

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	Cribden House School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021- July 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	Siobhan Halligan (Headteacher)
Pupil premium lead	Siobhan Halligan
Governor / Trustee lead	Nick Pilling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85700
Recovery premium funding allocation this academic year	£17980
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	£103680

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium and Recovery funding to enable disadvantaged children (who make up 72% of our cohort) to achieve the best possible academic success alongside their holistic development and their emotional wellbeing.

We have high expectations for these children to make accelerated progress and achieve challenging targets. Many have very low starting points and have missed a lot of school so the emphasis is upon removing barriers and maximising opportunities for each child to succeed academically.

We place equal importance upon the emotional wellbeing of the children all of whom have EHC plans for their Social, Emotional and Mental Health difficulties and/or Autistic Spectrum Condition.

We aim to use the Pupil Premium and Recovery funding to implement a range of 1:1 and small group therapeutic interventions to improve the social skills, speech, language and communication skills and meet the Attachment needs of Trauma affected children.

We aim to improve parental engagement so that pupils and their families can build upon their strengths and succeed in their communities.

Challenges

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

Challenge number	Detail of challenge
1	Children who come to us have already missed a lot of school at admission and have significant gaps in learning. They are not 'classroom ready', feel negative towards learning and need support to access any assessments
2	Children who have severe Social, emotional and mental health needs and cannot work alongside others without intensive support. They have low self esteem and belief in their own abilities
3	Our most disadvantaged children are isolated in their communities and do not have opportunities for positive play, physical activity and positive adult role models
4	Many of the most disadvantaged children have regressed with their speech, language and communication skills
5	Large geographical area and children transported by LA transport makes it difficult to have close daily contact between school and families

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
That children will be able to positively access learning within a group in school and their learning needs can be assessed successfully within the first term	Pupil progress is positive at the end of each term/year in terms of Targets set and met and EHC plan outcomes achieved (Annual Review, Provision Plans and Assessment Data - Progression Steps)
Children will develop trusting relationships with others and a belief in their ability to succeed in school	Pupil voice data evidences the positive relationships between pupils and adults and increased confidence in their own abilities
Children will have opportunities to be physically, emotionally and socially healthy by accessing a wide range of interventions	<p>Thrive profiles show that children are making good emotional development whatever their starting point</p> <p>Children can safely access PE, Sport and Forest sessions and report enjoyment in at least one form of physical activity</p> <p>Children make good progress in therapeutic interventions (Strengths and Difficulties data) and report enjoyment of at least one intervention.</p>
Children with Speech, Language and Communication needs will make improvements and catch up lost progress	<p>Children make good progress with their Speech and Language programmes and with the ASC framework.</p> <p>Parents report improvements at home (Parent voice data, Family support worker, Annual Review)</p>
School and Family partnerships and engagement will strengthen to support the holistic development of the child and families will thrive.	<p>There is positive daily contact which families appreciate (Parent Communication survey)</p> <p>Family support team know all the families and target those in most need (Communication survey)</p> <p>There are a range of methods families can use to contact school and work successfully as a team (Dojo, phone, email, visit, coffee mornings)</p>

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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head to focus upon Speech, and Language needs and Sensory Profile information to source training for staff across school and allocate staff to deliver 1:1 programmes	EHC outcomes are improved when staff are trained and know how to meet and 'catch-up' the Speech, Language and Communication needs of all learners (CPD for all staff via Lancs SALT)	1,4
TLR for ASC lead to audit ASC provision and identify areas for improvement for ASC learners who are disadvantaged	CPD for all staff at induction and throughout the year ensures that ASC learners make good progress on ASC framework	1,4
Trauma-informed schools training for all staff (completed 2021)	ACEs study evidences that trauma-informed trained adults can help children to become mentally healthy adults	2,3

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

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to deliver a range of 1:1 academic interventions – Maths and English	Pupil progress amongst children identified for 1:1 interventions is good (see Pupil progress data) Pupil confidence is improved with 1:1 additional support (Pupil voice)	1

	At Annual Review Parents report positive differences following 1:1 support (Parent voice)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to lead on Forest and Outdoor Curriculum	Pupil's social, emotional and academic outcomes are improved when they have regular opportunities to experience quality outdoor learning (Pupil voice, progress data)	2,3
Additional Family support worker time allocated to Thrive and Therapeutic programmes and to work with families on how to support children in the family home	Thrive training and ACEs study evidences that pupil wellbeing and emotional development is improved by delivering 1;1 and small group Thrive and Therapeutic interventions. Families are strengthened by close work with families.	1,2,3,5

Total budgeted cost: £ 104,000

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.

Children who attended regularly throughout the pandemic made good rates of progress and all Pupil Premium children were offered a place in school every day.

In previous years, children had provision plans which contained each child's EHC Outcomes broken down at Annual Review into Annual targets. These Annual targets are broken down further into 'SMART' termly targets. The termly targets were evaluated each term and then changed accordingly.

The targets were designed to present as much challenge as possible for children in order that they meet, and where possible, exceed – their potential. Individualised interventions were put in place to ensure that there was every opportunity for the children to close any gaps in their learning.

We would not expect every child to achieve every target set in any term.

Last year we were not able to evaluate the targets across the full year due to the many disruptions of lockdown and staff shortages.

However in March 2021, new targets were set for every child and evaluated in July 2021 (using Primary steps)

For the children receiving Pupil premium:

Reading – 83% were on target or exceeding

Writing – 77% were on target or exceeding

Maths – 78% were on target or exceeding

Spoken Language – 90% were on target or exceeding

In July 2021 – 25 children left school and 25 joined – therefore a large cohort change for Sept 2021 – and so new figures in July 2022 will be based upon a very different cohort

Our special school has a changing cohort with more children being admitted in the last few years with ASC, Social Communication, Speech and Language and Generic learning disabilities in addition to Social, Emotional and Mental health difficulties.

Our staffing structure and CPD must evolve each year to meet the changing needs of a complex cohort.

Our Pupil Premium children make up a large percentage of the school and so each year where whole school approaches are used in teaching and CPD, it will also be of benefit to all pupils.

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
Blank Levels Precision teaching PECS Makaton Social Communication workshop Comic Strip Conversations Social Stories	Lancashire Speech and Language Team
ASC Accreditation advisor Rachel Gittins	The Autistic Society
Trauma informed Schools	AC Education (sourced via Lancs Virtual school team)
Thrive Practitioner 2 x 10 day training	Thrive Approach.com
Smarty Crew Scrummy Crew Time Travellers	EQE Education