



Meeting Individual Needs

## **Governing Body Report on expenditure of Pupil Premium 2020-21 and agreed expenditure for 2021-22.**

### **Context**

**This report includes all areas required within the DFE recommended pupil premium strategy statement (primary) template**

Pupil Premium is awarded by the government for children in the following categories:

- Children in receipt of free school meals
- Children in Care
- Service Children

The government devolves responsibility to the schools for the allocation of the funding to support the progress and achievement of the children in the 3 targeted categories.

Schools are free to spend the Pupil Premium as they see fit but are responsible for its use with the target groups. The Government believes that Pupil Premium is the best way to address the underlying equalities between children eligible for free school meals and non-free school meal children. The same applies to the other two groups in relation to equality. Governing bodies are responsible for the outcomes on achievement of the use of this funding.

### **School Overview:**

	2020-2021	2021-2022
Number of children on roll	149	171
Number of children eligible for Pupil Premium funding	74	82
Percentage of children eligible for Pupil Premium funding	49.6%	47.9%

### **Statement of Intent:**

We would like for all of our children to:

- Engage in learning and enjoy the range of learning opportunities offered
- Make progress and achieve in line with their potential
- Increase their communication skills and social interaction.
- Ensure that teaching and learning opportunities meet the needs of all of our children

- Ensure that appropriate provision is made for all children regardless of the degree of disadvantage.

We have adopted an approach that is guided by the EEF's Pupil Premium Guide for a tiered approach. We will ensure there is:

- High quality provision including teaching and resources, employing a broad range of strategies for all
- Targeted support for children
- Individualisation for children

In line with the Pupil Premium Guidance (September 2021), As a school we will ensure high quality professional development for our staff that is:

- Sustainable
- Focus on ensuring staff have the skill and expertise to address the increasingly complex needs of the children
- Focus on improving the outcomes for our children

### **Main barriers of / challenges to educational achievement faced by eligible children within the school**

The most significant barrier to progress relates to the nature of each child's special educational needs which within Haughton School includes:

- Children having moderate learning difficulties and complex needs – which include, social interaction difficulties, communication difficulties, SEMH difficulties, sensory impairments, physical difficulties and specific syndromes

and

- Limited access to offsite visits / residential experiences due to the impact of COVID 19.

For all children, progress is maximised through the personalisation of the provision, the range of resources, expertise of staff supported by training and partnership working with parents/carers and other agencies. Pupil premium funding supports the extension of personalisation as detailed within this report.

### **Allocation of funding: 2020 - 2021**

**£114,255**

The Leadership Team and governors considered the most effective impact that Pupil Premium would have on the progress of the identified children.

The decision of how the funding was allocated was based on:

- The knowledge of the children
- Analysis of the data available for the children
- Our self-review process
- Previous success in enhancing the progress of children as recognised by Ofsted Inspections and external reviews

- The decision was also based on previous years' use of pupil premium and the impact on progress

The targeted and strategic use of Pupil Premium funding supported us in achieving our aims of:

- Ensuring that teaching and learning opportunities meet the needs of all of our children
- Ensuring that appropriate provision is made for all children regardless of the degree of disadvantage.

<b>Area</b>	<b>Success Criteria</b>	<b>Funding allocated</b>
Family Support Emotional Support for children	<ul style="list-style-type: none"> <li>• Consistent high quality support for families</li> <li>• The emotional needs of children are addressed to minimise the barriers to learning</li> <li>• All identified children making at least good progress from their baseline</li> </ul>	£27,374  Salaries including oncosts
Targeted attendance analysis	<ul style="list-style-type: none"> <li>• All Pupil Premium children to have attendance above 90%</li> </ul>	£5,000  Contribution towards salary of admin staff including oncosts
Deployment of Teaching Assistants to support Learning	<ul style="list-style-type: none"> <li>• There is a rapid and focused response</li> <li>• Immediate impact to facilitate children in accessing learning</li> <li>• Clear understanding of the needs of individual children</li> <li>• Children are clear on what they need to do to improve</li> <li>• Progress evidenced</li> </ul>	£78,036  Salary of additional Teaching Assistants including oncosts
Resources	<ul style="list-style-type: none"> <li>• Resources available to address the diverse needs of the children</li> <li>• Improved emotional health &amp; wellbeing of the identified children</li> </ul>	£3,845  Resources to support children's EHWB

**The desired outcomes for 2020 – 2021 have been achieved.**

Through the work of the Learning Mentors families have been supported in overcoming difficulties through personal advice and support and access to Early Help / Strengthening Families assessments and support. This has prevented the potential escalation of difficulties within families. The children have benefitted from direct input and measurable progress has been evidenced in their learning behaviour and emotional wellbeing.

The analysis of data identifies at least good progress overall for the targeted children in relation to their starting point and needs in the academic year 2020-21. The judgement on progress was made by the leadership team and governors and this has been validated by an external consultant.

Haughton School continues to evaluate the progress of the children through a wide range of measures including – Outcomes relating to EHCP and Annual Review Targets, parental and children feedback, teacher performance management etc.

Despite the impact of covid 19 during this period, the school attendance has remained above national average for special schools. A number of parents chose for their children to remain at home during lock down and partial closure of schools. All children who did not attend school were supported through a high-quality remote learning offer and weekly wellbeing checks.

Children have been fully supported to achieve their potential within class due to the increased staff to child ratio

The allocated funding contributed to the purchase of specific resources across each key stage to support learning behaviour and access to the curriculum.

### **Progress – sources of evidence to support judgements**

Haughton School continues to monitor the progress of the children through a range of measures. The good with aspects of outstanding progress judgement has been sustained over time.

Measures include:

- Monitoring of teaching & Learning including lesson observation, planning and work scrutiny.
- Evidence from teacher appraisals as the judgement of teaching is always about impact on the engagement, progress and achievement of the children It includes within the lesson and over time.
- Data analysis of the progress and achievement of the children using iASEND
- Monitoring of the achievement of individual targets set for the children.
- Progress towards the objectives set in EHCPs and Annual reviews.
- Parental feedback.
- Use of case studies to evaluate progress of children with pupil premium

There is evidence from the Ofsted Inspection (2017) and previous inspections with successive inspections having good judgements including quality of teaching and pupil outcomes.

### **Predicted Pupil Premium 2021-2022**

**£110,530**

Due to the successful impact of the 2020-21 expenditure, the proposal is to maintain some aspects of the previous plan. The intended Pupil Premium spend is:

Area	Success Criteria	Funding allocated
Family Support Emotional Support for children	<ul style="list-style-type: none"><li>• Consistent high-quality support for families</li><li>• The emotional needs of children are addressed to minimise the barriers to learning</li><li>• Improved resilience, confidence and self-belief</li></ul>	£27,374  Salaries including oncosts

	<ul style="list-style-type: none"> <li>• All identified children making at least good progress from their baseline</li> </ul>	
Resources: Touch Screen computers Nessy software licence Calm Brain software licence	<ul style="list-style-type: none"> <li>• All identified children able to access ICT hardware and software to improve learning</li> <li>• Able to evidence progression in skill development</li> <li>• Identified children successfully accessing alternative forms of recording</li> <li>• Increased differentiation through access to a greater range of online learning programs</li> <li>• Improved accessibility to learning for identified children</li> </ul>	£ 5000 (hardware) £1214 (software)  Cost of annual licences & Contribution towards the cost of updated ICT hardware
Consultation with professional services	<ul style="list-style-type: none"> <li>• The needs of the children are accurately assessed and targeted</li> <li>• Staff are trained to address the needs of the children</li> </ul>	£ 6990  Education Psychologist Service Level agreement 21-22
Teaching Assistant to deliver targeted Intervention.	<ul style="list-style-type: none"> <li>• Improved outcomes for identified children</li> <li>• Reduction in barriers to learning for identified children</li> </ul>	£21,595  Salary including oncosts
Deployment of Teaching Assistants to support Learning – Additional teaching assistants' support is proportionate to the complexity of the children and the number of pupil Premium children / class.	<ul style="list-style-type: none"> <li>• Sustained high level of individual / small group learning appropriate to individual children.</li> <li>• Children have received intensive tuition in small groups</li> <li>• The specific needs of children have been met through increased targeted work</li> <li>• The needs of the children have been accurately assessed and next steps for learning agreed</li> <li>• Progress evidenced</li> </ul>	£ 39,509  Salaries including oncosts
Professional Development TEACCH & PECS	<ul style="list-style-type: none"> <li>• All teachers trained in the two specialist approaches</li> <li>• Improvement in the children's functional communication skills</li> <li>• Improvement in access to the curriculum</li> <li>• Improvement in child's development</li> </ul>	£5,848
Access to Extra Curricular Activities & Residential	<ul style="list-style-type: none"> <li>• Increased participation by children</li> <li>• Children accessing / experiencing a wider range of activities</li> <li>• Improved self-confidence and social interaction</li> </ul>	£3,000  Contribution towards subsidy of cost for activities

For CIC pupil premium the expenditure will continue to be agreed through the PEP meetings and it is targeted on the most effective intervention for enhancing the progress of the individual child.

Success of the allocation of the funding / strategy will be measured by the analysis of data on both “hard / soft” outcomes. Monitoring by school leaders / governors and external consultants

The Pupil Premium Strategy will be reviewed on an ongoing basis. It will be formally evaluated in the Summer Term 2022 to enable the impact to inform the plan for the following year.