



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	Linda Jones
Pupil premium lead	M Gleeson/T Gallier
Governor / Trustee lead	E Waddington

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33625
Recovery premium funding allocation this academic year	£ 4000
Sport Funding (See separate strategy statement for detail)	£ 16050
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	£ 53, 675



## 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><u>Outcomes Summer 2022 based on a cohort of 3 PP EYFS pupils:</u></p> <table border="1"> <thead> <tr> <th>Subject</th> <th>PP combined above and Expected Progress</th> <th>NPP combined above and Expected Progress</th> <th>2021-2022 Evaluation</th> </tr> </thead> <tbody> <tr> <td>Physical Development – Fine Motor</td> <td>100%</td> <td>100%</td> <td>Achieved</td> </tr> </tbody> </table>	Subject	PP combined above and Expected Progress	NPP combined above and Expected Progress	2021-2022 Evaluation	Physical Development – Fine Motor	100%	100%	Achieved
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<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>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 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><u>Outcomes Summer 2022 based on a cohort of 22 KS1/2 Pupils</u></p> <table border="1"> <thead> <tr> <th data-bbox="692 1406 815 1648">Subject</th> <th data-bbox="815 1406 975 1648">PP combined above and Expected Progress</th> <th data-bbox="975 1406 1134 1648">NPP combined above and Expected Progress</th> <th data-bbox="1134 1406 1410 1648">2021-2022 Evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="692 1648 815 1742">English Reading</td> <td data-bbox="815 1648 975 1742">95%</td> <td data-bbox="975 1648 1134 1742">95%</td> <td data-bbox="1134 1648 1410 1742">Achieved</td> </tr> <tr> <td data-bbox="692 1742 815 1881">English Writing</td> <td data-bbox="815 1742 975 1881">95%</td> <td data-bbox="975 1742 1134 1881">100%</td> <td data-bbox="1134 1742 1410 1881">Achieved PP (-5% gap)</td> </tr> <tr> <td data-bbox="692 1881 815 1975">English Sp&amp;L</td> <td data-bbox="815 1881 975 1975">100%</td> <td data-bbox="975 1881 1134 1975">100%</td> <td data-bbox="1134 1881 1410 1975">Achieved</td> </tr> </tbody> </table>	Subject	PP combined above and Expected Progress	NPP combined above and Expected Progress	2021-2022 Evaluation	English Reading	95%	95%	Achieved	English Writing	95%	100%	Achieved PP (-5% gap)	English Sp&L	100%	100%	Achieved
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English Sp&L	100%	100%	Achieved														

	Through achievement of EHC plan termly outcomes.												
<p>Curriculum: Geography</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 <b>THAT 100% OF PUPILS MAKE EXPECTED PROGRESS WITH AT LEAST 25% OF PUPILS MAKING BETTER THAN EXPECTED PROGRESS</b></p> <table border="1" data-bbox="692 483 1299 904"> <thead> <tr> <th>Subject</th> <th>PP above expected progress</th> <th>NPP above and Expected Progress</th> <th>2021-2022 Evaluation</th> </tr> </thead> <tbody> <tr> <td>Geography</td> <td>86%</td> <td>96%</td> <td>Partly achieved -10% gap- this will be addressed as part of the 2022-2023 SIP</td> </tr> </tbody> </table>	Subject	PP above expected progress	NPP above and Expected Progress	2021-2022 Evaluation	Geography	86%	96%	Partly achieved -10% gap- this will be addressed as part of the 2022-2023 SIP				
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Geography	86%	96%	Partly achieved -10% gap- this will be addressed as part of the 2022-2023 SIP										
<p>Curriculum:</p> <p>EYFS: PSED - SELF REGULATION</p> <p>KS1/2: ENGLISH (SLC)</p> <p>Target gap: 0% PP &amp; NPP</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments <b>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</b></p> <table border="1" data-bbox="692 1290 1299 1827"> <thead> <tr> <th>Subject</th> <th>PP above expected progress</th> <th>NPP above and Expected Progress</th> <th>2021-2022 Evaluation</th> </tr> </thead> <tbody> <tr> <td>PSED - Self Regulation</td> <td>100%</td> <td>100%</td> <td>Achieved</td> </tr> <tr> <td>KS1/2 English (Speaking, Listening &amp; Communication)</td> <td>33%</td> <td>100%</td> <td>Partly achieved -67% gap- this will be addressed as part of the 2022-2023 SIP</td> </tr> </tbody> </table>	Subject	PP above expected progress	NPP above and Expected Progress	2021-2022 Evaluation	PSED - Self Regulation	100%	100%	Achieved	KS1/2 English (Speaking, Listening & Communication)	33%	100%	Partly achieved -67% gap- this will be addressed as part of the 2022-2023 SIP
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KS1/2 English (Speaking, Listening & Communication)	33%	100%	Partly achieved -67% gap- this will be addressed as part of the 2022-2023 SIP										
<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.</p> <p>Evaluation:</p>												

	Achieved and evidenced through QA visits 2021-2022
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## 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: £ 27,000

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</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>	<p>3</p>

<p>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.</p> <p>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.</p> <p>Staff time (each term) to enable pupil progress meetings to take place.</p>		
<p><i>CPD to support the development of the Know More, Remember</i></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 <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>1 2 5 6 7</p>



<p><i>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>Planned process of Instructional coaching involving protected time for SLT to deliver this across all classes.</p> <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 CPD Oral &amp; Functional Language Interventions</p>	<p>Maths_guidance_KS_1_and_2.pdf (pub-lishing.service.gov.uk)</p> <p><b>EEF Oral language interventions</b>  <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>  <a href="https://www.teachneli.org/">https://www.teachneli.org/</a></p> <p><b>EEF Effective Professional Development</b>  <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>  <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>	
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<p>Whole school curriculum planning. Staff meeting time (2 meetings per half term) for all staff.</p>		
<p><i>Resourcing for Synthetic Phonics Program 'Essential Letters and Sounds'</i> Phonics programme: training for all staff for ELS . Non contact time for AHT to develop CPD. Dedicated story time, whole class guided reading</p>	<p><b>EEF Preparing for Literacy</b> <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> <b>Choosing a phonics teaching programme</b> <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> <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> <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>3</p>

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

Budgeted cost: £ 16,000

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 available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	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.	5

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

Budgeted cost: £ 10625

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 psychologist, social care for targeted pupils.</p> <p>Parents made aware of expected attendance levels when they fall below 90%. Increased rewards for improving and good attendance.</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>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>	<p>4</p>
<p>Pupils have a breadth of experiences that enable</p>	<p>Books and equipment to support the delivery of interventions and individualised learning.</p>	<p>1 2</p>

them to contextualize their learning		3
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Total budgeted cost: £ 53, 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 2021 to 2022 academic year.

It is important to be mindful that the pupil premium sample sizes for our EYFS cohort is small (3 out of a total of 6 pupils). In Key Stages 1 and 2, 22 out of the total 44 pupils are eligible for pupil premium.

In EYFS, the target for 'PSED - Self-regulation' was met, with a 0% gap for PP versus non-PP pupils.

In Key Stages 1 and 2, the target for 'English - Speaking, Listening and Communication' was met, with a 0% gap for PP versus non-PP pupils.

Overall outcomes for 2021-2022 or all pupils suggests that the focus for 2022-2023 will be Computing, History, Geography and PSHE. In depth analysis suggests that for pupils moving from AL03 to AL04+, the expectations change focus from BFL to being able to retain knowledge and utilise skills. As a school, we are going to look at targets at AL04 and above to ensure that they remain highly ambitious but are realistic and achievable.

In our EYFS curriculum, targets at S3 and above for 'Communication - Speaking' currently require verbal communication for a target to be met. As the majority of our pupils are non-verbal, we will look to develop this to reflect functional and intentional communication. An example of an original S3 target: 'S3 Children use one or two single noises similar to a word to request an item or person'. To better reflect our pupils and ensure targets remain ambitious but are achievable for all, the target would change to: 'S3: Children are able to intentionally request one or 2 items or a familiar adult'. Changing this target from 'making noises' to 'intentional communication' ensures that communication in all forms is recognised.