



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	Prospect House
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	50% (25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	M Gleeson/T Gallier
Governor / Trustee lead	E Waddington

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,625
Recovery premium funding allocation this academic year	£ 4,000
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	£ 37, 625



## Part A: Pupil premium strategy plan

### Statement of intent

#### 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 has been significant for many of our families

#### How we plan to spend this year's allocation

The aim of our pupil premium spend in the 2021-22 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. As a result of these aims our Pupil Premium Plan/Catch up funding plan is based on a tiered spending plan in three key areas:

- Teaching
- Targeted academic support
- Wider strategies

The school has used research and supporting evidence from The Education Endowment Fund to develop this plan. [www.educationendowmentfoundation.org.uk](http://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 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 Prospect House have an Education Health Care Plan, and all pupils have a diagnosis of autism or additional complex learning difficulties.

2	Pupils can also have additional social and emotional mental health difficulties.
3	The impact of Covid-19 has been significant & there is a need to reflect on pupils' thinking, strengths, and weaknesses across all key stages and consider expected progress measures.
4	Attendance – some children have complex needs or social emotional issues, which impact on attendance, behaviour and learning.
5	Communication – the need to develop a consistent speech, language and communication programme within school. Supporting a curriculum group to develop quality assures practice in communication, resources technology and staff training development CPD/training in specific communication approaches
6	Curriculum (Reading) – a need to develop the reading skills of the PP cohort and to consolidate the skills of those within the NPP group
7	Curriculum (data analysis of subjects) – a need to close the gap of PP & NPP within identified subjects.

### 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, PSED &amp; Physical Development)</p> <ul style="list-style-type: none"> <li>❖ improve outcomes at 5 years old</li> <li>❖ improve language development for all children but particularly for children from disadvantaged backgrounds.</li> <li>❖ reduce workload for teachers and childcare practitioners.</li> </ul>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments 100% OF PUPIL PREMIUM AND NO PUPIL PREMIUM STUDENTS ACHIEVE EXPECTED PROGRESS WITH AT LEAST 25% OF STUDENTS ACHIEVING BETTER THAN EXPECTED PROGRESS</p>
<p>Curriculum: KS1/2 English (Reading &amp; SLC)</p> <p>Students will re-visit essential learning as they move through the school to build, develop, and refine their skills. Careful timetabling and personalisation ensures that these key components work together to meet the needs of each individual.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments 100% OF PUPILS MAKE EXPECTED PROGRESS WITH AT LEAST 25% 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>

<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Through achievement of EHC plan termly outcomes.</p>
<p>Curriculum: Geography Students will re-visit essential learning as they move through the school to build, develop, and refine their skills. Careful timetabling and personalisation ensures that these key components work together to meet the needs of each individual.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments THAT 100% OF PUPILS MAKE EXPECTED PROGRESS WITH AT LEAST 25% OF PUPILS MAKING BETTER THAN EXPECTED PROGRESS</p>
<p>Curriculum: EYFS: PSED - SELF REGULATION KS1/2: ENGLISH (SLC) Target gap: 0% PP &amp; NPP</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments 100% OF PUPIL PREMIUM AND NO PUPIL PREMIUM STUDENTS ACHIEVE EXPECTED PROGRESS WITH AT LEAST 25% 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>Through observations and discussions with pupils and their families and evidenced at EHCP's/progress meetings</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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Updated build to support Tracking and Assessment for EYFS (new framework) on Classroom Monitor.</i></p> <p>Regular monitoring of subjects 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 makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills that a pupil already knows well</p> <p>Assessment tracking: Moderation in year groups using school-based assessment systems. Staff time (each term) to meet with SLT to analyse data for their class and cohort and set / review targets for the identified children to make progress. Staff time (each term) to enable pupil progress meetings to take place.</p>	<p>EEF - Target teaching &amp; support by accurately assessing pupils' needs. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf</a></p> <p>EEF - DIAGNOSTIC ASSESSMENT Evidence insights <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	3
<p><i>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>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>EEF Mastery Approaches</p>	1

<p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>Mastery learning approaches to CPD</p> <p>Oral Language Interventions (NELI programme)</p> <p>Whole school curriculum planning.</p> <p>Staff meeting time (2 meetings per half term) for all staff.</p>	<p><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></p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p><b>EEF Oral language interventions</b></p> <p><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://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><a href="https://www.teachneli.org/">https://www.teachneli.org/</a></p> <p><b>EEF Effective Professional Development</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#nav-downloads</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a></p>	<p>2</p> <p>5</p> <p>6</p> <p>7</p>
<p><i>Resourcing for Synthetic Phonics Program 'Essential Letters and Sounds'</i></p> <p>Phonics programme: training for all staff for ELS .</p> <p>Non contact time for AHT to develop CPD.</p> <p>Dedicated story time, whole class guided reading</p>	<p><b>EEF Preparing for Literacy</b></p> <p><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><b>DfE Guidance</b></p> <p><b>Choosing a phonics teaching programme</b></p> <p><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><b>DfE The Reading Framework</b></p> <p><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>6</p>
<p><i>TA2 roles to support SLC, Physical Development and PE.</i></p>	<p><b>EEF Teaching Assistant Interventions</b></p> <p><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>3</p>

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted Wave 2 support when identified.</i>	<p>Teacher or HLTA support for reading/phonics.</p> <p>EEF Making best use of Teaching Assistants</p> <p><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>	1 2
<i>Increase in the amount of access to SaLT &amp; OT to support targeted children.</i>	<p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</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>	5
Enhancing the sensory regulation equipment	We have observed that sensory equip-	5

available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	ment 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.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,625

Activity	Evidence that supports this approach	Challenge number(s) 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>Delivery of specific programmes for vulnerable pupils.</p> <p>Partnership working with health, educational</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:</p> <p><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>EEF Working with parents to support children’s learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	4

<p>psychologist, social care for targeted pupils. Parents made aware of expected attendance levels when they fall below 90%. Increased rewards for improving and good attendance.</p>		
<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p>	<p>Books and equipment to support the delivery of interventions and individualised learning.</p>	<p>1 2 3</p>

Total budgeted cost: £ 37,625

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Our assessment of the reasons for our outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had an impact on pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were not in school, via resources on our SEESAW platform. However, it was challenging for many reasons; parental engagement, access to technology, motivation etc

Our assessments and observations suggested that for many pupils, being out of school and the uncertainty around this has been detrimental to behaviour, wellbeing, and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Pupil Premium results have also been impacted due to the small sample of students included in the measures.