



Meeting Individual Needs

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's funding had within school.

School Overview:

	2021-2022	2022-2023
Number of children on roll	172	187
Number of children eligible for Pupil Premium funding	83	78
Percentage of children eligible for Pupil Premium funding	48%	42%

Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Gill Knox – Head Teacher
Pupil Premium Lead	Gill Knox – Head Teacher
Governor Lead	Jayne Stevens – Chair of Governors

Funding Overview:

Pupil Premium Funding 2021-2022	£110,530
Pupil Premium Funding carried forward to 2022-2023	£0
Pupil Premium Funding 2022-2023	£120,775
Recovery Premium Funding 2022-2023	£29,478
Total Budget for this academic year	£120,775

Statement of Intent:

We will:

- 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 would like 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.
- To have enhanced cultural experiences.

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, including access to offsite visits and visiting professionals. Ensuring that all staff are highly trained to meet the needs of children with severe/moderate cognition difficulties and complex needs.
- Effective / efficient monitoring of teaching and learning to enable progress to be tracked and moderated overtime.
- Targeted support for children, all children within school have identified individual outcomes, these are worked on daily and reviewed regularly.
- Individualisation for children, delivery of a bespoke curriculum for those children who require it.

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 and evaluating the outcomes for our children.

Challenges

The key challenges that we have identified are:

- To ensure consistent engagement in learning due to the children's complex needs.
- To ensure progress in line with potential is achieved.
- To ensure access to quality enrichment experiences which were reduced 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.

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 Outcomes	Success criteria
That more than 90% of children have made progress towards all of their short term annual review targets.	The % of children's targets set is achieved

That 100% of children demonstrate progress in English, Mathematics and Personal Development as evidenced through iASEND data analysis	The % of children's progress is achieved
That 100% of children have engaged in high quality educational provision that has provided enriching experiences through the curriculum	Evidence in school reports that the % has been achieved

Area	Success Criteria	Challenge Number	Funding allocated
Teaching Increased subject co-ordinator time to support curriculum development	All subject co-ordinators have a sound knowledge of their subject. Curriculum enhancement achieved. DFE guidance on the use of the funding on curriculum development	1,2	£9,692 Release time including oncosts
Wider strategies - Wellbeing Family Support Emotional Support for children	Consistent high quality support for families. Reduction in families experiencing difficulty thus supporting the wellbeing of the children	3	£27,374 Salaries including oncosts
Wider strategies – attendance Targeted attendance analysis	All Pupil Premium children to have attendance above 90% Link to working together to improve attendance guidance	3	£2,000 Contribution towards salary of admin staff including oncosts
Targeted academic support Deployment of Teaching Assistants to support Learning	There is a rapid and focused response Immediate impact to facilitate children in accessing learning Clear understanding of the needs of individual children Children are clear on what they need to do to improve Progress evidenced	1,2	£68,036 Salary of additional Teaching Assistants including oncosts
Targeted academic support Employment of an intervention TA	The emotional / wellbeing needs of children are addressed to minimise the barriers to learning All identified children making at least good progress from their baseline	1,2	£13,673 Salary including oncosts

Wider strategies – Wellbeing Resources	Resources available to address the diverse needs of the children Improved emotional health & wellbeing of the identified children	3	£1,000 Resources to support children's EHWB
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Review of outcomes in the previous academic year.

Pupil premium strategy outcomes

This details the impact that our pupil premium strategy had on pupils in the 2021 to 2022 academic year.

The children who attend the school have cognition difficulties and a range of complex needs, there is therefore exceptionally limited standardised test results or data.

In the academic year 2021-22 the overall attendance was 89.56%, the attendance remained significantly impacted by Covid19. But focused work supported parents in sending their children to school.

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 2021-22. The judgement on progress was made by the leadership team 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. Children have been fully supported to achieve their potential within class due to the increased staff to child ratio

There was clear evidence of engagement as demonstrated in the children's EHCP reviews and annual reports

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

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Leadership time to support attendance at Annual Reviews and contribution towards offsite visits

What was the impact of that spending?	Detailed tracking of progress made and participation in all offsite visits.
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Further Information

The ongoing Pupil Premium Strategy will involve close monitoring of progress to ensure that the approach is having an impact.

Progress – sources of evidence to support judgements

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

Measures include:

- Monitoring of teaching & Learning including lesson observation, planning and work scrutiny, development of deep dive methodology
- 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.

For CIC pupil premium there is close liaison prior to the PEP meetings. The funding is reviewed and the child's progress to ensure that the funding is being spent in the most effective way. How the pupil premium is used is detailed on an individual basis and filed with the PEP and any relevant reports/ Liaison is ongoing with the Virtual Head Teacher for Telford and Wrekin LA.