

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	Priory Woods School & Arts College
Number of pupils in school	194 (inc 37 post 16)
Proportion (%) of pupil premium eligible pupils	58.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 to July 2022 September 2022 to July 2023 September 2023 to July 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Janis French
Pupil premium lead	Susan Robinson & Emma Fox
Governor / Trustee lead	Jenny Dalby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,530
Recovery premium funding allocation this academic year	£24,940
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	£122,470

Part A: Pupil premium strategy plan

Statement of intent

Priory Woods believes that financial status or CLA status should not pre determine outcomes. We also recognise that for our pupils, these factors are not the only barrier to learning, which makes it even more crucial that PP funds are well targeted.

Strategic planning enables us to identify key priorities, such as the need for Tree Tops Occupational Therapists to support the learning of our growing population of pupils with complex ASD.

Our plan is devised with the principles of

‘See it’- Identify priorities

‘Name it’- What needs to happen?

‘Do it’- Use the information to target interventions.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress can be significantly related to student degree of learning disability, emotional literacy and functioning, behaviour presentation, sensory needs, ability to communicate and/or physical development and medical needs
2	Erratic attendance due to changing or challenging home circumstances, health issues and the volume of medical appointments
3	Time to conduct bespoke language and communication programmes for those students that require such access
4	Time to complete targeted, bespoke and tailored interventions for those students that have been identified as having a need for them, for example those pupils with sensory processing difficulties or those who benefit from additional support in literacy.
5	Inability to focus and engage in learning due to hunger. Poor self-regulation and emotional literacy/understanding. Anxiety, inappropriate behaviours demonstrated and an inability to self-regulate

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
Pupils will develop communication skills which will support engagement in learning and in developing independence.	This will be measured at an individual level vis SaLT programmes and MAPP.
Pupils with ASD will develop attention skills and behaviour which enables them to be better placed to access learning.	Case studies will exemplify progress and will provide evidence with EfL and MAPP.
Targeted pupils will access a range of interventions which help them develop reading skills as defined in their curriculum pathway. These will support the development of identified skills and next steps.	Data from reading scores. Evidence from MAPP
An additional carer in hydro allows class staff more time to focus on the intended outcomes for individuals in the pool.	Case studies will demonstrate improvements as measured through MAPP/physio programmes.
Children who have not had breakfast will be more ready to learn after enjoying some in school.	Noted improvements in engagement in lessons.
Pupils will use large equipment to develop physical skills, as well as social skills. Many will use the equipment to support self-regulation.	Photo/ evidence of improvements for a sample study.
Additional TT trainer will support positive behaviour support in school. CPOMS evidence of incidents may reduce and what there are will be well managed with appropriate strategies.	CPOMS information on behaviour incidents will reduce.
Driver training: Pupils will access learning in the community and have access to a wider range of cultural capital.	Evidence of a range of learning opportunities across school.
Family liaison office supports families to provide the best outcomes for their children, e.g. through benefits advice, parenting advice, attendance monitoring etc.	Cases of families supported and evidence of outcomes.
Transport from after school clubs will enable more pupils to access extended learning.	Number of families accessing this support.

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: **£16,958**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist AAC and Eye Gaze Lead Teacher for promoting the independent communication of specific targeted students within school.</p> <p>Termly training delivered to staff on how to use eye gaze, AAC and resources.</p> <p>£12,542</p>	<p>Augmentative communication with aids bespoke to individual children has many benefits to the children involved. Case studies in school evidence this.</p> <p>Case 1- student with very limited voluntary movement, i.e. eye movement, is able with the use of an Eye Gaze to achieve at a higher level and is managing to achieve success in G1, the group of our most able pupils in KS3/4. This impacts on his outcomes and also his emotional wellbeing and ability to develop relationships in school and in the community.</p> <p>Case 2- Pupil with HI and SLD uses a communication aid device to enable him to make his needs clear and to answer questions. This impacts on his engagement in lessons, relationships with others at school and in the community.</p>	1,3,4

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

Budgeted cost: £40,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist TA in Lower school in order to provide a class based facility to be accessed by targeted</p>	<p>This provision enables the TA to lead sessions using approaches such as Attention Autism and OT programmes from Tree Tops.</p> <p>Attention Autism is a respected programme designed by a SaLT, Gina Davies. It aims to engage children with Autism:</p>	1,3,4

<p>students to provide a specifically adapted curriculum including focused language and communication and behaviour for learning through bespoke programmes for identified pupils, many with ASD diagnoses and other complex learning disabilities.</p> <p>£23,322</p>	<ul style="list-style-type: none"> <input type="checkbox"/> teach children with Autism to focus, sustain and shift their attention <input type="checkbox"/> teach, encourage and support communication <input type="checkbox"/> foster group learning skills <input type="checkbox"/> embed early social interaction skills into group work <input type="checkbox"/> modify and adapt levels of stimulation/distraction in a group setting <input type="checkbox"/> use shared good times with the group and staff team working together in highly engaging activities to build relationships and trust <input type="checkbox"/> adopt a framework that encourages breadth and depth in learning for those who find linear progression challenging <input type="checkbox"/> provide activities with a high density of learning opportunities <p>School based evidence demonstrates success in all the above areas and is evident in the EfL profiles of many children.</p>	
<p>Provide bespoke timetabled interventions within smaller groups with HLTAs. 20% of HLTA costs in both Upper and Lower School plus resources particularly literacy. To accelerate progress with the identified pupils and ensure that the needs of gifted and talented pupils are also met.</p> <p>£16,968</p>	<p>Sample results in the Autumn term 2021. These are scores on the Burt reading assessments. The measurements are reading ages in years and months.</p> <p>Student 1 was 8.1 and now 8.6 Student 2 was 7.5 and now 7.10 Student 3 was 11.10 and now is 13.0 Student 4 was 11.0 and now 12.3 Student 5 was 9.9 and now 10.9 (KS4 / P16)</p>	1,3,4
<p>Additional carer to support the care required for children and young people</p>	<p>Hydrotherapy has well documented benefits to our pupils.</p> <p>https://www.specialneedsguide.co.uk/news/benefits-of-hydrotherapy-for-children-with-complex-needs</p>	

accessing the hydrotherapy pool. £10,988	Having a care assistant to support the pupils in being changed before and after a session enables more pupils to access the pool as class staff are released from this task.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the costs of breakfast club and the fruit trolley to ensure that pupils are ready to learn. £3,000	<p>It is well recognised that hungry children do not learn well</p> <p>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</p> <p>Our breakfast club also fosters a sense of community as pupils from different classes and different ages come together to enjoy breakfast.</p>	1,3,5
To address the emotional and personal wellbeing of pupils through the use of external play equipment including swings, benches and bicycles £10,000	<p>https://www.theottoolbox.com/sensory-diet-vestibular-activities</p> <p>https://bethebestsport.org/benefits-of-bike-riding-for-children-with-special-needs/</p> <p>We also know from our own experience that the playground is important in developing a range of skills, including social skills such as turn taking and cooperation, building relationships, managing a leisure activity, dealing with conflict etc.</p> <p>Quote from our Tree Tops OT: <i>Bike riding provides proprioceptive (muscle memory) and movement to the child's body and therefore can be extremely calming and regulating for children who are easily over aroused or struggle to concentrate. As part of a sensory diet they provide opportunity to participate in an everyday task that is extremely beneficial as well as being lots of fun!</i></p>	5

	<p><i>From a motor perspective they develop a child's posture, balance, right /left body integration, motor planning and organisation.</i></p> <p><i>All these benefits transfer into facilitating a child's ability to learn as they will be able to sit better in class and be in a more focused "ready" state to learn.</i></p>	
<p>The training of an additional team teach trainer to support positive behaviour support for £1,800</p>	<p>In school evidence- well trained staff demonstrate skills in supporting pupils and de-escalate potentially difficult situations with more positive outcomes.</p>	1
<p>Minibus driver training to ensure students can access a varied curriculum. 'Driver training: £10,000</p>	<p>Having enough staff who can drive the mini buses enables pupils to access opportunities for learning in the community. This may be linked to a specific topic to provide experiential learning, or to develop independence or to be taken to work experience venues to support better outcomes when leaving school. It also increases the opportunities to provide our pupils with cultural capital as described in the National Curriculum.</p>	1,2,4,5
<p>50% funding of a full-time family liaison officer to support families / parents, signpost to support agencies, address and action attendance issues, contributed and taken the lead with regards to safeguarding.</p> <p>To support pupil progress by working with families via family Thrive.</p> <p>£16,500</p>	<p>Our Family Liaison Officer has evidence of how her input has had a positive impact on outcomes for pupils with regards to attendance, safeguarding, support for families around benefits and finance.</p> <ol style="list-style-type: none"> 1. Attendance- Paula ensures she makes contact with every family if there has been no reason given for absence on a daily basis. She supports and challenges families as appropriate- this has had an improvement in attendance e.g. B, LG 2. Safeguarding- Paula works closely with the safeguarding team in school and plays a leading role having the face to face contact that others cannot. She builds cases when we have concerns and this has resulted in strategy meetings and input from social care with positive impact on the pupils concerned. 	1,2,5
<p>Residential</p>	<p>TBC- Bendrigg/ Peat Rigg/ Carlton</p>	

<p>Transport for after school clubs £3,500</p>	<p>Pre pandemic, we had identified that lack of transport inhibits some pupils from disadvantaged backgrounds from attending after school enrichment activities. This puts them at a disadvantage when compared to children whose families are able to collect them from school and not rely wholly on school transport.</p>	

Total budgeted cost: £ 98,548

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.

IMPACT OF PP PRIORITIES 2020-21.		
TEACHING		
Measure	Activity	Impact
Priority 1	<p>Funding of a Specialist Teaching Assistant in Lower school and additional resources.</p> <p>To facilitate a class based facility to be accessed by targeted students to provide a specifically adapted curriculum including focused language and communication and behaviour for learning through bespoke programmes for identified pupils</p>	<p>Pupils have small group focussed sessions. MAPP targets reflect the work in these sessions.</p> <p>EfL and MAPP targets evidence good progress.</p> <p>Case studies are available.</p>
Priority 2	<p>Due to Covid restrictions bespoke timetabled Interventions will be within the bubbles that the HLTAs are based</p> <p>20% of HLTA costs in both Upper and Lower school and resources.</p> <p>To accelerate progress within their bubbles and ensure that the needs of gifted and talented pupils are also met.</p>	<p>This enabled safe practice within school and minimised contact and cross contamination.</p>

Priority 3	<p>Funding of a specialist AAC and Eye Gaze Lead Teacher for promoting the independent communication of specific targeted students within school.</p> <p>Termly training delivered to staff on how to use eye gaze, AAC and resources.</p>	<p>MAPP targets evidence progress for identified pupils.</p> <p>Pupils engage more in lessons and become more independent.</p>
Priority 4	<p>Funding of additional resources within contained bubbles and staff time to support students and implement a recovery curriculum following the whole school opening after lockdown.</p>	<p>Pupils settled well back into school. Resources enabled high quality teaching to take place within bubbles. Thrive sessions were adapted to meet needs following interruptions due to lockdown.</p>
WIDER STRATEGIES		
Measure	Activity	
Priority 1	<p>To support the costs of Breakfast Club and the fruit trolley to ensure that pupils are ready to learn.</p>	<p>During lockdown, this took place in classes rather than the dining room in Lower School.</p> <p>Impact- social situation which encourages independence and communication as well as ensuring pupils are ready to learn.</p>
Priority 2	<p>To address the emotional and personal wellbeing of pupils.</p> <p>Two further Thrive practitioners are to be trained in school to enable more students to access the specialist emotional support required. One is to be paid for from Pupil Premium funding to increase capacity to meet the</p>	<p>Thrive sessions and assessments are supported by new trained members of staff, increasing capacity for individual interventions as required.</p> <p>This has supported pupils who may have struggled through</p>

	demands for emotional support within school.	lockdown as well as those with other issues in their lives.
Priority 3	To provide access to more individual music lessons and instruments within the home/school environment to enable students to explore their creativity	Students identified as particularly gifted have benefited hugely including over lockdown with remote learning. One student in Lower School has achieved distinction in his first keyboard exam. Another P16 student has played to audiences at The Town Hall and at an event in Gateshead.
Priority 4	The training of an additional Team Teach trainer.	This has added capacity in the TT team to support colleagues to support behaviour.
Priority 5	50% funding of a full-time Family Liaison Officer to support families/parents, signpost to support agencies, address and action attendance issues, contribute to safeguarding. To support pupil progress by working with families via Family Thrive and by additional support of the FLO e.g. re-attendance.	Family Thrive hat to be postponed due to restrictions. However, Paula played a vital role in supporting families during lockdown, monitoring CP concerns, providing resources and 'checking in' on families.

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
N/A	N/A

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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