leader as Team Teach Trainer.	<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>Team Teach is a well-established and recognised de-escalation behaviour support approach.</p>	1, 2, 4

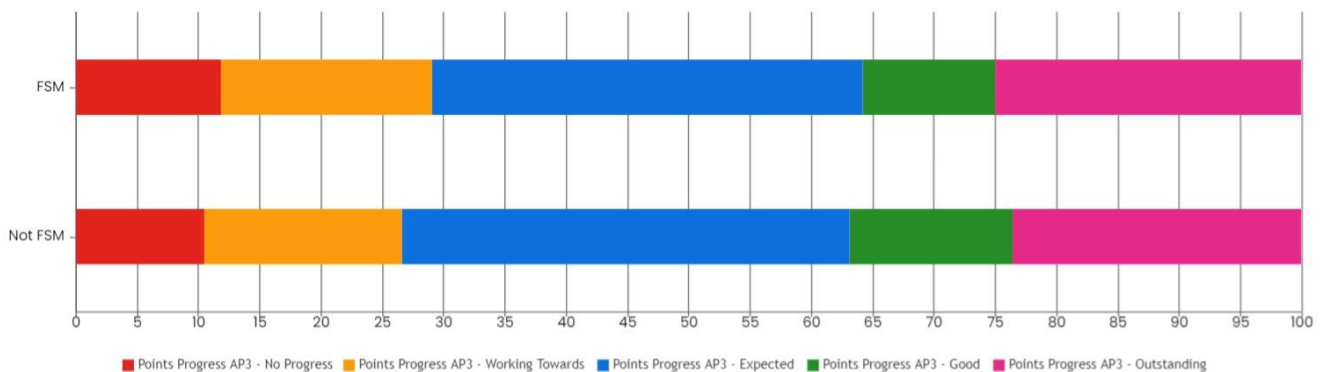
**Total budgeted cost: £108,803**

## 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 2022-23 academic year.

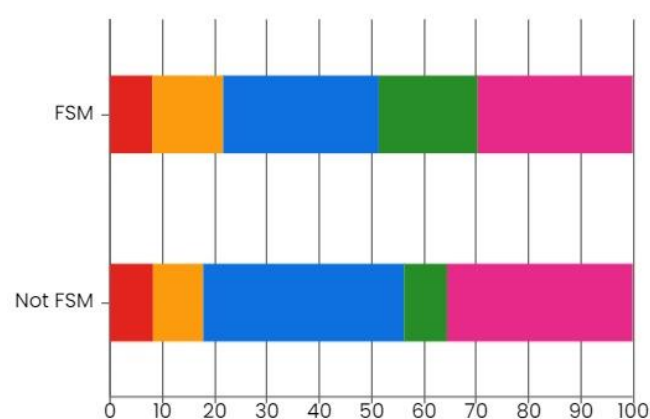
Graph to show progress of Pupil Premium against Non Pupil Premium for All Subjects



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

- The above graph shows that 72% 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

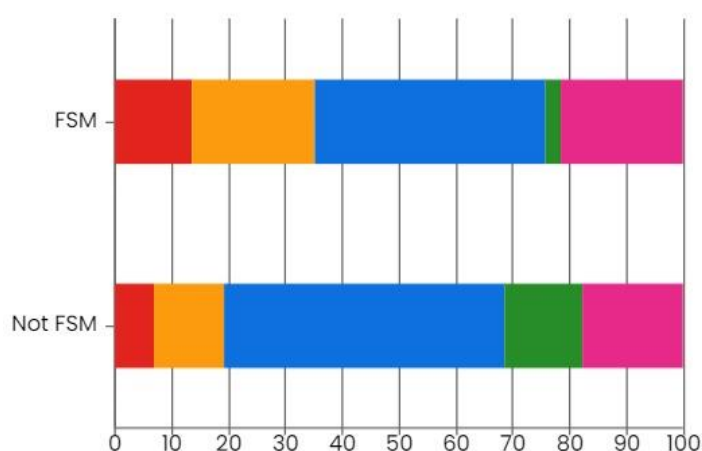
- The above graph shows that Pupil Premium make progress at a similar rate to non-PP in Communication and Interaction.



### **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, VOCAs, Intensive Interaction, musical interaction and Communication Boards. Observations evidence records high levels of skill and confidence in delivering these programmes.
- Teaching and support staff have also been trained on personalised programmes for individual students e.g. Talk Tools, Speech Sounds, and Keyword Games. This has enhanced staff knowledge and understanding, and ensured that Pupil Premium students make progress at a similar rate to non-PP.

Graph to show progress of Pupil Premium against Non Pupil Premium for C&I



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

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