

Pupil premium strategy statement 2022/2023

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 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Arthur Batalona
Pupil premium lead	Timmy Holdsworth
Governor / Trustee lead	Julian Hillman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£985 each student £25,610
Recovery premium funding allocation this academic year	£35,328
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	£60,938

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), including eligible children of families who have no recourse to public funds (NRPF)
- pupils who have been eligible for FSM at any point in the last 6 years
- children looked after by local authorities, referred to as looked-after children (LAC), and children previously looked after by local authorities, referred to as previously looked-after children (PLAC)

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 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 '

'Pupil Premium : overview' Updated 16 December 2022

Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of their allocated grant on eligible pupils.

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.

This has been extended to cover the academic years 2022/2023 and 2023/2024. It is focused on pupil premium eligible pupils and pupils in specialist settings such as special schools, special units and pupil referral units (PRU's). This is because of the additional impact of the pandemic on these students. 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, exacerbated by the current cost of living crisis and their struggle to heat their homes because of fuel poverty issues. St Ann's senior education social worker works hard to ensure that families are claiming all of the benefits they are entitled to and that acute housing problems are brought to the attention of the Council. 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 within the family to accessing home learning opportunities or consolidating learning in school, 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
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.	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. 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.
To address students' complex postural management issues so that each young person has better access to learning activities.	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.
To reduce the impact of students' complex sensory processing difficulties so that each young person has better access to learning activities.	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.
To reduce the impact of students' complex behavioural needs through teaching co-regulation and self regulation strategies.	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. The school has invested in an alternative BILD accredited positive behaviour support methodology and has cascaded training to key staff as appropriate.

<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 progress from their starting points in communication, cognition and self advocacy.</p>
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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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>Recruitment of a replacement Paediatric Occupational Therapist</p> <p>St Ann's excellent OT has resigned from the end of December 2022 to take up a NHS post. School is actively trying to recruit within the context of a national shortage of Paediatric OT's to continue this essential work.</p> <p>A therapy assistant was appointed by the school from April 2022 and this postholder can continue some elements of the OT work during the interim period until another OT is appointed.</p>	<p>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</p>	1,2,3,4,5
<p>All Newly Qualified Teachers, Unqualified graduate teachers and Senior TA's to attend fortnightly after school Tuesday training sessions lead by the ESLT and members of the MDT to enhance the quality of</p>	<p>Fortnightly Tuesday after school training sessions will be well attended, engaging and informative and learning from these sessions will be evident in classroom practice and staff skills and knowledge during learning walks, classroom observations etc.</p> <p>Staff will take advantage of the online training materials and this will be reflected in the</p>	1,2,3,5

<p>classroom practice and student outcomes.</p> <p>All staff including newly recruited TA's/SSSA's to have access to and engage in St Ann's online training programme which includes additional modules from 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.</p>	<p>quality of teaching and learning across school.</p> <p>Examples of modules includes</p> <ul style="list-style-type: none"> ● Meeting emerging literacy needs ● Positive behaviour management ● 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 	
<p>Members of the Extended Leadership Team to be released to support each class group in their cohort to plan, deliver and assess highly motivating lessons based on the assigned Curriculum Pathways schemes of work</p>	<p>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.</p> <p>Class teams are confident and effective in delivering personalised programmes.</p> <p>This high quality consistency of provision is evident across each of the cohorts.</p>	<p>1,2,3,5</p>
<p>A highly effective unqualified graduate teacher is supported financially and through release time and mentoring to complete her SCITT programme (School Centred Initial Teacher Training) and PGCE.</p>	<p>Teacher achieves QTS by the end of the academic year. Lesson observations and her portfolio of evidence demonstrate her ongoing professional development and her effectiveness as a class teacher.</p>	<p>1,2,3,5</p>

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

Budgeted cost: £20,000

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 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"> Positive behaviour support RAG hourly assessments demonstrate the progress that students have made over time. 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 	1,2,3,4
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: £5,938

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 children and adult social care teams, a range of external agencies, SLT 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 and costly crisis intervention.	1,4
School continues to demonstrate its ethos of pragmatic support for students/families experiencing complex difficulties	<p>School will routinely do whatever it takes to enable the student to attend school and to promote each individual student's wellbeing. This includes</p> <ul style="list-style-type: none"> ● providing a mini breakfast option for all students at the beginning of the school day. ● 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 evicted and are temporarily placed in bed and breakfast accommodation 	1,4
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 £60,938

Part B : Review of the previous academic year

From September 2021 all students were placed in a class group following a defined curriculum pathway appropriate to meet each individual's learner characteristics. Class teachers, the Extended Leadership Team and therapists (S<, PT, OT) worked together to complete baseline assessments and devise personalised plans. Progress against each student's personalised 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.

Class teams, the Speech and Language Therapist and the Speech and Language Therapy Assistant worked together to ensure that all students had meaningful opportunities both as an individual and as part of the class group to work on their MAPP Communication Learning Intention 2021/2022. 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 MAPP reports.

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 work on their MAPP Cognition Learning Intention 2021/2022. 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 MAPP reports.

Wider Outcomes

Throughout the academic year 2021/2022 and during the Autumn term 2022, St Ann's students greatly benefitted from having access to a full time paediatric Occupational Therapist. Through working with the school Physiotherapist, NHS Occupational Therapist and NHS Physiotherapist and parents/carers this has had a significant impact on identifying and meeting student's postural management needs. Class teams continue to have been skilled up, students have had access to appropriate specialist postural management equipment and consequently good progress has been made against individualised targets. St Ann's Occupational Therapist and an Assistant Headteacher have also undertaken manual handling training and have worked closely together to resolve any manual handling issues and to ensure that designated staff are appropriately trained in manual handling

St Ann's Occupational Therapist has also undertaken 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 and sensory integration resources have also been purchased.

Students with individual positive behaviour support programmes have continued to make good progress as evidenced by their RAG data. Following careful research St Ann's has committed to PROACT- SCIPr- UK Positive Behaviour methodology. This is a "person first" approach, using proactive strategies to support personal development and minimise crisis intervention. Three staff have undergone Instructor training and have subsequently led training sessions for colleagues.

Two High Need Telstar students with complex behavioural needs have successfully integrated back into the main school with additional support during the academic year 2021/2022.

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.

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.