

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	Crowdys Hill School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	3/12/21
Date on which it will be reviewed	April 2022
Statement authorised by	K. Higham
Pupil premium lead	P. Owen
Governor lead	T. Casey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,430* Not all received from virtual school or SBC
Recovery premium funding allocation this academic year* not included in this report- see recovery funding statement	£24,070
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	£102,392

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school.
- Ensure ALL pupils are able to read and develop a joy for it.
- Develop confidence in their ability to communicate effectively.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context: Our school serves Swindon as a SEN provision school 5-19. Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- **Provide all teachers with high quality CPD to ensure that pupils access effective quality first and SEN teaching.**
- **Focus funding on reducing identified barriers to learning**
- **Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.**
- **Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences.**
- **Provide opportunities for all pupils to participate in enrichment activities including sport and music.**
- **Provide appropriate nurture support to support pupils in their emotional and social development.**
- **Our strategies will change and develop based on the needs of individuals and through a range of interventions and support e.g ELSA, THRIVE, CAMHS and TaMHS meetings.**

Key Principals: We will ensure that we help pupils to reduce barriers to engagement, to provide personalised teaching, learning and assessment meets the needs of all of our complex needs pupils. When reflecting upon data and impact leaders will shape pupil premium plans with specific intervention and support for individual pupils. Through

reviews we will ensure that pupils will have voice to reflect as part of an on going conversation about support for learning.

Challenges

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

Challenge number	Detail of challenge
1	Communication skills are very low (well below ARE) in PP pupils on entry
2	On entry PP pupils have limited self-regulation skills
3	PP pupil's attendance is lower than those non-PP
4	KS4 (and KS5 post PP)– PP pupils have lower average (compared to year group) attainments in English
5	KS1-KS5: FSM pupils may be disadvantaged, through lack of funding to access adequate: snacks, drinks, lunches; after school clubs, reading opportunities.
6	Post-CLA pupils may have attachment issues which result in emotional barriers, and engagement difficulties.

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
<p>1. <i>PP students to have increased communication skills.</i></p> <p>All staff training additional communication techniques.</p> <p>Whole school focus – Targeting SALT intervention, focus on incoming pupils.</p>	<p>Pupils closer to age related expectations of communication, and some same or above rate of progress compared to non PP pupils.</p> <p>Over 90% good or above score in subjects.</p> <p>New SALT to work closely with staff to continue to implement techniques and strategies</p> <p>2 successful twilights on SALT and EKLAN.</p>
<p>2. PP to have increased self-regulation (learning capability) measurable through progress reports.</p>	<p>New pupils to access their learning and have minimal incidents of impulsivity.</p>

<p>3. PP pupil to have increased attendance comparable with non PP, Measured through schools attendance analysis.</p>	<p>PP and non PP pupils to have above 95% attendance (or national average during pandemic)</p>
<p>4. KS4 English: PP pupils will have met expected (good or above) targets for English and reading ages will be average or above (compared to year group), measured through data analysis three times yearly.</p>	<p>There will be no significant gap between PP and non PP pupils' attainments in English and reading ages. Over 90% will achieve expected or above progress in English at KS4 and KS5.</p>
<p>5. KS1-KS5: PP pupils to have improved engagement in lessons and access to drinks as needed. No incidents of pupils being hungry. Evidenced through discussion with lunch staff and tutors. All pupils to be able to attend to their timetabled lessons with learning to learn techniques; stable mental health, and/or pupils will have a wealth of well-bring strategies to use to keep their anxieties lowered.</p>	<p>No incidents of pupils being hungry, due to lack of appropriate food or drinks. Pupils to have few incidents relating to anxieties linked to pandemic; attendance to show no significant gaps; year 11 pupils to have reached expected external accreditations.</p>
<p>6. For post-CLA pupils to have a rapid response to issues cropping up, such as fight/ flight/ freeze/ submit responses, and emotional negativity from previous trauma. Develop pupils emotional and academic resilience and self-regulation</p>	<p>For all identified pupils to be able to access all lessons, progress as expected, and have social access in all respects, in line with their peers. An increase in student self-esteem and resilience. Positive social interaction and engagement across the school.</p>

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

Total Budgeted cost: £46,000.

Activity and costs	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of all staff in additional communication techniques</p> <p>SALT team to organise Sign a long dissemination and support.</p> <p>Whole school focus on communication - Individual classes targeted for SALT intervention starting in September</p> <p>£5,000</p>	<p>Staff will be trained in use of: now and next boards; Sign a long; use of PECS in the classroom (Primary), and develop their implementation of how to develop verbal communication in cooperation with the SALT team. (3 SALT staff trained) Based on evidence from the EEF, stating that language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning.</p>	<p>1</p>
<p>Staff training in improving literacy in lessons.</p> <p>Focused literacy support for targeted PP pupils. Extra support for literacy in tutor time, little and often.</p> <p>Continue with Literacy interventions</p> <p>Use if IXL to identify gaps and encourage independence</p> <p>Impacts will continue to be monitored and analysed three times a year.</p> <p>Encourage a wider use of IXL.</p> <p>£1000</p>	<p>EEF and DfE has reported research reviews on literacy interventions. 1:1 support has shown the best results for effective literacy support; and that support should be sustained and repeated for over ten weeks to be effective. The interventions we use have been tried and tested to produce robust results in improving pupils reading and comprehension skills.</p>	<p>4</p>
<p>Liaison with parents to ensure smooth transitions.</p> <p>Higher frequency of ELSA/ social skills/ tutor</p>	<p>The school has used research from Professor Carpenters recovery curriculum, EEF recommendations, and advice from other headteachers across the borough,</p>	<p>6</p>

<p>counsellor sessions to focus on well-being. Counsellor full time. Yoga, well-being, movement and friendships sessions for all. Forest schools.</p> <p>£29,000 £3,000 £8,000 TLR and resources for FS</p>	<p>to develop a bespoke curriculum and allow for a phased return if needed for individuals.</p> <p>Yoga is proven to promote well-being. PSHE programme focused on well-being as recommended by the DfE.</p> <p>ELSA staff training.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8,000 Thrive licenced Practitioners x 4 plus £4,000 for additional staff training

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training in developing children's awareness of their own actions, and self-control.</p> <p>Staff training in de-escalation techniques, Thrive Primary lead to continue to identify training opportunities.</p> <p>Introduce the Thrive approach across the school - NF to support. Further Thrive Practitioner training- two additional trainers (4 Trained practitioners)</p> <p>Social skills time tabled and provision and interventions.</p>	<p>EEF research has shown that in early years, efforts to improve self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.</p> <p>De-escalation techniques and 1:1 support for anxious pupils have been recommended by the EEF toolkit.</p> <p>Reduced referrals</p> <p>Zones of regulation applied.</p>	<p>2</p>

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

Budgeted cost: Total £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT lead for attendance to closely monitor attendance and put support in place quickly as needed.	NfER briefing identifies addressing attendance as a key step in improving academic progress. Aim: 90%	3
Breakfast club- free and in place (not funded by PP) Water fountain- free and in place (not funded this year by PP) After school clubs- available to all, PP pupils can get transport in agreement with leaders. Residential trips and school day trips- on an individual basis, in agreement with headteacher. £3,000 Fruit available for all in the hall daily £2,000 Residential trip subsidies £4,000	EEF: The evidence indicates that, on average, pupils make two additional months' progress per year. There is some evidence that disadvantaged pupils benefit more, making closer to three There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.	5
ELSA sessions for targeted pupils as needed throughout the year. Train staff in attachment issues and teaching of pupils with emotional dysregulation. Thrive trained practitioners.	Attachment issues continues to be high. Attachment issues are well documented to be present for many CLA and post CLA children.	6
Thrive assessments for concern students. Whole school Thrive approach from all staff to assist with de-escalating and regulating pupil emotions. Targeted interventions/support sessions	There is growing evidence that the brain develops through personal and social interaction. ... Current neuroscience research attachment theory and child development have highlighted the need for working with children and young people in a way that supports optimal social and emotional development. The Thrive Approach can equip staff to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.	6

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.

Increasing communication skills

All staff training on increasing communication skills and the SALT team delivered sign along training (E.g. T.A training provision) weekly and disseminated further support. This support and strategy based upon EEF evidence for verbal expression. Year 7 and 8 were identified as higher need. **Over 90% achieving good or above progress in their subjects. Quality Assurance on communication: 100% staff aware of SALT targets for individuals.**

Increasing pupil self-regulation

Whole staff training in THRIVE and developing children's awareness of their own actions and self-control including de-escalation techniques. Zones of regulation training for staff and focus on THRIVE approach. Better understanding of emotional state to begin to self-regulate. **No significant differences in behaviour identified in PP pupils. Strategies now widely used across the school with success.**

Increased attendance and engagement

Due to Covid there was obvious disruption to attendance and this in ongoing. Support provided for remote learning and technology support for those without at home. **No significant gaps identified in PP and non-PP attendance.**

KS4 achieve expectations

Staff training focused on literacy in lessons and focused extra support for targeted PP pupils. Extra support for little and often strategies in tutor time supported by increased use of IXL software to support literacy and Maths. IXL use enabled greater diagnosis of pupils weakness and further targeting. Reading lead identified and supported extra literacy support. **Huge increases in individual reading ages. No sig differences with PP and non-PP.**

PP improved engagement in lessons

Access to water and supplied food meant that pupils have good start to the day after breakfast club (non PP funded) and that no pupil go hungry in a school day. Attendance of PP and non PP on school trips the same as in other opportunities

provided for pupils. EEF evidence indicates that on average pupils make two additional months progress per year. Some evidence that disadvantaged pupils benefit more, making closer to three months. Behaviour support manager analysis behaviour reports on SIMS. During COVID additional food parcels and support for families.

Settling back into school life

Following research from Professor Carpenters recovery curriculum, EEF recommendations and other headteachers across the borough the school adopted a recovery curriculum that was bespoke. The success of this was a focus on well being e.g in PSHE provision but across the school in many ways e.g Yoga sessions. **There was increased ELSA and Counsellor training and time. Further expansion of trained counsellors.**

Post CLA and PP to have rapid response to issues cropping up.

ELSA sessions carried out for targeted pupils and this demand continues to be high. ELSA lead ensured access for PP. **No sig difference between needs for PP and non-PP in terms of use of this service.**

Externally provided programmes

Programme	Provider
Thrive Training	Thrive
IXL	IXL learning
ELSA Training	ELSA

Service pupil premium funding (optional) £900

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included into PP funding. No individual needs identified for extra funding (3 pupils).
What was the impact of that spending on service pupil premium eligible pupils?	