



Piper Hill
HIGH SCHOOL

PUPIL PREMIUM STRATEGY PLAN

2021-2024

Piper Hill High School

'bringing out the best in everyone'



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	Piper Hill
Number of pupils in school	276 Key Stage 3 & 4 – 158
Proportion (%) of pupil premium eligible pupils	62.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022, 2022/2023, 2023/2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Lynn
Pupil premium lead	Austin Duxbury
Governor / Trustee lead	Jill Usher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102.465
Recovery premium funding allocation this academic year	
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	

Part A: Pupil premium strategy plan

Statement of intent

At Piper Hill Specialist Support School, we understand that every student is unique, and our aim is to work in partnership with parents, carers, and other agencies to provide the very best education and outcomes for each pupil.

At the heart of our approach is high-quality teaching and a curriculum that is designed specifically for all the students at Piper Hill. Leaders plan the curriculum with the upmost consideration for the needs of the pupils. The school does not have a curriculum for all instead, it designs its curriculum for each individual pupil to enable them to make excellent progress in every aspect of their learning. Piper Hill students achieve qualifications that support their future pathway and prepare them for the next stage of their learning.

At Piper Hill we have state of the art facilities which provide an environment suitable for the learning needs of all our children and young adults. These facilities are designed differently to suit each individual. We have a range of specialist rooms and specialist provisions, including a hydrotherapy pool, dance and drama studio, gym, Interactive learning Environment and a variety of outside spaces, including a Forest School space with overnight camping pods.

Although the Pupil Premium strategy is focused on the needs of disadvantaged pupils, it benefits all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and staff CPD. The intention is that outcomes for non-disadvantaged pupils will be improved alongside those who are disadvantaged.

We know that our students face many challenges and disadvantages in life because they have additional needs that are not always understood and accounted for in wider society. It is our steadfast commitment to our students that they can fully access all that life offers in a way that is meaningful to them. It is this that drives the core thread of everything Piper Hill strives for and that runs throughout our curriculum intent. The aim of pupil premium strategy plan is to narrow progress gaps between 'All pupils' and entitled to 'Pupil Premium Funding.

As a school we recognise the need to maintain high standard of education of all and we strive to ensure outstanding teaching and learning across all areas. As a result of these aims our Pupil Premium Plan is based on a tiered spending plan in three key areas:

1. Teaching

Investing in high-quality teaching,

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focused on their specific needs,

- one-to-one interventions
- small group interventions

- speech and language therapy
- Sensory Toolkits i.e. Sensory boxes

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges.

- Sport afterschool club
- counselling to support emotional health and wellbeing.
- Therapist e.g. art and music
- help with the cost of educational trips or visits.

The school has used research and supporting evidence from The Education Endowment Fund to develop this plan. www.educationendowmentfoundation.org.uk

The EEF recommends that great teaching is the most important lever schools have, to improve outcomes for their pupils. Many of the most effective ways to raise attainment involve will benefit all groups of pupils.

Challenges

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

Challenge number	Detail of challenge
1	All pupils at Piper Hill have an Education Health Care Plan. All pupils have a diagnosis of Severe and complex learning difficulties.
2	Pupils can have additional social and emotional mental health difficulties.
3	Pupils can have significant sensory processing difficulties.
4	The impact of Covid has had a significant impact on students and their families across all Key Stages.
5	Demographically, Wythenshawe is one of the most deprived areas in the country sitting at the top of the deprivation index. (Top 5%)
6	Piper Hill has a high proportion of LAC and CIN students
7	As a school we have had an increased number of INA and EAL students.

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
Pupil Premium pupils at Piper Hill school will achieve at least as well as their Non-Pupil Premium Peers in all areas of the curriculum.	100% of PPP will make expected progress in all strands of English and maths with 65% achieving above expected progress.
Pupil Premium pupils at Piper Hill school will have skills in self-regulation which leads to them being able to fully engage in the learning opportunities on offer in school. Individual barriers to learning are identified and appropriate support put to place.	Analysis of behaviour data shows that there is a reduction in incidents involving PPP. Pupil premium pupils will meet their academic targets. 100% of PPP will meet their skills targets set across each academic year.
Pupil Premium pupils will access a high quality PSHE Curriculum which addresses regional and national priorities and secures improved life chances.	Pupil data will evidence progress in all strands of PSHE in line with whole school targets.
Pupil Premium pupils at Piper Hill will develop appropriate employability and independence skills delivered through a bespoke curriculum which will ensure pupils leaving piper Hill with the same life chances.	Pupils meet expected targets in the career's curriculum across all year groups in school. Pupils will meet the targets set via the skills curriculum as detailed in their EHCP. All PP students have a post 19 provision in place, no student leaves NEET.
Pupil Premium pupils at Piper Hill will have access to a range of experiences and opportunity in the wider community as part of the cultural capital offer.	Pupils will attend a range of events and accessed places and opportunities which they may not have experienced outside of the school community.
Pupils will access a Total communication learning environment. Staff will be highly skilled and trained in a range of strategies example PECS to support the student voice. Students will be able to use a preferred strategy to communicate choices and decisions in school and the wider community.	Students will be able to use a preferred strategy to communicate choices and decisions in school and the wider community. PP student voice will be as well represented across school e.g., school council as non-PP students EHC plan outcomes will be achieved.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality training and CPD package for all teaching staff at Piper Hill School. Develop the library space with a wide range of age and level appropriate books Time on the timetable for one-to-one literacy interventions to support students who have been identified as likely benefitting from this offer, delivered by specialist staff</p> <p>The ongoing CPD package at Piper Hill is designed to drive forwards school improvement, improve pupil outcomes and to ensure that all staff are highly skilled in teaching and learning.</p> <p>New staff and ECF to access a highly effective induction and training.</p> <p>Senior leader to lead on the ECF training and development offer across school, to ensure consistency and high-level monitoring. QA partner to moderate annually with joint lesson observations / learning walks with ECF lead. ECF on Quality of Education higher level action plan, impact reviewed termly.</p> <p>NQTs are on track to be performing at or above the expected standard by the end of their NQT year.</p> <p>RQT continue to have a programme of support to develop their classroom</p>	<p>The benefits of having a funded school library have been proven across the world, with school libraries having a positive impact upon attitude, well-being, academic outcomes, and improved literacy</p> <p>“School library association”</p> <p>https://www.sla.org.uk/impact</p> <p>Research evidence report on reading for pleasure https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</p> <p>Targeted reading interventions are effective in raising attainment</p> <p>“Some one-to-one methods have substantial positive results on pupils’ literacy progress” Literacy and numeracy catch-up strategies September 2018” https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies</p> <p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>practice and their role as a subject coordinator.</p> <p>External Professional development opportunities for staff to further develop their skills, linked to the school development plan.</p>		
<p>High Quality, high-interest resources purchased to ensure levels of engagement in the learning for all students. Teachers are observed to be delivering teaching and learning that challenges though a bespoke sequential curriculum.</p> <p>Subject leaders ensure all learners are making expected levels of progress. Where pupils are identified as not making expected progress, interventions are implemented in a timely manner. Interventions are impact driven and are reviewed at least termly. All interventions are overseen by a senior leader.</p>	<p>Expert teachers develop a board array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p>	<p>3, 5, 6, 7</p>
<p>Maths Mastery training through the North West Maths Hub</p> <p>Ensure that the mastery approach is reflected in the curriculum content.</p> <p>Pupils to have access to high quality resources to support teaching and learning.</p> <p>Training delivered to whole school staff by Maths lead.</p> <p>Lesson observations/learning walks with mastery focus.</p>	<p>In the case of maths, children demonstrate mastery when they can represent concepts or skills in multiple ways, use the correct mathematical language and can independently apply the concept to new problems in unfamiliar situations</p> <p>https://www.mathematicsmastery.org/EEF-independent-impact-study</p> <p>On average, Mathematics Mastery pupils made more progress than non-Mathematics Mastery pupils. (EEF impact study)</p> <p>Expert teachers develop a board array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p>	<p>1, 2, 3, 4, 6, 7</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist support for learning professionals to develop their understanding of Severe learning difficulties and Autism.</p> <p>Access to autism accreditation team support – SLT lead in school</p> <p>Interventions e.g. sensory circuits, to be run for pupils identified as requiring this from academic data, behavior</p>	<p>Autism Accreditation</p> <p>Autism Accreditation is UK’s only autism-specific quality assurance programme of support and development for all those providing services to autistic people. It is a way for organisations to show they offer excellent support to autistic children and adults</p> <p>https://www.autism.org.uk/what-we-do/best-practice/accreditation</p> <p>Successful behaviour interventions improve attainment by reducing challenging behaviour in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>These could include</p>		
<p>Speech and Language therapy</p>	<p>Speech and Language Therapy, NHS – 2 therapists, for 3 days a week, across both sites (Wave 1, 2, & 3 referrals – including intervention groups, e.g., Lego therapy)</p>	
<p>Art Therapy</p>	<p>Art Therapy (self-employed) – 1 day a week on main site, to support international new arrival students and high priority safeguarding/attendance students.</p> <p>Art Therapy in Education (arttherapypartnership.co.uk)</p> <p>An emerging evidence-base for art therapy in primary schools - The British Association Of Art Therapists (baat.org)</p>	
<p>Drama and communication workshops</p>	<p>DIY Theatre company – 1 afternoon a week, at Post 16, to support Arts group.</p> <p>Drama and Students with Special Needs (artsonthemove.co.uk)</p> <p> (PDF) Drama and the Education of Young People with Special Needs (researchgate.net)</p>	

[https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---children's-ot-service---april-2015/0082---children%C3%A2-s-therapy---service-provision-for-special-schools---april-2018-\(v2\).pdf?sfvrsn=6](https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---children's-ot-service---april-2015/0082---children%C3%A2-s-therapy---service-provision-for-special-schools---april-2018-(v2).pdf?sfvrsn=6)

Music Therapy

Music Therapy is an established psychological clinical intervention, delivered by trained music therapists and has been proven to help people with SEND

<https://committees.parliament.uk/writtenevidence/10886/pdf/>

Music therapy, Nordoff Robbins – 2 days a week, across both sites.

Manchester Music Hub, One Education – 2 members of staff, 2.5 days, across both sites.

Rock Steady – 1 afternoon a week, at Post 16, to support working towards annual Together Trust music festival at The Lowry.

Occupational Therapy

Occupational therapy within school is to enable children to become as independent as possible (at home, at school and in play) and to utilise the skills they develop

Children's Therapy Service Provision for Special Schools

Occupational Therapy, Together Trust – 1 day a week, across both sites.

Occupational Therapy, 6-week placement of two OT students from University of Salford – deliver interventions in Outside gym, School gym, Sensory circuits room, across both sites.

[Why is occupational therapy important for autistic children? \(autism.org.uk\)](http://autism.org.uk)

[https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---children's-ot-service---april-2015/0082---children%C3%A2-s-therapy---service-provision-for-special-schools---april-2018-\(v2\).pdf?sfvrsn=6](https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---children's-ot-service---april-2015/0082---children%C3%A2-s-therapy---service-provision-for-special-schools---april-2018-(v2).pdf?sfvrsn=6)

<p>Total communication approach across school</p> <p>Purchase of an additional day per week of Speech and Language Therapist (SALT) time, and five further hours of teaching Assistant time.</p> <p>3 x key staff in school to access own external CPD. Whole staff training sessions as part of INSET and QA calendar to ensure that all staff are highly skilled in communication e.g., PECs, Assisted technology</p> <p>Small group interventions e.g. Lego therapy</p>	<p>Speech and language therapy helps to safeguard and promote the welfare of children with communication and interaction needs.</p> <p>https://www.rcslt.org/</p> <p>Best start in SLC: supporting evidence</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931312/BSSLC_Supporting-evidence.pdf</p> <p>Special educational needs support in schools and colleges: rapid evidence assessment</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf</p>	<p>1, 3, 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality careers offer in place for all pupils across all key stages – linked to Gatsby benchmarks. School will have a range of opportunities where students can develop appropriate work-based skills.</p>	<p>Quality, meaningful work experience placements bring multiple benefits to any young person, enabling them to explore their career options, develop their work-related skills, and build on their skills, self-confidence and abilities</p> <p>Work experience and vocational/technical provision for young people on SEN support: A rapid evidence assessment</p> <p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	<p>5</p>
<p>Public transport training for Post 16 students is embedded within the curriculum</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	<p>4,5,6</p>

Total budgeted cost: £120,765

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact																									
<p>Pupils make at least expected progress in literacy and numeracy from their starting points.</p>	<p>Closure in the progress gap between PP and non PP students.</p> <p>In English - Writing has seen a 5% reduction between PP and non-PP Pupils</p> <p>In Maths Number – data shows a reduction in figures of 7% in</p> <p>In Science data shows a reduction in figures of 5% in</p> <p>The data is showing that pupils are on track to make expected or above expect progress by the summer term.</p> <table border="1" data-bbox="277 831 1374 1361"> <thead> <tr> <th colspan="5" data-bbox="277 831 1374 981"> Pupil Premium / Non Pupil Premium Combined Progress Comparison - SIP Focus Subjects Summer 2023 </th> </tr> <tr> <th data-bbox="277 981 683 1205">Subject</th> <th data-bbox="683 981 852 1205">Pupil Premium Students</th> <th data-bbox="852 981 1023 1205">Non Pupil Premium Students</th> <th data-bbox="1023 981 1204 1205">Pupil Premium / Non Pupil Premium % GAP Summer 2023</th> <th data-bbox="1204 981 1374 1205">Pupil Premium / Non Pupil Premium % GAP SUMMER 2022</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 1205 683 1256">English Writing</td> <td data-bbox="683 1205 852 1256">98%</td> <td data-bbox="852 1205 1023 1256">98%</td> <td data-bbox="1023 1205 1204 1256">0%</td> <td data-bbox="1204 1205 1374 1256">-5%</td> </tr> <tr> <td data-bbox="277 1256 683 1308">Maths Number</td> <td data-bbox="683 1256 852 1308">97%</td> <td data-bbox="852 1256 1023 1308">100%</td> <td data-bbox="1023 1256 1204 1308">-3%</td> <td data-bbox="1204 1256 1374 1308">-7%</td> </tr> <tr> <td data-bbox="277 1308 683 1361">Science</td> <td data-bbox="683 1308 852 1361">100%</td> <td data-bbox="852 1308 1023 1361">100%</td> <td data-bbox="1023 1308 1204 1361">0%</td> <td data-bbox="1204 1308 1374 1361">-5%</td> </tr> </tbody> </table>	Pupil Premium / Non Pupil Premium Combined Progress Comparison - SIP Focus Subjects Summer 2023					Subject	Pupil Premium Students	Non Pupil Premium Students	Pupil Premium / Non Pupil Premium % GAP Summer 2023	Pupil Premium / Non Pupil Premium % GAP SUMMER 2022	English Writing	98%	98%	0%	-5%	Maths Number	97%	100%	-3%	-7%	Science	100%	100%	0%	-5%
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<p>Improve Writing performance of PP pupils</p>	<p>The subject lead raised attainment within in this strand supported by interventions and 1st rate teaching. The School have invested in additional day of SALT and have recruited a TA4 who has also completed Speech and language course and offers bespoke interventions to support specific targeted students.</p> <p>Due to the high quality of provision, this has resulted in many students make accelerated progress. Data shows that 98% students made expected or better than expected progress in writing last year. Leaders can demonstrate that progression is successfully evident across all areas of the curriculum with no pupils making less than expected progress.</p>																									
<p>PP pupils in KS4 make expected levels of literacy and numeracy</p>	<p>Literacy leads confidently use the data to identify students who require further interventions. Interventions are implemented in a timely manner with no students making less than expected progress.</p> <p>Senior leaders are confident that the literacy offer across school is consistent, of high quality and well moderated this leads to above 98% expected progress in literacy with no progress being less than expected.</p> <p>82% of KS4 pp students gained recognised AQA qualifications through targeted teaching. The remaining 18% are working on EHCP targets.</p>																									

Strategy aims for disadvantaged pupils – wider outcomes

Aim	Evidence of impact
<p>To improve attendance and behaviour of pupils attracting PP</p>	<p>Full staff briefings have included the importance of student attendance and the key and consistent message that ‘Attendance is everyone’s responsibility. Class teams worked hard to support students back into school, working with individuals and families to help with any concerns and Covid related anxieties.</p> <p>The safeguarding and attendance team have worked closely to ensure that all of students are safe and have the correct support in place. All CME (child missing in Education) paperwork has been completed and submitted where relevant. The Deputy Head with a responsibility for safeguarding and attendance has been working with external partners, including children’s services, Health and CAMHs, to try and improve the attendance of students who are in or close to persistent absence.</p> <p>As a result of this current below;</p> <p><u>Attendance Key Stage 3 2022-23</u> Key Stage 3 Total 90.7% KS3 Pupil Premium 89.51% KS3 Non Pupil Premium 90.95%</p> <p><u>Attendance Key Stage 4 2022-23</u> Key Stage 4 Total 89.01% KS4 Pupil Premium 89.61% KS4 Non Pupil Premium 87.49%</p> <p><u>Attendance Key 3 & 4 2022-23</u> Total 89.69% Total Pupil Premium 89.55% Total Non Pupil Premium 89.94%</p> <p>Behaviour policy has been reviewed and updated and shared with all stake holders. The Behaviour Policy clearly sets out the behaviour principles aligned to the school and the Trust. The vision is clearly stated. The policy is available for access by parents and carers on the school’s website. It is explicit how parents and carers should support and help through reinforcing the behaviour policy at home where appropriate and supporting their child in following the school’s behaviour policy.</p> <p>Refresher training to all and new staff has been delivered on the following areas; BMPs IRIS RAs Responses to behaviour Occupational therapy All staff are trained to a high quality, resulting in them becoming highly skilled, which in turn enables them to manage challenging behaviours exceedingly effectively.</p> <p>The school’s SDP priorities for improvement to students’ personal development and Behaviour and Attitudes are linked to the MAT Improvement Action Plan. A wide range of key actions have been</p>

identified. Some of these are, to ensure systems are used well by all staff, leadership is strong and effective, appropriate training is undertaken by

staff, training is effectively shared, all policies and procedures are clear and well understood by all staff and regularly updated, data is monitored, easily accessed and shows progress in pupil behaviour over time. All of which aims to ensure and secure Pupils' attitudes to all aspects of learning are consistently positive; they understand what is expected of them and follow staff instructions well. Pupils are highly motivated and persistent in the face of difficulties. Pupils conduct themselves very well throughout the day including at lunchtimes and key transition points. School is an extremely orderly environment and behaviour is managed highly effectively by all staff.

Evidence of this being achieved was clearly observed on the QA day of visit during learning walks into classes and at lunchtime. *QA Aut 2024.*

Clear links are also made to Zones of Regulation, Behaviour Support Plans, Community of Belonging and multiagency working.

The school's values, attitudes and beliefs are embedded as part of the ethos and culture of the school. They permeate throughout and are sustainable. All students have settled very quickly into school routines after COVID and since the start of term.

Post 16 PP Pupils access appropriate travel training

All pupils make expected or better than expected progress in ILS

Independent travel is now embedded in the ILS curriculum as a core part of the Independence in the community teaching. Program.

In the academic year 2020/2021 descriptors were written and placed on classroom monitor for assessment. All students working at or above A05 were baselined in Independent Travel and we now have data reflecting progress rates in line with the Trust's assessment and monitoring policy

Starting the academic year of 2022-23, 98% of students who work on independent travel have made **outstanding progress** or **good progress**, with 2% students requiring improvement due to long term absence

The objective of the Independent travel sessions is to enable students to be increasingly independent and to be able to access places of personal interest as well as college or work placements in the future.

Students are taught how to apply for a travel pass if they do not have one or where needed supported in doing this. They are shown how to use this correctly to facilitate travel within a class group and where appropriate they are encouraged to do this for their own independent travel outside of school time.

Safety is paramount and students are given an intensive induction on how to safely wait at stations, platforms and stops. How to board and disembark from different types of transport and when to ask for help if required. There is also constant teaching of how to manage behaviour when in the community and how to be considerate of other people they meet

Students are taught key words and names which they will need in order to be able to safely navigate their route and taught the etiquette needed for travelling on public transport and dealing with unfamiliar people or unexpected situations that may arise.

They are supported in using transport maps to understand tram and bus routes and to use timetables to help the plan a journey. They learn how to get travel information from signs and notice boards both written and electronic in order to understand when the next tram or bus will arrive.

They are taught where to access help and information from staff working in the stations and how to ask for this in a way that will be understood by an unfamiliar person. They are then taught strategies for retaining this information to use at a later date.

Support for extra-curricular activities including forest school, outdoor education, enrichment days

Every single student at Piper Hill is offered at least one night of residential stay per academic year. This can vary from outdoor residentials, an overnight stay in a city or an onsite School Sleep over. The residentials offer opportunities to challenge students in a variety of ways from staying away from home for the first time, overcoming a fear, to socialising with peers and staff. It has enabled them to practice key skills they have learnt in school in a new, safe, real life context as well as developing and learning new key skills. This enables them to take up new challenges when back at home.

Residential trips planned and completed: 74 students have attended a residential this year plus 12 attending Ghyll head for Bronze expedition

14 students to Calvert trust

15 students to Bendrigg lodge

21 students to CAFT

9 structured students to Ghyll Head

15 students to Red Ridge

1 class (12 students) completed Piper Hill Pursuits onsite residential with 6 staying over in the PODS

12 students to Ghyll head pods to complete expedition section of DofE with all 12 achieving their bronze DofE award - including one structured student.

All students are offered Forest School subject leads have overseen maintenance of equipment and greenery maintenance. They have allocated their budget on purchasing essential resources for SOW. This allowed for additional workspaces when needed due to weather or carousel activities. There has also been a review and formulation plan for seesaw evidence. This has ensured evidence collected is linked to both the SOW at the students' level and their appropriate SKILLS target – this ensures students,

staff and parents if applicable know where the student is going and what the impact of lessons so far is.

All students have been offered an opportunity for at least one night residential. The school has an RSE policy in place which is regularly updated. This includes the local offer. It links closely into the PSHE modules and Rolling plans, including the Mental Health and Wellbeing module. The Curriculum lead also leads on RRSA and works collaboratively with Healthy Schools. Links with Healthy Schools are strong, and they have used the school's policy elements as good practice, for their training with Manchester Schools.

In addition, through SMSC work in tutor times, the achievements are celebrated and work of groups who have to face discrimination, overcome diversity and communities from different cultures and religions. The RSE curriculum is differentiated and accessible to all students, irrespective of the level of need.

The school's approach to RSE is a natural part of the overall teaching programme integrated into students' learning experience. Teaching is conducted with clear morals and values framework based on key principles. LGBTQ+ is integrated throughout modules. Not taught discretely. This approach is also taken to different family structures.

Online safety, E-safety is covered every first Spring Half-Term in Computing for independent students. Experiential and Structured students cover the themes of respecting boundaries and keeping themselves safe through separate modules.

Pupils able to share their experiences and develop social skills that will stay with them for life year 6 transition Summer School.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for literacy intervention lead to support small groups/individuals	Literacy intervention lead paired with English coordinator for support
Wider strategies	Enough time to plan and deliver new programme of activity	Lead teacher supported by behaviour and attendance teams

Review: last year's aims and outcomes

Aim	Outcome
Reduce PP gap in identified subjects	Improvement in disadvantaged pupil progress from 2023 to 2024.
Pupils close gap with comparable local special school average attainment	Improvement in disadvantaged pupil progress from 2023 to 2024. On target for aim.
Improve independent living skills of KS5 pupils	Improvement in all KS5 pupils.

Pupil Premium 2022/23 Impact Report

In the 2022 to 2023 **financial year**, schools received the following funding for each child registered

- £955 for eligible secondary-aged pupils
- Schools will also receive £2,345 for each looked-after pupil.

The pupil premium allocation for the academic year 2023-2024 is £92,635 (97 x £935). Additional to this £28,130 is allocated as recovery premium funding. How we plan to spend academic year's allocation 2023/24

The aim of Pupil Premium in the 2023/24 year is to narrow the progress gap between 'All Pupils' and those entitled to 'Pupil Premium'. However, we also recognise the need to maintain high standards for all and therefore the end of key stage targets are ambitious for all pupils building on previous successes.

Identifying which pupils the funding is attached to was completed via the DfE website, this list contains 97 students.

Choice of Focus area

Analysis of the progress data from 2022– 23 for pupils premium and non-pupil premium showed these areas as having the highest, but still small, differences in attainment:

- English: S&L
- Maths: Number
- Music

Subject	Current difference between PP and non PP	Target difference
English S&L	-3%	0%
Maths number	-3%	0%
Music	-1 %	0%

Hence these curriculum areas were chosen as the focus for the academic year 23-24. Within these subject areas, specific whole school targets were established to ensure these gaps between pupil premium and non-pupil premium pupils were closed.

Whole school Pupil Premium Targets 2023 - 24

To diminish the difference between pupil premium and non-pupil premium making outstanding progress in English: Speaking & Listening, Maths Number, and Music

Subject	Current difference between PP and non PP	Target difference
English S&L	-3%	0%
Maths number	-3%	0%
Music	-1%	0%

How was the impact of this funding measured?

To monitor progress on attainment, the usual cycle of data collection and the monitoring and tracking used at Piper Hill was used to inform student progress and enable the early identification of need, support and appropriate intervention for all students, including this particular cohort. Each class teacher also identified pupils which data indicated, or they felt due to other circumstance, would need additional input.

Pupil Premium Targets Results 2022-23

To diminish the difference between PP and NPP pupils making outstanding progress to 0% in English: Speaking and Listening, Maths: Number and Science.

Overall Results

Pupil Premium / Non Pupil Premium Combined Progress Comparison - SIP Focus Subjects Summer 2023				
Subject	Pupil Premium Students	Non Pupil Premium Students	Pupil Premium / Non Pupil Premium % GAP Summer 2023	Pupil Premium / Non Pupil Premium % GAP SUMMER 2022
English Writing	98%	98%	0%	-5%
Maths Number	97%	100%	-3%	-7%
Science	100%	100%	0%	-5%

Impact: A significant reduction in the gap between the progress of pupil premium pupils and non-pupil premium pupils when compared to the 2021-22 results. Subject specific results

English: Speaking & Listening

- Staff have attended external training for Talk for Writing
- In house training CPD has been delivered in the following PECS, vocabulary, evidencing of SLC and phonics.
- A weekly target social interaction group has been set up lead by a TA 4, to support students in wider social communication.
- TA 2 qualified in Level 3 Speech and Language Diploma – runs specialised interventions in AM tutor time with small groups from across school.
- Little Wandle Resources are embedded in the curriculum. Each independent class will have access to a wide variety of phonics resources and reading books.
- Prewriting sets for structured Learners. Each structured class will have access to high quality resources to support pre-writing skills
- Key words worksheets for Post 16. Students across the school are learning a variety of key words to support communication and aid vocabulary retention.
- SLC interventions in partnership with SALT. Students accessing social interaction group twice weekly

Impact: A significant reduction in the gap between the progress of pupil premium pupils and non-pupil premium pupils in English: Speaking and Listening.

Leaders are tracking interventions but have recognised and identified the need for devising a whole overview mapping of interventions used across the school. The school has high impact speaking, listening and communication interventions and have funded a skilled and well trained TA level 3.

QA Report Autumn 2021

Maths:

Using and applying Number

- Staff have been introduced and received intervention packs to support those students who are targeted for the Autumn term.
- Mean in 15 dedicated time to Using & Applying and Number.

- Maths Coordinator supported staff with target setting and linking Using and Applying to the other two strands.
- Introduction of Maths Mastery across the key stages and access groups.
- Whole school training was delivered in Summer term 2021 to support staff with the delivery of Maths Mastery and enable students to get a deeper knowledge of Math Skills.
- Calculation policy updated and added to the website. Staff will now have a consistent approach to teaching Mathematics. Parents also have access to the documents. This will improve home learning.
- Defined approaches to calculation to ensure consistency and quality of teacher exposition. This will be embedded for 2024-23 as training for all new staff and top ups in September inset for all teaching staff to ensure consistency when groups meet new teachers.
- Interventions have been put in place for targeted Pupil Premium students

Impact: A significant reduction in the gap between the progress of pupil premium pupils and non-pupil premium pupils in Citizenship and careers.

The Maths lead (a secondary Maths specialist) gives very clear guidance in upskilling staff, and staff feedback reflects this. CPD in the development and implementation of Maths is very strong across the school. It is found to be very useful for the non-specialist.

QA Report Summer 2023

LAC Funding

Up to £13,800 (6 pupils) is allocated as LAC Pupil Premium (amount provided to schools is determined by the Virtual Schools Head) to be spent to fulfil those student's individual Personal Education Plans (PEPs) in line with current guidance. These pupils have yearly PEP meetings where targets are set, which the money is used to help the pupils achieve.

The money has been spent on the following initiatives, in keeping with their targets:

- Summer school provision (As LAC are not entitled to respite)
- Resources for the classroom (e.g. resources to support a specific lesson such as board games or e-readers)
- Residential trips (e.g. Children's adventure farm)
- Access to 1:1 support for a certain time of the day (e.g. for reading interventions)
- Access to increased staffing when needed (e.g. having a named adult to support with challenging behaviour when needed)
- Weekly sessions with the music therapist.