

# 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.

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## School overview

Detail	Data
School name	Portesbery School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Nathan
Pupil premium lead	Kirsty Mingard
Governor / Trustee lead	Patrick Dawson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,755
Recovery premium funding allocation this academic year	£2393
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,163
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,311

# Part A: Pupil premium strategy plan

## Statement of intent

Portesbery is an all age day school (2 -19 years) catering for children and young people with Severe Learning Difficulties (SLD). Pupils may have additional sensory impairments, physical difficulties or challenging behaviour that also impact their learning outcomes.

At Portesbery the national curriculum is delivered in a very student specific way. All children receive an individualised and tailor-made education that enables them the best possible opportunities to thrive and reach their full potential.

Pupil Premium funding is used in a variety of ways in order to enhance and develop pupil attainment by-

- supporting home learning
- supporting staff to access training
- breaking down barriers to learning
- funding places at our after school and holiday clubs, trips and school uniform
- enriching outdoor play opportunities
- supporting wellbeing, mental health and safeguarding concerns

### Key principles

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data and pupil progress meetings.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained therapists such as rebound therapy, reflexology, head massage, music therapy and play therapy.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil attention and motivation to access and engage in their learning
2	Pupil ability to self-regulate and manage emotions in a safe and appropriate way
3	Family engagement-communication and co-operation between school and home.

4	Pupil access to appropriate emotional well being and mental health support
5.	Outdoor play opportunities

## 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
To provide a highly motivating, personalised learning programme tailored to each individual student's needs.	Increased pupil engagement in learning and a reduction in behaviours that challenge.
Pupils will have access to resources and strategies that will support self-regulation a safe and appropriate way.	Reduction in challenging behaviour and an increase in attainment, evidenced by individual case studies, behaviour data from Sleuth and assessment data from Earwig.
Improved parental engagement and communication between school and home.	Well attended parent evenings, improved uptake of parent workshops and increased attendance at school for identified individuals.
Identified pupils to have access to high quality therapies to support their emotional well being and mental health needs.	Pupils will have improved emotional well-being and mental health which will support their ability to engage and improve attainment. This will be evidenced by individual case studies, Earwig and Sleuth data.
To build on all outdoor learning opportunities, including Horticulture, and maximising progress through such activities	All staff will have increased knowledge around outdoor learning and will be able to support pupil progress through outdoor play and education.

## 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: £ 10,945

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Teacher trained in reflexology and head massage to provide therapy to identified pupils and who will teach staff and parents how to support children at the point of need to regulate their behaviour and emotions.	Teacher, therapist and parent testimonials support the benefits and use of alternative therapies.	1 and 4
Music Therapy – provided by external therapist	Teacher, therapist and parent testimonials support the benefits and use of alternative therapies.	1 and 4

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

Budgeted cost: £ 11,255

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To provide highly motivating resources to encourage and develop engagement in learning.	Evidenced by individual case studies and assessment data from Earwig.	1

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

Budgeted cost: £ 26,726

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Family support worker	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach parents and carers. Improved attendance and behaviour.	3

CPOMS software	To record and manage all safeguarding concerns	1,2,3,4
Behaviour lead	Teacher and pupils have access to a behaviour lead to help support implementation of strategies to support inclusion, engagement and attainment in learning.	1, 2 and 4
SLEUTH software	To record and manage behavioural issues	2
Access to After school and holiday clubs	Supporting the social inclusion in social and physical activities and after school clubs with peers from similar disadvantaged families enhances emotional well-being and builds resilience in children.	3, 4
Provide uniform to identified pupils	Ensuring all children are able to wear a uniform creates a shared identity and a sense of belonging.	1, 3 and 4

**Total budgeted cost: £ 48,126**

## 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.

All students in receipt of Pupil Premium are highlighted on the termly Pupil Progress monitoring document and so the teacher and the Assistant Headteacher can clearly identify whether the individual student is making expected progress. There is no difference in pupil progress between our Pupil Premium students and our general cohort with more than 90% making expected, or above, progress. Any student who makes below expected progress is placed in the Focus Group and additional, individual and targeted interventions are used. No student in receipt of Pupil Premium has remained in the Focus Group for consecutive terms and the additional funding is beneficial in supporting students to make more rapid progress.

### 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*

Programme	Provider
Play therapist	Sara Hale
Music Therapist	Parity for Disability

### 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?	Individual student specific resources that support well-being and engagement with their learning and peers.
What was the impact of that spending on service pupil premium eligible pupils?	Students use of personal resources enabled them to engage in activities with their peers.

## Further information (optional)

We are using our Covid Catch Up Premium to invest in developing Literacy across the school. We are training all our Class Teachers and Senior Teaching Assistants in Balanced Literacy to ensure greater consistency and clear progression across the whole school. We are also investing in our Library Area and helping to fully exploit the space to generate further enjoyment in books and reading across the school.