

Pupil premium strategy statement –Parayhouse School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	31/12/2022
Date on which it will be reviewed	31/07/2023
Statement authorised by	
Pupil premium lead	Holly Bristow
Governor / Trustee lead	Steve Hussey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,885
Recovery premium funding allocation this academic year	£24,372
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£6185
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,442

Part A: Pupil premium strategy plan

Statement of intent

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, by employing an OT assistant they can ensure that they teach students independent living skills such as dressing, cooking, shopping and Independent travel. They will be available to support our OT in school, swimming and on trips out in the community.

Our strategy is integral to wider school plans for education recovery, including Student mental health and well-being after an unsettling and challenging couple of years for pupils that have been worst affected, including non-disadvantaged pupils. External services such as CAMHS are oversubscribed and have long waiting lists we need our students to be able to access therapies to improve their mental health and wellbeing and to be able to be ready to learn in the Classroom. We are using some of our funding for a day a week Drama therapist to work one to one and with small groups of pupils to support our students with ways to communicate their feelings. The Sensory garden will also provide a calming outdoor space for all students to access.

After reviewing our Curriculum we identified a need for a whole school approach to teaching RSHE. Parents' feedback that they felt that their children were often vulnerable because of their lack of understanding about public and private behaviours. We have trained three members of staff on the SoSafe programme and will embed it this year across the school.

We have used our recovery premium funding this year mostly on ICT and behaviour support. We are purchasing tablets for our most complex learners to support reading and writing through technology. We are also purchasing lockable cupboards to ensure equipment is stored safely.

We have introduced a floating behaviour support LSA who is CPI trained and can work across all class groups to ensure behaviour plans are followed and reviewed regularly so all students are supported and ready to engage with learning.

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 nonverbal, 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 and skills for living.
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 disadvantaged pupils make slower progress in reading writing and maths than their peers.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., social skills, confidence and independence.

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 number of students accessing OT	More students with OT plans. Revised IEP and EHCP targets.
Increased number of students accessing Drama therapy.	More Students referred to Drama therapy, positive feedback from parents and staff about individual progress.

SoSafe training, to embed the programme across the curriculum. Students taught about social safety.	SoSafe embedded into the curriculum and parents and school using a common language.
CPI training	More staff trained in the CPI approach. Serious Bvr incidents reduced on CPOMS
Sensory garden- to positively impact on student well- being.	Students accessing resources outside.
Life skills trip.	Students independent living skills assessed and feedback to staff.
Read write Inc phonics training. To improve staff confidence in delivering phonics lessons.	Student's phonics and rote reading improved- using RWI assessments and Benchmark reading assessment.

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SoSafe A whole school approach embedded and working closely with parents and carers to teach students how to keep themselves and others safe.</p>		2,4,6
<p>CPI To further enhance the capacity to deliver interventions in support of positive behaviour, mental health & well-being leading to better attendance, an improved readiness</p>	Reduced serious behaviour incidents recorded.	2,4,6

to learn leading to better engagement and improved learning outcomes		
Read Write Inc phonics training. To improve the performance of pupils in the reading components of the	Benchmark reading assessments.	5

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

Budgeted cost: £ 19,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational therapy assistant for one day a week, this will enable more students to have OT plans and revised IEP and EHCP outcomes.	More OT input, revised EHCP and IEP targets.	3
ICT hardware and software. Tablets, cases and storage.	Using ICT to support learning in core subjects for our more complex students.	4,5
Interactive white board	For training and small group tutoring sessions to support NTP.	4,5

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

Budgeted cost: £30,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory garden for all students to enjoy year round.	Evidence suggest that sensory gardens help improve mental health and wellbeing and can reduce incidents of behaviour.	2,3,4

	https://www.surrey.ac.uk/fees-andfunding/studentships/wellbeing-gardenexamining-sensory-experiences-informgarden-design	
Employ a drama therapist to offer individual and small group therapy sessions.		2,6
BVr support LSA	CPI trained LSA to support challenging bvr across all classes. Help to develop Bvr support plans.	2,4
Soft furnishings for calming space	Provide a safe and comfortable environment for students to use when dysregulated.	4

Total budgeted cost: £ 52,225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We were able to send our teaching staff on RWI phonics training. Our literacy Curriculum lead was able to access all the training in order to get a better overview on how phonics should be delivered to all our learners on different pathways. This also enabled her to critically observe Phonics lessons and feedback to staff to improve teaching and also to identify training needs for support staff. As a result she ran several Best Practise phonics sessions for Learning Support assistants. SLT carried out a series of learning walks to check improved consistency in phonics teaching and learning.

Our Speech and Language Therapists completed several Social thinking modules and introduced these sessions in their lessons. As a result the students and staff have started adopting a common language which helps our students to understand and act appropriately with their social communication and regulate their behaviour better.

We took 8 of our leavers on an Independent living skills trip in a hired house in Littlehampton. They were led by an OT, a learning support assistant and our Family support manager. These trips enabled our students to learn about shopping, cooking, and other essential Independent living skills, it also allowed our staff to assess and feedback to parents after the trip and helped to inform IEP targets and EHCP outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

--