

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 | St Ann's School |
| Number of pupils in school | 110 (Years 7 to 14) |
| Proportion (%) of pupil premium eligible pupils | 26 (Years 8 to 11) 23.6% |
| 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 | December 2022 |
| Statement authorised by | Julian Hillman |
| Pupil premium lead | Gillian Carver |
| Governor / Trustee lead | Kirstie Ferrett |

Funding overview

| Detail | Amount |
|---|------------------------------|
| Pupil premium funding allocation this academic year | £955 each student £24,830 |
| Recovery premium funding allocation this academic year | £7,540 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £32,370 |

Part A: Pupil premium strategy plan

Statement of intent

The Department for Education (DfE) provides additional funding, known as Pupil Premium, in order that specific groups of pupils aged between 5 and 16 years, who may be disadvantaged because of family circumstances, can be supported to achieve and make good progress.

The following pupils will attract Pupil Premium funding :

- Pupils who are eligible for free school meals (FSM)
- Pupils who have been eligible for free school meals at any point in the last six years
- Children looked after by local authorities and referred to as looked-after children (LAC)
- Post looked-after children (post-LAC)

Pupil Premium funding is extra to the school's main funding. It is not allocated to individual pupils. Schools have the freedom to decide how it can best be spent on eligible pupils to maximise their learning.

Pupil Premium funding therefore aims to 'close the gap' as research demonstrates that across the country, pupils who fall into the four categories outlined above, achieve less well than their peers who are not disadvantaged in this way.

At St Ann's, only students in Years 8 to 11 inclusive are eligible to receive Pupil Premium payments. Students in Years 7, 12, 13 and 14 do not receive Pupil Premium even if they are, or have been, in receipt of Free School Meals.

From September 2020 St Ann's Governing Body determined that the Pupil Premium allocation should primarily be used to enhance the provision of Occupational Therapy input in school. All St Ann's students are identified as having a postural management need and/or a sensory processing need and therefore the allocation of Pupil Premium in this way will best support high quality teaching and learning.

St Ann's notes the Gov.UK Guidance 'Using pupil premium ; guidance for school leaders'

1 November 2021

'You do not have to spend your pupil premium so it solely benefits [eligible pupils](#). You can use it to support other pupils with identified needs.

Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.

In February 2021 the government announced a one-off recovery premium as part of its package to support education recovery following the Covid-19 pandemic.

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022

academic year. Building on the pupil premium this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils. The recovery premium is allocated using the same data as the pupil premium. Additional weighting has been applied to specialist provision recognising the significantly higher per pupil costs that such provisions face.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The Covid-19 Pandemic has had a disproportionate impact on disadvantaged students. We aim to mitigate against the impact of disrupted educational opportunities experienced by students, to halt and reverse regression and to build learner confidence so that existing and new skills can be applied in a range of functional contexts. |
| 2 | The co-morbidity of complex communication, behavioural, mobility, sensory processing and medical needs present significant barriers to learning for all St Ann's students. |
| 3 | St Ann's recovery curriculum and the introduction of six non subject specific personalised curriculum pathways are designed to motivate, engage and meet the needs of students functioning at very early developmental levels with a particular emphasis on communication, cognition, self-regulation and the development of life skills. All learning experiences across the breadth of the curriculum are designed to best prepare students for their adult lives. |
| 4 | Many of our families are struggling with a variety of housing issues including inappropriate temporary housing, overcrowding and the threat of eviction. A high proportion of students do not have access to a garden or a safe outdoor space and this prevents the continuation of mobility programmes and self regulation programmes when the student is at home. Many Parents/Carers are experiencing significant financial hardship and the school's social worker works hard to ensure that families are claiming all of the benefits they are entitled to. Parents/Carers of secondary aged students are often physically and mentally exhausted and sleep deprived and there are very few respite opportunities available for their young person. |
| 5 | Significant barriers to accessing home learning opportunities due to very early developmental levels of students, fleeting attention spans and the need for high levels of adult supervision at all times. |

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 |
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| <p>St Ann's will through its own resources employ a qualified paediatric Occupational Therapist five days a week to work closely with class teams, parents/carers and the wider multidisciplinary team so that barriers to learning experienced by students are reduced.</p> | <p>A paediatric Occupational Therapist is well established at St Ann's and the increased input of five days a week provision better meets the needs of St Ann's large caseload.</p> <p>St Ann's Occupational Therapist is working effectively with key partners to improve access to learning for all students as evidenced through individual programmes and progress from baseline assessments.</p> |
| <p>To address students' complex postural management issues so that each young person has better access to learning activities.</p> | <p>The NHS and School Physiotherapists and Occupational Therapists are successfully working with class teams and parents/carers to address the changing postural management needs of students so that each individual is as comfortable as possible and facilitated to physically and actively engage in learning activities.</p> |
| <p>To reduce the impact of students' complex sensory processing difficulties so that each young person has better access to learning activities.</p> | <p>The School Occupational Therapist and Speech and Language Therapist are successfully working with class teams and parents/carers to assess individual student needs and develop appropriate sensory integration programmes so that students remain calm and are better able to focus on learning activities.</p> |
| <p>To reduce the impact of students' complex behavioural needs through teaching co-regulation and self regulation strategies.</p> | <p>The School's Positive Behaviour Support Team and Occupational Therapist are successfully working with class teams, parents/carers and clinical psychologists as appropriate, to review and monitor students' individual positive behaviour support programmes. RAG data over time demonstrates that individual students are utilising co-regulation and self regulation strategies to reduce the number of 'crisis' red episodes experienced.</p> <p>The school has invested in an alternative BILD accredited positive behaviour support methodology and has cascaded training to key staff as appropriate.</p> |
| <p>To support students to make good progress against the core curriculum areas of communication and cognition, so that they have a voice, can make choices and are moving towards becoming more independent in preparation for their adult lives.</p> | <p>All students are following a personalised programme of study within their bespoke curriculum pathway.</p> <p>Evidence from MAPP Learning Intentions and other assessment tools within the context of a Unicef Gold Rights Respecting School indicates that all students are making at least good</p> |

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| | progress from their starting points in communication, cognition and self advocacy. |
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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: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Add or delete rows as needed.</i> | | |
| Recruitment of a Paediatric Occupational Therapist to substantive staff team to work five days a week (currently three day a week provision through an agency.) | All students with complex profound to severe learning difficulties have Occupational Therapy needs particularly in the areas of postural management, daily living skills and sensory processing. If these needs are not addressed, over time they compromise wellbeing and severely limit the ability of students to access learning and make significant progress | 1,2,3,4,5 |
| All TA's and SSSA's to have logins for a new online training programme created by special education providers Hirstwood Training. The key aim of the training is to break down barriers to learning for pupils by developing the staff's skill and knowledge. The learning tools include video, photographs, text, infographics and reflective practice. | A high proportion of TA's and SSSA's will complete all available modules and this will enhance the quality of teaching and learning across school. Examples of modules includes <ul style="list-style-type: none"> ● Autism and difficult behaviour ● Creating engaging sensory stories ● An introduction to hearing impairment ● An introduction to visual impairment ● An introduction to sensory approaches for learners ● Introduction to sensory approaches for learners with autism ● Sensory on a shoestring and portable sensory environments ● Introducing an Environmental Audit ● Creating inspiring sensory classrooms ● The senses and learning | 1,2,3,5 |

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| Members of the Extended Leadership Team to be released to further develop St Ann's six Curriculum pathways and associated schemes of work and cascade training to all teachers and senior teaching assistants | Students with complex profound to severe learning difficulties require highly personalised programmes of study within each curriculum pathway so that their learning needs are met through a wide range of motivating learning activities that engage and challenge and promote good progress. Class teams are confident and effective in delivering personalised programmes. | 1,2,3,5 |
| A highly effective unqualified graduate teacher is supported financially and through mentoring to complete the Assessment Only route to QTS through the University of East London | Teacher achieves QTS during the academic year and UEL accreditor judges lesson observations and portfolio of evidence to be good/outstanding so that QTS criteria are comprehensively met. Teacher continues to receive support through Early Career Framework. | 1,2,3,5 |

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional TA and SSSA staffing to enable students to work on their one to one postural management, mobility and physiotherapy programmes, including hydrotherapy. | <ul style="list-style-type: none"> Individual student's MAPP and therapy baseline assessments and termly assessments evidence the progress that each student has made from their starting point as a result of these interventions. Parent/Carer and respite setting feedback provide evidence as to how students have demonstrated their progress in these areas in other settings. | 1,2,3,4 |
| Additional TA and SSSA staffing to enable students to work on their one to one sensory integration programmes | <ul style="list-style-type: none"> Individual student's MAPP and therapy baseline assessments and termly assessments evidence the progress that each student has made from their starting point as a result of these interventions. Parent/Carer and respite setting feedback provide evidence as to how students have demonstrated their progress in these areas in other settings. | 1,2,3 |
| Additional TA and SSSA staffing to enable High Need students with complex behavioural | <ul style="list-style-type: none"> Positive behaviour support RAG hourly assessments demonstrate the progress that students have made over time. | 1,2,3,4 |

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| needs to work on their one to one self regulation skills and where appropriate to reintegrate from a High Need class into an Informal or Semi-formal curriculum class group. | <ul style="list-style-type: none"> • Parent/Carer and respite setting feedback provide evidence as to how students have demonstrated their progress in these areas in other settings. • Evidence of students successfully transferring from Telstar to other classes in school and being able to generalise their self regulation skills to this new context and make good progress | |
| Additional 1:1 TA and SSSA support for 'gifted' students with a particular aptitude or interest eg in dance, art, music, trampolining, cooking, technology etc | <ul style="list-style-type: none"> • Through feedback from individual specialist tutors as to progress student has made through 1:1 input • Through capturing 'gifted' achievements and sharing them e.g. through Annual Review slide show. • Through engagement and achievement of student in related specialist workshop activities eg dance, Colourscape etc | 1,4,5 |

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

Budgeted cost: £2,370

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Add or delete rows as needed.</i> | | |
| School continues to employ a Senior Education Social Worker to support families with social care, respite, benefit and housing issues. | SESW closely liaises with childrens and adults social care teams, a range of external agencies and class teams so that potential barriers to learning are addressed and the best outcomes are achieved for students and their families. This reduces the need for less effective crisis intervention. | 1,4 |
| School continues to demonstrate its ethos of pragmatic support for students/families experiencing complex difficulties | School will routinely do whatever it takes to enable the student to attend school and to promote each individual student's wellbeing. This includes <ul style="list-style-type: none"> • accompanying parent/carers to take students with highly complex behavioural needs to essential hospital appointments • Providing staff and a vehicle to collect and return a student from home each day when they are unable to access SEN transport because of complex behavioural issues. • Routinely showering students in school when families have been | 1,4 |

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| | evicted and are temporarily placed in bed and breakfast accommodation | |
| To maintain regular contact between parents/carers and class teams particularly during periods of lockdown/self isolation. | <ul style="list-style-type: none"> • Logs of at least weekly phone calls with parents/carers when their young person is not able to attend school • The development of highly customised home learning opportunities on the school website and packs of home learning resources (delivered home) • Opportunities for students and their families to join some class sessions via Zoom. | 1,2, |

Total budgeted cost: £32,370 Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Strategy aims for disadvantaged pupils – academic achievement

| Aim | Evidence of Impact | Evaluation July 2021 |
|---|--|---|
| Students who are returning to school after long periods of Covid related absence in the Spring and Summer terms 2020 are supported to re-engage in a wide variety of learning activities. | Baseline assessments in the Autumn term 2020 indicate the recovery curriculum required and each student begins to engage in motivating learning activities and makes good progress | From September 2020 all students were placed in a class group following one curriculum pathway to reflect each individual's learner characteristics. Class teachers, the Extended Leadership Team and therapists worked together to complete baseline assessments and devise personalised plans. Progress against each student's personalised recovery learning programme was reported back to parents/carers at the end of each term. These indicate that all students made good progress once more consistent attendance was resumed. |
| Students become more proficient in using their preferred methods of communication. | Good progress from their starting point in terms of their | Class teams, the Speech and Language therapist and the Speech and Language Therapy Assistants worked together to |

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| | personalised communication MAPP Learning Intention. | ensure that all students had meaningful opportunities both as an individual and as part of the class group to revisit their MAPP Communication Learning Intention 2019/2020 and use this as the basis for their next MAPP Communication Learning Intention. Ongoing liaison with parents/carers continued and all students made good progress in using their preferred method of communication once more consistent attendance was resumed. Progress in communication was reported back to parents/carers as part of the termly recovery learning programme reports. |
| Students become more proficient in developing and applying their cognition skills | Good progress from their starting point in terms of their personalised cognition MAPP Learning Intention. | Class teams, specialist teachers and the multidisciplinary team (S<, PT, OT) worked together to ensure that all students had meaningful opportunities both as an individual and as part of the class group to revisit their MAPP Cognition Learning Intention 2019/2020 and use this as the basis for their next MAPP Cognition Learning Intention. Ongoing liaison with parents/carers continued and all students made good progress in developing and applying their cognition skills once more consistent attendance was resumed. Progress in cognition was reported back to parents/carers as part of the termly recovery learning programme reports. |

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

| Aim | Evidence of Impact | Evaluation July 2021 |
|--|--|--|
| <p>To address students' complex postural management issues so that each young person has better access to learning activities.</p> | <p>NHS and School Physiotherapists and Occupational Therapists successfully work with class teams and parents/carers to address changing postural management needs of students so that each individual is as comfortable as possible and facilitated to physically engage in learning activities.</p> | <p>A paediatric OT was employed by St Ann's from November 2020 for two days each week. Five day provision was secured from 01.03.21. Through working with the school PT, NHS, OT and PT and parents/carers this has had a significant impact on identifying and meeting student's postural management needs. Class teams have been skilled up, students have had access to appropriate specialist postural management equipment and consequently good progress has been made against individualised targets.</p> |
| <p>To reduce the impact of students' complex sensory processing difficulties so that each young person has better access to learning activities.</p> | <p>School Occupational Therapist and Speech and Language Therapist successfully work with class teams and parents/carers to assess individual student needs and develop appropriate sensory integration programmes so that students remain calm and are better able to focus on learning activities.</p> | <p>A paediatric OT was employed by St Ann's from November 2020 for two days each week. Five day provision was secured from 01.03.21. The post holder has undertaken additional specialist sensory integration training and has shared this knowledge with class teams and other therapists so that existing programmes have been reviewed and for some students new programmes have been put in place. Additional sensory processing assessment tools to be used with class teams and parents/carers have also been purchased.</p> |
| <p>To reduce the impact of students' complex behavioural needs through teaching co-regulation and self regulation strategies.</p> | <p>The School's Positive Behaviour Support Team and Occupational Therapist successfully work with class teams, parents/carers and clinical psychologists as appropriate, to review and monitor students' individual positive behaviour support programmes. RAG data over</p> | <p>Students with individual positive behaviour support programmes have continued to make good progress as evidenced by their RAG data. Some parents/carers reported that their young person who remained at home for some periods of lockdown, maintained calm behaviour through self</p> |

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| | time demonstrates that individual students are utilising co-regulation and self regulation strategies to reduce the number of 'crisis' red episodes experienced. | regulation strategies during these periods. St Ann's Positive Behaviour Support Team has continued to work with Clinical Psychologists in the CAMHS Team and adult team (CTPLD) and parents/carers to ensure that all young people who are experiencing complex behavioural needs are appropriately supported and in a timely manner. |
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

N/A

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.