

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	Parayhouse School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Holly Bristow
Pupil premium lead	Holly Bristow/ Lorraine Morgan
Governor / Trustee lead	Steve Hussey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25, 435
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,333
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	£38,018

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. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, they may experience increased behaviour difficulties, low attendance and slower progress. We also note that the socio economic disadvantage often impacts on mental health and wellbeing.

At the heart of our approach is high-quality teaching focused on areas where disadvantaged pupils require it most, alongside therapeutic interventions and lifeskills experiences that these students may not get to experience outside of school.

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

We will also provide disadvantaged pupils with support to develop independent life and social skills that will help them to lead fuller lives now and will better equip them with the skills that they will need when they move on to their next provision.

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.

Challenges

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

Challenge number	Detail of challenge
1	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

5	Our assessments and observations show that our more disadvantage pupils make slower progress in reading writing and maths than their peers.
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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
Improved attainment for disadvantaged pupils in all communication outcomes, relative to their starting points as identified through baseline assessments.	All disadvantaged pupils will reach their required target in communication outcomes in line with their peers.
Increase the opportunity for experiences outside of school, e.g. community, lifeskills based trips that the students participate in.	All students will be able to experience more trips outside of school to increase their cultural capital.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHCP plan termly outcomes, and SOLAR data.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access work experience or life skills experiences. Through observation and discussion with pupils and their families.

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: **£16,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated cost
RWI phonics training for 7 members of teaching staff	https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation	5	£1,575
Freelance drama teacher to direct a student end of year performance	https://ore.exeter.ac.uk/repository/bitstream/handle/10871/123989/FaulIE_Vol.%201%20of%202%20pdf.pdf?sequence=2&isAllowed=n	2,4	£1,000
Speech & language training for staff.	Ongoing Speech and language training is important to ensure that our students improve their communication outcomes. https://www.teachingexpertise.com/articles/cpd-for-sen/	2,3	£3000
Mental health and family support training.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	2,3,4	£500
Safeguarding and child protection training		4	300
Purchase of a day of drama therapy and a day of clay therapy.	Referrals to professionals has been found to be an effective strategy in supporting students with SEN. It gives them an opportunity to express themselves through a different medium in a non -threatening environment. https://digitalcommons.lesley.edu/cgi/viewcontent.cgi?article=1519&context=expressive_theses	2, 3	£10,000

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

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated cost
Purchase of ICT software clickr and widgit to support learning at home and in the classroom.	ICT software has shown to increase engagement and pupil outcomes in students' with SEN. https://library.down-syndrome.org/en-gb/news-update/04/1/supporting-learning-development-ict	2,4,5	£3,000

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

Budgeted cost: **£ 18,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated cost
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory 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.	3	£3,000
Drop in coffee mornings, with guest speakers. Programme working with parents and carers to develop effective home learning environments and increased self-expression.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3, 4	£400
Lifeskills and work experience trips	Lifeskills and work experience trips are likely to enhance students' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4, 5, 6	£2,500

Mental health and safeguarding training to support students and their families.	https://blog.insidegovernment.co.uk/schools/what-is-the-role-of-the-designated-safeguarding-lead-dsl	1,2,3,4	£3000
Sensory garden for all students to enjoy year round.	Evidence suggest that sensory gardens help improve mental health and well-being and can reduce incidents of behaviour. https://www.surrey.ac.uk/fees-and-funding/studentships/wellbeing-garden-examining-sensory-experiences-inform-garden-design	2,3	£4,800
Adding a small kitchenette to the Hub to enable students to practise important lifeskills and independent living skills.	https://www.gov.uk/government/publications/evaluation-of-the-essential-life-skills-programme	4	£5,000

Total budget

£38.075

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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated..

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. Almost all pupils' attendance and access to education was affected.

We mitigated the impact on academic outcomes by our resolution to offer home learning through the set up of Google suites and by making sure all our students and families had the technology to access this offering whilst at home. We also worked hard to provide a recovery curriculum to ensure we accounted for students emotional, developmental and communication gaps and challenges. This was achieved by creating more opportunities to spend time with our peers and organising more school trips to increase their cultural capital and improve their mental health and well-being.

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, staff training and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider