

Pupil premium strategy statement

This statement details our school's use of pupil premium for 2022 to 2025 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	Elleray Park School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	12th September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Margaret Morris
Pupil premium lead	Margaret Morris
Governor lead	Gail Webb MBE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,880 (not confirmed)
Recovery premium funding allocation this academic year	£10,875 (not confirmed)
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	£132,755

Part A: Pupil premium strategy plan

Statement of intent

Elleray Park caters for children with SLD, ASC and PMLD. The staff and governors at Elleray Park School are driven by a passion to make a difference to all children with Special Educational Needs. This includes those from disadvantaged backgrounds. The vast majority of these children are in receipt of Pupil Premium. Our Pupil Premium Strategy is rooted in the whole school ethos and shared by all. The school community is keen to ensure that all children receive a high quality education and achieve good outcomes towards their learning goals. The overall aim of Pupil Premium is to support these pupils whose Cultural Capital is distinctively narrow in comparison to other peers with similar needs but from different backgrounds. The Pupil Premium allocation allows the school to provide extra resources for those children who require additional support.

Previous reviews and analysis of the impact of Pupil Premium expenditure evidence that the school ensures that 'disadvantaged' pupils do as well as their peers. The school carefully monitors the small number of pupils for whom deprivation could negatively impact upon their rates of progression and outcomes.

In June 2019 the Education Endowment Foundation published a new guide on Pupil Premium Spending. This was based on extensive research on the strategies that were proving to be the most effective in supporting and promoting the achievement of children from disadvantaged environments. Elleray Park sees it as vitally important that evidence based findings inform what the Governors, leadership team and teachers and use to make decisions on the allocation of resources. The Education Endowment Foundation states that schools who take an evidence-informed approach to Pupil Premium spending can:

- *Compare how similar challenges have been tackled in other schools*
- *Understand the strength of evidence behind alternative approaches*
- *Consider the likely cost-effectiveness of a range of approaches*

The report recommended that schools take a tiered approach to Pupil Premium spending and Elleray Park has taken account of this in allocating Pupil Premium spend.

Challenges

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

Challenge number	Detail of challenge
1	A considerable number of new staff have been appointed. Staff new to school will need to be trained in delivering high quality teaching and to develop in-depth knowledge of the strategies and approaches used.
2	Individualised needs of all pupils (focus pupils eligible for PP and LAC). Many of our children find it difficult to engage in directed learning in large groups. Most effective learning takes place in small group and highly staffed provision.
3	Communication and interaction- the majority of our pupils have SALT identified as a need on their EHCP.
4	Sensory Integration- a large number of our children have sensory processing issues which need to be managed to ensure that children are regulated and ready for learning.
5	Social, emotional and independence skills- our pupils require support in developing social and independence skills to enable them to effectively interact with those around them.

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 make good progress against their targets in the core areas of the curriculum.	Pupil premium children will make the same progress as non PP pupils.
Pupils are supported in their learning by high pupil- staff ratio.	Pupil premium children will make the same progress as non PP pupils.
Pupils are supported in their learning by a wide range of strategies including SCERTS and Zones of Regulation.	As pupil needs are met, they are ready to engage and learn.
Pupils identified as requiring SALT intervention programmes have them delivered.	Targeted SALT programmes are delivered.
Pupils identified as requiring sensory intervention programmes have them delivered.	Targeted sensory programmes are delivered
An effective home school package of support is in place to those identified as being in need.	Strong link through the Family Support Manager between home and school.
Pupils access cultural capital experiences in the community.	Pupils have a breath of experiences and develop their social skills and independence.

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 (Highly Trained Workforce)

Budgeted cost: **£5,873**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT/ newly appointed staff to receive training and support in core areas of learning.	<i>The EEF Guide to the Pupil Premium</i> , 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and learning by developing all school staff. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1
All staff to have a working knowledge of SCERTS	<i>The EEF Guide to the Pupil Premium</i> , 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and learning by developing all school staff. https://www.autism.org.uk/advice-and-guidance/professional-practice/communication-skills-classroom	1
All staff to receive training in Zones of Regulation	<i>The EEF Guide to the Pupil Premium</i> , 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and learning by developing all school staff.	1
All staff to receive training in sensory processing	<i>The EEF Guide to the Pupil Premium</i> , 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and learning by developing all school staff.	4

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

Budgeted cost: £180,620

£6 additional TA2@s- £138,000

Occupational Therapist 2 days-£20,000

SALT 2 days-£22,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver quality first teaching for all pupils. Staffing levels are appropriate to needs of the pupils.</p> <p>Improve the literacy, numeracy outcomes for all learners.</p>	<p>All pupils have updated Earwig assessment in September 2022. Specific targeted interventions to be in place and delivery supported by highly trained teaching staff, including teaching assistants. Sutton Trust</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching <i>The EEF Guide to the Pupil Premium</i>, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and learning by developing all school staff</p> <p>EEF research shows the importance of training for teaching assistants to enable them to have the maximum impact when supporting learning. https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants#recommendation-1</p> <p>Phonics: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	1
<p>To ensure all identified pupils have a sensory assessment and a sensory diet produced to support sensory regulation.</p> <p>To train staff in sensory integration.</p>	<p>Updated training required in sensory processing to ensure pupils sensory needs is addressed. There is a need to fund support from a specialist OT to assess the sensory needs of individual pupils and to produce sensory diets.</p> <p>https://scirp.org/reference/ReferencesPapers.aspx?ReferenceID=1568198</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation</p>	4
<p>Pupils identified as requiring SALT intervention programmes have them delivered.</p>	<p>Speech and language development is significant in removing barriers to learning.</p> <p>Employment of SALT will develop staff expertise.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3

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

Budgeted cost: £ 20,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To identify and support individual families.</p> <p>Through the TAF process support families.</p>	<p>The Lamb Enquiry 2009, found that</p> <p>‘In the most successful schools, the effective engagement of parents has had a profound impact on children’s progress’</p> <p>Valuing and building the capacity of parents along with strengthening the practical help and access to support on offer, is a key priority in school. The valuable link between home and school will ensure consistency of approach and wraparound support. Importance is being placed on helping ensure parents get the support they need to prevent problems from arising or escalating.</p>	5
<p>To improve Parental Engagement through networking opportunities.</p>	<p>The Education Endowment Foundation highlights that more sustained and intensive approaches to support parental engagement may be needed for some children. Research highlights that ‘more intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement.’ This will be taken into consideration when identifying families and establishing support networks.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/</p>	5
<p>To extend pupils’ cultural capital.</p> <p>Deliver forest school and beech school to the children on a half termly basis.</p>	<p>Making Kids Clever: A manifesto for closing the advantage gap’ - David Didau, (Crown House, 2019)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p>	5

Total budgeted cost: £206,693

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 2021 to 2022 academic year.

Intended outcome	Evaluation
<p>Pupils make good progress against their targets in the core areas of the curriculum.</p> <p>Deliver quality first teaching for all pupils. Staffing levels are appropriate to needs of the pupils.</p> <p>Improve the literacy, numeracy outcomes for all learners.</p>	<p>Sharp challenging targets were set for all pupils in September 2021. These were based on the key areas of learning identified in the EHCP. Pre-formal learners' targets were linked to the Engagement model. All semi-formal and formal learners had a strong literacy/numeracy/ language and communication focus. Progress towards targets was part of Performance Management and teachers were able to articulate their pupils' progress on a regular basis.</p> <p>Analysis showed that 12% of pupils exceeded their targets, 83% met expected targets and 5% made less than expected progress. For those pupils that made less than expected progress discussions took place to ensure the reasons were understood..</p> <p>Pupil premium pupils made the same progress as non PP pupils.</p>
<p>Pupils are supported in their learning by high pupil- staff ratio.</p>	<p>The high pupil-staff ratio resulted in all pupils being able to actively engage in classroom learning. Pupils benefitted from smaller group teaching and progress was evident. The pre-formal pupils showed progress on the engagement model and the semi-formal and formal learners developed and increased in their confidence in the core areas of learning.</p> <p>Pupil premium pupils made the same progress as non PP pupils.</p>
<p>Pupils are supported in their learning by a wide range of strategies including SCERTS and Zones of Regulation.</p>	<p>The use of SCERTS resulted in pupils being ready to engage in learning. The Zones of Regulation have been used consistently across school and the recent inspection by the National Autistic Society highlighted the impact the use had on developing pupils' emotional and sensory regulation, executive functioning and social cognition. It supports pupils to self-regulate their emotions.</p> <p>The impact of SCERTS and Zones of Regulation was the same for Pupil Premium pupils as non PP pupils.</p>
<p>Pupils identified as requiring SALT intervention programmes have them delivered.</p>	<p>Targeted SALT programmes are delivered.</p>

<p>Pupils identified as requiring sensory intervention programmes have them delivered.</p>	<p>The employment of Shine Therapy Services has resulted in pupils having access to specialist support concerning their sensory needs. A morning circuit has been established for those children who require it. This enables them to be ready to engage in learning and make good progress.</p> <p>The impact of Shine therapy was the same for Pupil Premium pupils as non PP pupils.</p>
<p>An effective home school package of support is in place to those identified as being in need.</p>	<p>Intensive support for families through the Family Support Manager. Pupils have been supported by the FSM working in partnership with colleagues in social care re CP/CIN and Looked After reviews. The dedicated, single point of contact has sped up processes and received positive feedback from the social care team.</p> <p>Communicating available support and services to families and helping them to access e.g. Team Around the Family (TAF) and Early Help Assessment has been beneficial. Building networks with other schools. ·</p> <p>Parent groups have been established and these have provided parents with the opportunities to develop a network of support. These included sleep courses, parent coffee mornings, Makaton courses. There has been benefits to the families from the work that has been undertaken with external organisations such as The Hive, Koala Northwest, Positivity and Sport Northwest and these organisations have actively engaged with parents.</p>
<p>Pupils access cultural capital experiences in the community.</p>	<p>Pupils have had a breath of experiences and develop their social skills and independence. The enrichment activities and themed weeks have given them a wider breath of opportunities. The passports record the opportunities that the pupils have had.</p>

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
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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.