

# 2022 - 2023 Prospect House Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Prospect House
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	52.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	T Gallier
Pupil premium lead	M Gleeson/T Gallier
Governor /Trustee lead	D Risdale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,592
Recovery premium funding allocation this academic year	£14,500
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	£83,092

## Part A: Pupil premium strategy plan

### Statement of intent

Prospect House Primary School is, in its third year of opening, and moved onto the permanent site on 4<sup>th</sup> May 2022 in Higher Blackley, North Manchester, having previously shared a site with Grange school from September 2020 – May 2022.

In 2020 – 21, the initial cohort of 25 children were housed in 2 classrooms within the Grange building. For part of 2021–22 (September to May) four classrooms were provided on the Grange site to accommodate a further 25 children for academic year 2021/22.

From September 2022 the cohort rises to 80 children housed on the permanent site.

The admission criteria for Prospect House: aged 3–11, with a diagnosis of a severe learning difficulty. Pupils are typically working up to and including Y2 outcomes with most pupils working significantly below age related expectations.

Most pupils join the school from mainstream schools and nurseries, including private day nurseries. Classes are structured and staffed according to need.

#### Current School Cohort by Deprivation Characteristic

Characteristic	School 2022- 2023
Number on Roll	80
% Free school meal eligibility	52.5%
% Students from minority ethnic groups	62.50%
% Students with first language not English	31.25%
Deprivation indicator	52.5%
Number of Boys	63
Number of Girls	17

#### Disadvantaged Pupils Barriers to Success

- Outcomes and progress can be impacted by several factors – all pupils at Prospect House have an Education Health Care Plan, and all pupils have a diagnosis of autism or additional complex learning difficulties.
- Pupils can also have additional social and emotional mental health difficulties.
- As a school we have a strong focus on identifying barriers that each pupil may face.
- The impact of Covid-19 is still significant for many of our families: Children who will be starting in Reception do not have the independence or social skills that they usually would. Key stage 1 pupils who missed out on early teaching and have not yet caught up, particularly in phonics and handwriting Pupils were still struggling with behavioural expectations and social skills such as listening.
- Lack of access to local community and a lack of enrichment opportunities. Leaders recognise the particular importance of providing these sorts of opportunities for pupils with SEND, to support their preparation for their next stage of education

and life.

What are the school's ambitions for academic achievement and personal development?

At Prospect House, we understand the importance of 'the unique child' and as such we aim to work in partnership with all stakeholders, in order to secure the very best outcomes.

This is firmly embedded within our approach to high-quality teaching and a strong curriculum which supports all children to 'know more and remember more'. This is achieved through personalisation, strong assessment protocols and high expectations.

Our state-of-the-art facilities reflect this and afford children a wealth of opportunities to thrive, not only in their learning but in their personal development and wellbeing. We have designed the school to support specific and specialist interventions, such as, occupational Therapy, Hydrotherapy, Physiotherapy and Speech, language and Functional Communication support.

Our cultural capital offer is strong for all children and offers access to Forest Schools, Animal Care (via two pigs and two therapy dogs) local community gardening sessions and community swimming lessons.

To this end, our Pupil Premium funding supports and benefits all pupils so that outcomes for non-disadvantaged and disadvantaged pupils are improved concurrently.

Our aim is to ensure that all of our children are well prepared for their next step and can engage with life and learning in a way which offers them choices, chances and opportunities to be active citizens in our community.

How we plan to spend this year's allocation:

The aim of our pupil premium spend in the 2022-23 academic year is to diminish the difference in progress gaps between 'All pupils' and entitled those entitled to 'Pupil Premium' Funding. In addition, the catch-up premium has been designed to mitigate the effects of the unique disruption caused by (COVID-19).

As a school we recognise the need to maintain a high standard of education for all and we strive to ensure outstanding teaching and learning across all areas. 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 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	<p>At have additional social and emotional mental health difficulties which can impact on social skills and the development of friendships in school. The pandemic has exacerbated this further as children in EYFS and KS1 arrive at school with little to no experience of playgroups, nursery etc.</p>
2	<p>Attendance – some children have complex needs or social emotional issues, which impact on attendance, behaviour, and learning. Pupils with SEND are more likely to be persistent absentees and Covid 19 has exacerbated this.</p>
3	<p>Functional communication – Pupils at Prospect House all have significant language delays, again exacerbated by the pandemic, when access to tailored support was disrupted, alongside a lack of enrichment opportunities which support functional communication in action, for example, going shopping, swimming or attending a friends birthday party. Pupils at Prospect House require a consistent speech, language, and communication programme within school and for this to be reflected this in the curriculum targets set.</p> <p>Pupils need access to quality assured practice in communication, resources technology and staff training development CPD/training in specific communication approaches.</p>
4	<p>Some pupils with SEND missed out on tailored support and may have had limited exposure to a broad and balanced curriculum during the pandemic, resulting in more pronounced gaps in knowledge and skills. As a result careful Curriculum development using the data analysis of subjects, is required, to close the gap of PP &amp; NPP within identified subjects for 2022-2023.</p> <p>For example, for many children, learning to read is a challenging undertaking. Scarboroughs reading rope demonstrates this and allows us to identify which areas of reading children find most difficult. From this we can tailor support strategies.</p> <p>The Ofsted paper on educational recovery found that cross the academic year, leaders said the pandemic had resulted in poorer behaviour among some pupils. This was commonly characterised by:</p> <ol style="list-style-type: none"> <li>1. poorer social skills, such as not taking turns and sharing</li> <li>2. not engaging with learning</li> <li>3. inappropriate behaviours, such as bullying and fighting</li> </ol> <p>Pupils at Prospect House also have a range of significant sensory processing difficulties.</p>

## 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						
<p>Teaching &amp; Learning EYFS (Communication): To improve outcomes at 5 years old</p> <ul style="list-style-type: none"> <li>❖ Support meaningful, functional communication development for all children but particularly for children from disadvantaged backgrounds.</li> <li>❖ To reduce workload for teachers and childcare practitioners.</li> </ul>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments</p> <p>100% of pupil premium and non pupil premium students achieve expected progress with at least 50% of students achieving better than expected progress</p>						
<p>Curriculum: KS1/2 Humanities, PSHE &amp; Computing To improve outcomes at KS1 &amp; 2 so that PP pupils will achieve at least as well as their NPP peers.</p>	<p>Students will re-visit essential learning, which is embedded and secure in the curriculum offer, as they move through the school to build, develop and refine their skills.</p> <p>Careful timetabling and personalisation ensure that these key components work together to meet the needs of each individual.</p> <p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Through achievement of improved performance, as demonstrated by our end of year assessments</p> <p>100% of pupils make expected progress with at least 50% of pupils making better than expected progress in these areas with a reduction in any disparity in outcomes between disadvantaged pupils and their peers.</p> <table border="1" data-bbox="820 1850 1331 2049"> <thead> <tr> <th data-bbox="820 1850 1010 1899">Subject</th> <th data-bbox="1011 1850 1193 2049">Current Gap from 2021-22 EOY Outcomes</th> <th data-bbox="1195 1850 1331 1899">Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="820 1901 1010 2049"></td> <td data-bbox="1011 1901 1193 2049"></td> <td data-bbox="1195 1901 1331 2049"></td> </tr> </tbody> </table>	Subject	Current Gap from 2021-22 EOY Outcomes	Target			
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	<table border="1"> <tr> <td>History</td> <td>-9%</td> <td>0%</td> </tr> <tr> <td>Geography</td> <td>-9%</td> <td>0%</td> </tr> <tr> <td>Computing</td> <td>-9%</td> <td>0%</td> </tr> <tr> <td>PSHE</td> <td>-14%</td> <td>0%</td> </tr> </table> <p>Through achievement of EHC plan &amp; Skills target termly outcomes.</p>	History	-9%	0%	Geography	-9%	0%	Computing	-9%	0%	PSHE	-14%	0%
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<p>Curriculum: EYFS: Communication (Speaking), Humanities (UTW – People, Culture &amp; Community)</p> <p>To improve outcomes in EYFS so that PP pupils will achieve at least as well as their NPP peers.</p> <p>Target gap: 0% PP &amp; NPP</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments</p> <p>100% of pupil premium and no pupil premium students achieve expected progress with at least 50% of students achieving better than expected progress with a 0% gap for pp &amp; npp</p>												
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for their next life stage.</p> <p>All pupils develop those essential friendships and relationships with staff and peers that underpin school and life success.</p>	<p>EOY EHCP and SKILLS targets are met by all pupils.</p> <p>Attendance is in line with Trust expectations for GOOD attendance (98%+)</p> <p>Through observations and discussions with pupils and their families (Coffee Mornings, Riding The Rapids, Termly parent voice).</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: £ 37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular monitoring of subjects and workbooks by Head, DHT/AHT and Subject Leaders to ensure that teaching is good or better and that good practice is shared across school.</p> <p>Assessment tracking. Moderation in year groups using school based assessment systems Curriculum Leaders (each term) to meet with SLT to analyse data for their class and cohort and set /</p>	<p>EEF Teacher Feedback to Improve Pupil Learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>High quality assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills that a pupil already knows well.</p> <p><a href="https://d2tic4wv0liusb.cloudfront.net/eef-guidance-reports/feedback/School_Leader_Implementation_Support.pdf?v=1666260458">https://d2tic4wv0liusb.cloudfront.net/eef-guidance-reports/feedback/School_Leader_Implementation_Support.pdf?v=1666260458</a></p> <p>Teachers are clear on the principles of effective feedback, and on how our policy aligns with these.</p>	<p>3</p>

<p>review targets for the identified children to make progress.</p> <p>Class teacher &amp; Curriculum Leader (each term) to enable pupil progress meetings to take place.</p> <p>Class Teams Lay the foundations for effective feedback by using high quality AfL to assess learning gaps that need addressing</p>		
<p><i>High Quality CPD to support the development of the Know More, Remember More curriculum</i></p> <p>Lesson observations and learning walks focus on feedback to improve. CPD/coaching provided in any areas where this is identified as useful.</p> <p>Relevant training is provided to</p>	<p>EEF framework 'Greater Teaching Toolkit'. <a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></p> <p>The best evidence available indicated that great teaching is the most important level schools can have to improve pupil attainment.</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>EEF Mastery Approaches <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a> Maths_guidance_KS_1_and_2.pdf (pub-lishing.service.gov.uk)</p> <p>EEF Oral language interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/what-works-database/">https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/what-works-database/</a></p>	<p>1 2 5 6 7</p>



ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.

Mastery learning approaches reflected in the curriculum content. Pupils to have access to high quality resources to support teaching and learning.

Training delivered to who school staff by Maths lead. Lesson observations/learning walks with mastery focus

Whole school curriculum planning. Staff meeting time (2 meetings per half term) for all staff.

Use of SEESAW to create a WAGOLL page for staff to use as reference and CPD.

What Works is a moderated online library of evidenced interventions that aim to support children's speech and language.

[The Communication Commitment](#) is a free online resource to help develop a whole-school approach to communication. The Commitment offers practical ideas and resources to support schools in some of their specific duties under the Code. A brand new index helps you easily find the fifteen resources that have been updated to reflect the 2014 Code of Practice.

[Communication Consortium 0-25 Catalogue](#) - The Communication Trust's Consortium is a group of 52 voluntary and community sector organisations that provide a vast range of resources and services relating to children and young people's speech, language, and communication.

### EEF Effective Professional Development

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#nav-downloads>

Effective professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes.

[CPD Strategy - FINAL.pdf](#)

## Prospect House CPD Strategy

### Intent:

Research shows that CPD plays a crucial role in staff wellbeing and development.

Teacher well-being at work in schools and further education providers, Ofsted 2019

Guidance: Education staff wellbeing charter, DfE 2022

Our CPD offer reflects the EEF & GTTK recommendations:

EEF	Greater Teacher Toolkit (GTTK)
<ul style="list-style-type: none"> <li>• Build knowledge</li> <li>• Motivate staff</li> <li>• Develop teaching techniques</li> <li>• Embed practice</li> <li>• Evaluate through observation</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the content</li> <li>• Creating a Supportive Environment</li> <li>• Maximising Opportunities to Learn</li> <li>• Activating Hard Thinking</li> </ul>

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics>

Balanced PD designs, incorporating one mechanism addressing each of evidence based insight, goal directed



	change, development of techniques, and practice have larger average effects.	
<p><i>Embedding the practice for Synthetic Phonics Program 'Essential Letters and Sounds'</i></p> <p>Phonics programme: continued CPD . Non contact time for DHT to develop CPD.</p> <p>Reading Dedicated story time, whole class guided reading.</p> <p>Dedicated daily phonics for all pupils.</p>	<p>EEF Preparing for Literacy <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Early reading requires the development of a broad range of capabilities. Using a number of different approaches will be more effective than focusing on any single aspect of early reading.</p> <p>DfE Guidance: Choosing a phonics teaching programme <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a></p> <p>DfE The Reading Framework <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness. Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.</p>	6
<p><i>Dedicated promoted post TA3 roles to support Functional Communication , Physical Development and PE &amp; Emotional Literacy for all pupils.</i></p>	<p>EEF Teaching Assistant Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>	3

	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted Wave 2 support for pupils when identified.</i></p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Poster.pdf?v=1666265563">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Poster.pdf?v=1666265563</a></p> <p>Teacher or HLTA support for reading/phonics. There is a clarity of purpose about the different assessments used in our setting. Monitor children’s sensory needs to ensure they do not impede learning.</p> <p>High quality targeted support can ensure that children falling behind catch up as quickly as possible. Small-group support is more likely to be effective when: • children with the greatest needs are supported by the most capable adults; • adults have been trained to deliver the activity being used; and • the approach is evidence based and has been evaluated elsewhere</p> <p>EEF Making best use of Teaching Assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	<p>1 2</p>
<p><i>Specialist support for learning professionals to develop the QFT</i></p>	<p><a href="https://www.nordoff-robbins.org.uk/music-therapy/what-is-music-therapy/">https://www.nordoff-robbins.org.uk/music-therapy/what-is-music-therapy/</a></p> <p><a href="https://manchester-occupational-therapy-services.co.uk/">https://manchester-occupational-therapy-services.co.uk/</a></p>	<p>5</p>

<p><i>offer alongside an increase in the amount of access to Music Therapy, SaLT &amp; OT to support targeted children through bought additionality.</i></p>	<p>Embed opportunities to develop self-regulation.</p> <p>What Works is a moderated online library of evidenced interventions that aim to support children's speech, language and communication.</p> <p>What Works helps early years practitioners, teachers, school leaders, and speech and language therapists (SLTs) find the most appropriate interventions for children and young people by providing a free and easily accessible overview of the evidence base for each intervention.</p> <p><a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</a></p>	
<p><i>Enhancing the sensory integration and regulation equipment and offer available for all learners with enhanced sensory needs, including high quality training for staff.</i></p>	<p><a href="https://manchester-occupational-therapy-services.co.uk/sensory-processing/">https://manchester-occupational-therapy-services.co.uk/sensory-processing/</a></p> <p>For some people, sensory integration does not develop as efficiently as it should, and this is known as Sensory Processing Disorder (SPD) or Sensory Integrative Dysfunction. (NB this is not a recognised medical diagnosis at this time) Sensory processing disorder results in their nervous systems having difficulty taking in, integrating and making use of sensory information. This changes how the person then responds to changes in their own body and the environment and how they interact with their environment and other people around them.</p> <p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. It also supports the basics of physical development; running, jumping and being able to sit in a seat to learn.</p>	5

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

Budgeted cost: £ 22592

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>Pupil attendance will meet school targets and PP vs NPP attendance will be monitored.</p> <p>Absence &amp; persistent absentee rates are at least in line with national Provision of Attendance/ Family Support in school to address specific needs for pupils and work with social care as needed.</p> <p>Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paperwork and organising finance.</p>	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020)</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://www.tes.com/magazine/teaching-learning/general/what-research-tells-us-about-fixing-attendance">https://www.tes.com/magazine/teaching-learning/general/what-research-tells-us-about-fixing-attendance</a></p> <p>The Big Ask Survey <a href="#">children cited unhappiness at school</a> as their biggest barrier to attendance. This was particularly apparent among pupils with special educational needs or disabilities and those with poor physical health, who felt that they did not receive the adequate level of support at school for their needs, and who also experienced bullying.</p> <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p> <p>EEF Parental Engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>School communications are used to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>Behaviour that challenges always happens for a reason and may be the person's only way of communicating an unmet need.</p> <p>EEF Working with parents to support children's learning:</p>	4



<p>Delivery of specific programmes for vulnerable pupils – breakfast club.</p> <p>Partnership working with health, educational psychologist , social care for targeted pupils using a dedicated TA3 – Riding the Rapids, PBS.</p> <p>Parents made aware of expected attendance levels when they fall below 90%. Increased rewards for improving and good attendance.</p>	<p>Riding the Rapids is a free course for parents and carers of children who have a diagnosis of Autism, severe learning disabilities or complex physical disabilities. The course aims to help parents to understand and manage challenging behaviour shown by their child.</p> <p>Aims of PBS</p> <p>The overall aim of Positive Behaviour Support (PBS) is to improve the quality of a person’s life and that of the people around them. This includes children, young people adults as well as older people. PBS provides the right support for a person, their family and friends to help people lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about getting rid of problematic behaviour With the right support at the right time the likelihood of behaviour that challenges is reduced.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>Offer more sustained and intensive support where needed.</p> <p>EEF Improving Behaviour in Schools</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>EEF Attendance Interventions: Rapid Evidence Assessment</p> <p><a href="https://d2tic4wvvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064">https://d2tic4wvvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</a></p> <p><a href="https://d2tic4wvvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1666270600">https://d2tic4wvvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1666270600</a></p> <p>Drivers of human development: How relationships and context shape learning and development</p> <p><a href="https://www.tandfonline.com/doi/full/10.1080/10888691.2017.1398650">https://www.tandfonline.com/doi/full/10.1080/10888691.2017.1398650</a></p>	
<p>Pupils have a breadth of experiences that enable them to contextualize their learning: Prospect House Farm, Forest School, Community Garden,</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enrich">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enrich</a></p> <p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Including high quality resources, books and equipment to support the delivery of interventions and individualised learning.</p> <p><a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a></p>	<p>1 2 3</p>

enrichment experiences.	Every pupil should have a supportive relationship with a member of school staff.	
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Total budgeted cost: £ 83092

## 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 2022 to 2023 academic year.

