

Pupil premium strategy and statement of intent 2022/2023

This statement details our school's use of pupil premium 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	Saxon Wood School
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	J. Alexander (head teacher)
Pupil premium lead	Laura Burling (<i>Assistant Head</i>)
Governor / Trustee lead	Hannah Burroughs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9532

Recovery premium funding allocation this academic year	£13,570
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	£9532

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us identify individual needs as soon as possible so as to achieve and sustain the best possible outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge our pupils face, when compared to their peers with similar needs a variance in outcomes can be seen particularly in terms of:

- Communication development
- Physical development
- Personal care and independence skills
- Social skills and opportunities

The key principles of our plan are to achieve personalised learning and growth through communication and Independence to allow our pupils to be offered the widest range of opportunities available. Our teaching approach is to ensure quality first, small step teaching that focuses on reducing barriers to learning.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the Hampshire Inspection and Advisory Service (HIAS) with a focus on Teaching and Learning, Literacy and Mathematics. Additionally advice and support has been provided with in person visits, training sessions and virtual advice from the Hampshire Early Years Advisory Team and the Speech and Language Team. This has been of particular benefit to facilitating progress of disadvantaged pupils alongside their non-disadvantaged peers.

We equally value subjects such as PSED and strive to foster a cohort of pupils who continue to make good or better progress in this area through gaining life and social skills, caring about peers and national issues as well as playing an integral part in their school community. Communication is seen as a golden thread which runs intrinsically throughout all areas of a child's learning, ensuring they have the capability and confidence to understand and make themselves understood in the manner most suited to their needs.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to make continued good or better progress in all areas of learning.

Challenges

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

Challenge number	Detail of challenge
1	<i>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</i>
2	<i>Observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the aftermath of the pandemic and the current economic crisis to a greater extent than for other pupils. These findings are backed up by several national studies.</i>
3	<i>Attendance across the school can be below national average due to a significant percentage of the pupil body having complex medical needs and requiring multiple specialist appointments. Observations show that disadvantaged pupils can lack access to the specialist resources and equipment outside the school that mean school sessions missed due to appointments have a greater impact on their development.</i>
4	<i>Observations and discussions with pupils show that 43% of disadvantaged pupils generally have complex challenges around communicating and expressing their needs, including being non-verbal or having limited language skills and social interaction difficulties. Disadvantaged pupils often have less access to specialist resources, external therapies and additional provision when compared to non-disadvantaged peers. At Saxon Wood 25% of the 2022-2023 Pupil Premium cohort are non –verbal.</i>

Further challenges (some unique to our setting)

1. Barriers to future attainment (for pupils eligible for PP) All pupils in the school have an EHCP	
1.	
In-school barriers: Pupils enter the school with a range of PMLD, SLD, MLD, complex medical/health needs. All are supported by an Education, Health & Care Plan	
A.	Poor attendance due to medical conditions
B.	Behaviour issues, attachment difficulties, low self-esteem, low self-confidence and mental health issues
C.	Communication difficulties, non-verbal. Limited language and understanding , social communication difficulties
External barriers	
D.	Communication and behaviour strategies not implemented in the home
E.	Lack of encouragement for students to be independent and gain self-help skills
F.	Social isolation outside of school, not being able to access facilities and clubs
G.	Lack of resources to support families in supporting children with SEND
H.	Attendance at school due to Covid-19, self-isolation or national lockdown

Intended outcomes

2. Outcomes	
A.	Pupil progress in all areas of life academic, confidence, independence
B.	Communication – pupils able to use methods of communication in order to get their needs met and be able to give across their individual views and desires
C.	Independence – to enable pupils to be able to develop skills to allow them to be as independent as possible and to pursue their individual future plans
D.	Mental health – for pupils to be able to manage their own anxieties, allowing them to seek relevant support and also have a wealth of information to manage situations with self-help skills
E.	Well-being – for pupils to be safe, happy and secure in all areas of their life, be resilient to change and able to make informed choices

Pupil Premium statement of intent action plan					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	When will you re-view implementation?	Lead
Continued Literacy support, including reading development	1:1 support as required	Well trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles and individual need	Analysis of progress relative from starting points and in line with their peers.	Reviewed every 6 weeks for each pupil receiving PP	LB
Continued Numeracy support	1:1 support as required	Well trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles and individual need	Analysis of progress relative from starting points and in line with their peers.	Reviewed every 6 weeks for each pupil receiving PP	TC
Maximise learning opportunities for pupils to make at least expected progress	High staff ratio	Well trained and qualified staff provide appropriate learning strategies and provide 1-1 and small group input linked to learning styles and individual need	Analysis of progress relative from starting points and in line with their peers.	Termly Pupil Progress meetings	SLT

Reduce challenging behaviours and anxieties so pupils are on task for learning.	Sensory Integration Zones of Regulation	Sensory pathway learning provided. These calm pupils and reduce their anxieties. Zones of regulation have helped pupils manage their emotions	Regular reviews and updates of programmes.	Through Pupil Progress meetings , annual reviews, Termly PDP targets and as required	SLT
Functional communication skills developed enabling choice making, increased understanding, vocabulary and expressive communication	Low and high tech AAC equipment and methodologies Key staff trained in ELKLAN	Evidence from past success related to communication for children with LD.	Ongoing teacher assessment, regular professional discussion and pupil progress meetings.	Ongoing and termly through meetings with parents and staff	SLT
Improve access to learning and develop functional core skills and skills of life	ICT Equipment	Pupils show great interest and aptitude with ICT Functional apps and programmes can increase engagement levels and skills development.	Regular evaluation of progress in lessons and next steps of learning.	Ongoing and termly through meetings with parents and staff	SLT
Broaden experiences in their local community or places further afield	Outdoor/offsite learning	Pupils' independence and engagement levels have been shown to expand when away from their usual routines and home.	Oversight of SLT	Through long term and midterm planning and through the trip evaluation	SLT
ELSA Support (ELSA will commence training in September 2023 or as soon as next course is available)	Emotional support	Targeted support around individual emotional needs at a basic level	Reviewed every 6 weeks, monitored and discussed Pupil progress, behaviour change	Reviewed every 6 weeks for each pupil receiving PP	SLT
PSE skills developed	Mental health lead and mental health first aider in place. School working towards the Well-being award	Targeted support around individual needs. Whole school well-being strategy in place to help develop personal, social and emotional wellbeing	Termly evaluation by SLT to check progress on achieving the award	Review termly	TC KM
Music Therapy	Emotional support	Some pupils require time to release feelings and emotions and in some cases this is the way in which they are able to do this	Reviewed every term, monitored and discussed at SLT Pupils progress, behaviour change	Reviewed every term for each pupil receiving PP	LB
Lego Therapy (training to commence when available)	Social skills	This is targeted individual support for pupils who need to develop their interactions with peers in an appropriate manner	Reviewed every 6 weeks, monitored and discussed at SLT Pupils progress, behaviour change	Reviewed every 6 weeks for each pupil receiving PP	TC
SHIP Support	School/home support	This is used to enable the same strategies are used at home as well as in school so enabling consistency and behaviour management	Reviewed every 6 weeks, monitored and discussed at SLT Pupils progress, behaviour change	Reviewed every 6 weeks for each pupil receiving PP	TC

Social skills intervention	Social skills	This is targeted individual support for pupils who need to develop their interactions with peers in an appropriate manner	Reviewed throughout the course and discussed at SLT, pupil progress and behaviour change.	Reviewed throughout and at the end of the course for each pupil receiving PP	SLT
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Hampshire Inspector and Advisory Service support for teachers for Teaching and Learning</i>	Teaching evidenced to be responsive and adaptive through increased differentiation in planning and live marking. This could include break out groups, merging with other classes to create more focussed groups or pupils having an alternative timetable for key parts of the day. Learning walks Data analysis Observations by Head Teacher, Assessment Co-Ordinator, Assistant Heads, HIAS and EYFS advisors Key Staff (SLT and Senior LSAs) to be ELKLAN trained	All pupils
<i>Hampshire Inspector and Advisory Service support for teachers and Senior LSAs for Mathematics</i>		All pupils
<i>Hampshire Inspector and Advisory Service whole school training for Mathematics, Literacy and Phonics</i>		All pupils
<i>Hampshire EYFS support in class visits, visiting other schools and virtual meetings for key teachers</i>		All pupils
<i>NHS and Solent Communication Teams</i>		All pupils

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

Budgeted cost: £2, 900– TEAM TEACH training

£1, 700 - ELKLAN training

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Precision Teach training led by Educational Psychologist</i>	Not yet implemented Will be evident through data and evidence	6
<i>Positive Behaviour Management training led by Educational Psychologist</i>	Evident through learning walks, anecdotal evidence, PSE topics and increased engagement and thus attainment in class. Decrease in behaviour related updated on CPOMs.	All
<i>Team Teach training</i>		Key staff

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

Budgeted cost: £444

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPOMS	<p>Improvement in communication between all involved parties</p> <p>All data in one place</p> <p>Increased accuracy of data recording</p> <p>Data recorded and able to be communicated more promptly</p> <p>A more comprehensive overview of wellbeing, attendance and behaviour</p>	All

Begin work towards Wellbeing Award	<p>Key staff to be appointed</p> <p>Key Staff to attend training sessions</p> <p>Key staff to create action plan</p> <p>Key staff to work with advisor</p>	
Begin work towards communication friendly school	<p>Key staff to be appointed</p> <p>Key Staff to attend training sessions</p> <p>Key staff to create action plan</p> <p>Key staff to work with advisor</p>	
Creating a mental health first aider	<p>Key staff to be appointed</p> <p>Key Staff to attend training sessions</p> <p>Key staff to create action plan</p> <p>Key staff to work with advisor</p>	

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.

Our internal assessments indicated that disadvantaged pupils made progress. This can be attributed to robust support for staff across the school to develop a curriculum where life skills are intrinsic to what is taught. Pupil focussed formative and summative assessment systems are also being developed which are small step focussed enabling teachers to provide quality first teaching through targeted planning and delivery of lessons as well as identify relevant next steps.

A robust programme of support for staff has continued at a whole school, teaching staff and senior leadership level with support from HIAS advisors to reduce barriers to learning in literacy, maths, teaching and learning and the EYFS. The Solent and NHS therapy teams have also provided training and support for class teams as well as the whole staff, with a particular focus on communication. An Assistant and Acting Assistant Head have been appointed who work closely with the Headteacher through weekly focussed briefings as well as learning walks, book checks and working alongside visiting advisors to mentor staff. Additionally the Acting Assistant Head has been appointed as Inclusion Lead. These steps have ensured support for staff development has a strong team leading it and ensuring any issues arising are addressed promptly. Fortnightly LSA meetings are also carried out by the Acting Assistant Head with the focus chosen to meet an evident need at the time. Other staff (for example the Assistant Head) or external professionals (for example the QTVI team) have also been asked to deliver sessions at times to account for developing identified needs such as an increase in pupils who have a visual impairment or implementing a total communication approach. This has further overcome individual pupils' barriers to learning through enabling LSAs to deliver support geared to specific pupils with increased confidence and competence, meeting needs more effectively. Additionally this has helped them to develop their own practise through provision of CPD and staff are encouraged to raise any identified training needs or interests with the SLT who in turn work to arrange further development opportunities wherever possible, whether for individuals or small groups. Recent examples include individuals being trained as a Mental Health First Aider or being assigned to work with the School Library Service when they visit school to further develop the library.

After the dissolution of Letters and Sounds Saxon Wood chose to invest in the Monster Phonics scheme. This provides an engaging, motivating and multisensory context for pupils to develop their Phonics and Reading skills from Phase Two onwards. The systematic, adaptable planning provided alongside pre-formatted assessment documentation and on and off screen resources allows for Quality First teaching of Phonics to be delivered across all classes. Two classes (including 6/8 of pupil premium children) are part of a streaming initiative to further differentiate their learning in phonics.

Phonological Awareness continues to be taught from pupils' entry to the school and throughout their learning journey, prior to then alongside Phase Two onwards. In order to account for very young pupils and older pupils with more complex or profound needs a small step learning document has been developed. This further takes account of some of the more complex barriers to learning in our PMLD and SLD cohorts and the impact this will have on what will potentially be a more fluctuating progression of skills. This enables teaching of Phonological Awareness to be bespoke and high quality and evidence the progress made by pupils across all areas the school, celebrating achievements that present in all different ways.

Anecdotal evidence provided by parents indicates the majority of disadvantaged children do not have access to the resources (time or material), input or finances their non-disadvantaged peers have available to them. The option for pupils to be set up with an online log in to Monster Phonics so they can access targeted activities and learning resources at home provides them with opportunities to explore and practise skills without placing further demands on parents' resources, finance, time or material wise.

Staff absence during the last academic year has been a contributory factor for pupils, with pupil funding used to contribute to additional staff for these classes to ensure disadvantaged pupils got the support required. This funding is continuing into the academic year 2022-23 with additional applications put in place to increase the Step Funding for 2/8 of disadvantaged pupils to address their developing needs and subsequent barriers to learning.

The high ratio of staff to pupils across the school further facilitates the delivery of quality first teaching, providing small group or individual support to develop social, emotional and academic skills, adjusting support to meet the needs of pupils in the moment. This ensures pupils are kept safe and provided with the support they and others need during moments of stress or dysregulation and during the subsequent recovery period.

A recent initiative has been to renovate the school library, creating a space which provides a quiet space for learning but also promotes a love of reading. Zoned areas including role play, an artefacts table and a sensory woodland fosters awe and wonder and pupils have responded positively to visiting this area for different reasons. Recent learning walks has evidence the space being used to take account of and minimise a range of barriers to learning for key pupils as well as for whole class sessions. Examples include the room being utilised as a calming, sensory space for music therapy, a quiet work-space enabling more distractible pupils to focus more easily, a secure, familiar space for a pre-Braille group and a space for a special weekly story time. The library service are working with key staff to catalogue all available books and ensure a range are available reflecting the cultures, lifestyles, needs and preferences of Saxon Wood.

In reference to the desired outcomes for the academic year 2021-22, the first outcome aimed for "disadvantaged pupils [to] have greater confidence and independence to help them engage more within the classes, school and wider communities." Through investing funds in staffing to cover vacancies and ensure disadvantaged pupils continue to be provided with the additional support required in order to minimise their barriers to learning. Anecdotal evidence and PSE targets on PDPs (Personal Development Plans) indicate pupils have made progress in in Attention, Working with others and Emotional development. Recent reviews of our PSE curriculum to provide opportunities for teachers to extend pupils' opportunities should continue to evidence this

as a strength for this cohort and further promote quality first teaching. In addition Pupil Premium Pupils have made above average attainment in the more abstract concepts of Calculation and Literacy. Music therapy has been organised as part of a class wide initiative for pupils working within the Sensory strand of the curriculum to enrich their learning. This has provided the pupil concerned with an opportunity to experience something that could not otherwise be funded, enabling them to experience sounds and textures they have not previously encountered. This has reflected in their engagement within Phonics too.

We are working on further developing our enrichment across the school in all areas of pupils' experiences to ensure Quality First teaching in all areas remains consistently at least good.

A second outcome is for "Families of disadvantaged pupils [to] have a clear understanding of pupils' key targets and ways in which they can support children at home." This will further minimise pupils' barriers to learning through ensuring a consistent approach to their development across settings. SHIP programmes and Early Help Hub referrals are organised by the Senior Leadership Team alongside class teachers to ensure parents are supported as fully as possible in identifying and supporting the needs of their children. The school is working alongside the Educational Psychologist to further develop SHIP support and further training will be provided to key staff in January. Early Help Hub and/or Child In Need meetings have been organised by the SLT and will offer and provide additional targeted support where needed in conjunction with other involved agencies. The RSE curriculum has been reviewed and this includes meetings to support parents of pupils entering puberty, supporting a parent to establish routines and manage behaviours at home, working alongside families to instigate further assessments and providing support to children and parents for escalating social-communication and friendship difficulties. A revised IEP document, now called a Personal Development Plan (PDP) has been created which is much more user friendly and reviewed at least termly. This has now been implemented across school and Parents' Evenings have been held with parents to ensure they understand and agree with the targets set. Daily home-school books are used to ensure parents are kept up to date with pupils' progress. Half termly overviews are sent home at the beginning of each half-termly unit of work to inform parents of their child's learning focuses for that half term and a termly end of term report summarises successes against objectives set. A Communication Passport has been formulated alongside the speech and language team to clearly identify the communication needs of individual pupils and reduce barriers to learning.

As communication needs present a barrier for learning the majority of pupils at Saxon Wood a third outcome states an aim that "Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills." Communication continues to be a focus for the upcoming academic year and work is being put in place to ensure a targeted, small step assessment criteria is put in place for both expressive and receptive language to link in with our Saxon Wood Curriculum Pathways. An action plan was written by the Communication Co-Ordinator in conjunction with the Speech and Language therapist to ensure consistency of approach across agencies. Funding was provided to update the school communication software following consulting with the Speech and Language team. Every classroom has one computer with In Print 3 installed and all teachers have access to Widgit Online accounts which can be accessed from any device.

Work has begun towards the Communication- Friendly School Award and key staff have been upskilled through the ELKLAN certificated course to be completed December 2022. An action plan has also been written alongside the Speech and Language Team with the Communication Friendly School award in mind.

Additionally work is being done to refine and redevelop comprehensive, bespoke assessment criteria to best track and evidence progress in communication across the school.

The school's multi agency approach, working alongside teams such as Physio- and Occupational Therapists as well as Educational Psychology and Speech and Language ensures that the wellbeing of the whole child is accounted for. Additionally it ensures target setting remains consistent across agencies and barriers to learning are addressed and mitigated in a united fashion. Meetings are held at least termly with the Therapy teams, attended by staff including the Head Teacher and Moving and Handling Co-Ordinator as well as any other key staff necessary.

With this holistic approach in mind school has begun working towards the Wellbeing Award. A mental health lead and mental health first aider are being developed and a mental health team has been formulated. Zones of Regulation have been implemented in specific classrooms to further develop children's social, emotional and mental wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
In Print symbol software	Widgit

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A