# 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

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| Detail | Data |
| School name | Cribden House School |
| Number of pupils in school  | 91 |
| 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 – reviewedNov 2023 |
| Statement authorised by | Siobhan Halligan (Headteacher) |
| Pupil premium lead | Siobhan Halligan |
| Governor / Trustee lead | Nick Pilling  |

**Funding overview**

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| **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

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| 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.

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| 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.

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| 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  | Thrive profiles show that children are making good emotional development whatever their starting pointChildren can safely access PE, Sport and Forest sessions and report enjoyment in at least one form of physical activityChildren make good progress in therapeutic interventions (Strengths and Difficulties data) and report enjoyment of at least one intervention.  |
| Children with Speech, Language and Communication needs will make improvements and catch up lost progress | Children make good progress with their Speech and Language programmes and with the ASC framework.Parents report improvements at home (Parent voice data, Family support worker, Annual Review) |
| School and Family partnerships and engagement will strengthen to support the holistic development of the child and families will thrive. | There is positive daily contact which families appreciate (Parent Communication survey)Family support team know all the families and target those in most need (Communication survey)There are a range of methods families can use to contact school and work successfully as a team (Dojo, phone, email, visit, coffee mornings) |

## 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

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| 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 (first cohort completed 2021) Induction training for new staff and refreshers for all | 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

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| 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)At Annual Review Parents report positive differences following 1:1 support (Parent voice) | 1 |

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

Budgeted cost: £60,000

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| 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.

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| 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 exceedingWriting – 77% were on target or exceedingMaths – 78% were on target or exceedingSpoken Language – 90% were on target or exceedingIn 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 cohortOur 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*

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| Programme | Provider |
| Blank LevelsPrecision teachingPECS MakatonSocial Communication workshopComic Strip ConversationsSocial 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 CrewScrummy CrewTime Travellers | EQE Education |