

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	48
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	15/12/2023
Date on which it will be reviewed	31/07/2024
Statement authorised by	
Pupil premium lead	Holly Bristow
Governor / Trustee lead	Steve Hussey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,000
Recovery premium funding allocation this academic year	£29,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£56,000

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. We also used some of the funding to purchase new cooking equipment to be used in the OT cooking sessions with our leavers.

After reviewing our pastoral Curriculum and wellbeing strategy, we identified that we needed a more structured approach to our well-being clubs on Friday afternoons. Our lead LSA's took on a planning role for each of our clubs and undertook an audit of resources that were needed. We allocated some of our funding to ensuring that these clubs were well structured and engaging.

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.

We have used part of our recovery premium funding this year towards a SaLT assistant salary. This is a new role within the school to help implement communication strategies and support our SaLT team. This change was made in light of the nation-wide recruitment issues for Speech therapists.

With rising inflation and cost of living pressures, we allocated some money to our staffing costs of the residential trips that form part of our curriculum. These residential trips are offered with no cost to parents and carers, but require overnight staff support with overtime payments to staff over all our key groups.

This year we have given a curriculum area of responsibility to all of our Key teachers with QTS to help our Assistant Head monitor and review our curriculum areas and how

they are delivered throughout the school. In order to prepare them to carry out their roles effectively and with confidence we enrolled them all onto curriculum lead training with the SSAT.

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. Increased staff confidence in delivering OT strategies to students.	More students with OT plans. Revised IEP and EHCP targets. OT embedded within classes across the school.
Increased number of students accessing Drama therapy.	More Students referred to Drama therapy, positive feedback from parents and staff about individual progress.
Key teachers to lead a curriculum area, to review the content, delivery and identify training needs throughout the school.	Staff confident in their subject lead role and implementing change with SLT support.
Staff delivering more structured well- being clubs with resources that they need.	Students engaging in well-being clubs with clear outcomes being met.
Speech therapy assistant role introduced to deliver communication strategies.	SaLT assistant delivering sessions with support of head of therapy.
Students accessing overnight residential trips with staff support.	Safe staff to student ratios.
More able students on the formal curriculum pathway using laptops to achieve preparation for adulthood targets,	Students able to use programmes on laptops with increasing confidence to achieve EHCP preparation for adulthood targets.
Increase ICT support	IT systems to move from server to cloud based.

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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum lead training for key teachers.	Evidence base suggests that engaging with training leads to increased confidence for staff. SSAT middle manager training. https://www.ssatuk.co.uk/ssat-membership/secondary-membership/middle-lead-ership/	2,5,

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

Budgeted cost: £ 29, 695

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.	Evidence shows improved student outcomes with more direct therapy input.	3,6
ICT hardware, student laptops	Evidence suggests that students require modern and fully functional ICT equipment to access learning.	4,5
Speech therapy assistant role	Evidence suggests that Increasing SaLT interventions across the school to improve communication outcomes.	2
Cooking equipment for OT	Evidence suggests that students need modern and fully functioning equipment in order to access learning.	3,6
Resources for well-being clubs.	Evidence suggests that students need modern and fully functioning equipment in order to access learning.	1,3,4
Increased ICT support to move to a cloud based system.	Using cloud computing in education — such as a cloud-based management information system (or MIS) — can increase accessibility, boost	

	engagement, save money, and increase security.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drama therapist to deliver therapy sessions for students referred by staff.	Evidence suggests that drama therapy used with SEN students showed great improvements in social perception skills, increase in empathy and communication.	2,6
Staff overtime to be paid for staff that help facilitate residential for students.	Ofsted suggest that School visits and journeys form an important part of school life. They provide opportunities for personal development which may not be available within school.	1

Total budgeted cost: £ 56,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, due to the nature of our students' needs, drawing on our own internal summative and formative assessments and from staff and parent surveys.

The data demonstrated that students are happy at school and are meeting their IEP targets for independent living skills which are directly impacted from OT, drama therapy and SaLT input.

Lesson observations and learning walks show that RWI phonics and fresh start lessons are at least good and all staff are aware and report feeling more confident in how the structure of the lessons are delivered. This was confirmed by our external education consultants observations. Phonics screening tools now included in the schools assessment system SOLAR show the students are making progress.

The school wide CPI behaviour intervention programme is well embedded and reflected in the schools' behaviour policy. Staff report feeling more confident in using the strategies and our behaviour reporting tool CPOMS shows there was no increase in behaviours requiring restraints, showing that the CPI de escalation strategies were being used effectively.

The whole school makaton training delivered has had a positive impact on the whole school communication approach. The Speech and Language Therapists have monitored the use of Makaton signing being used across the school and have seen a rise in the use of signing which positively impacts the communication outcomes of our students.

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

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
SSAT middle leader training	SSAT

Further information (optional)

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