

Pupil premium strategy statement: Spa School Camberwell

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers	2023/2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Steph Lea: Executive Headteacher
Pupil premium lead	Steph Lea: Executive Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,771
Recovery premium funding allocation this academic year	£41,052
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£119,823

Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we recognise this as an additional factor, particularly in terms of:

- Progress and achievement
- Access to opportunities that offer cultural capital
- Access to specialised resources and approaches
- Opportunities to develop self-regulation and mental wellbeing
- Opportunities to develop communication and social skills.

At the heart of our approach is high-quality teaching focussed on specific areas where our pupils require targeted support most. This is based on analysis of the needs identified in their EHCPs, individual pupil progress analysis and contextual analysis of the needs of our pupils.

Although our strategy focuses on the needs of disadvantaged pupils, it benefits all pupils in our school where funding is spent on whole-school approaches including enrichment and well-being. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, education, training and careers guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on careful analysis of individual pupil progress, trends across groups and age ranges and progress made towards EHCP outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment, observations and discussions with our pupils and their families show that our cohort of disadvantaged pupils generally have fewer opportunities to access their local communities and therefore to develop cultural capital.
2	Our assessments and observations show disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Our assessments and observations indicate many pupils in our cohort of disadvantaged pupils have very high sensory needs and less access to sensory regulation activities and resources outside of school
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop independence and personal skills
5	Our assessments, 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 affected by the impact of the COVID-19 pandemic, and to a greater extent than for other pupils. Communication skills have been particularly affected.

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
Improved attainment in communication and communication and reading, relative to their starting points and progress toward end of year expectations, as identified through baseline assessments.	Individual pupil progress data.

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of communication targets, PLP targets and EHC plan outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through monitoring of PLP targets, behaviour analysis and EHCP outcomes.
Pupils develop self-regulation strategies through access to a high quality sensory and well being curriculum.	Through monitoring of PLP targets, behaviour analysis and EHCP outcomes.

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an early years / primary curriculum lead for English and phonics	CLPE research	1
Increased numbers of support staff in identified classes to support teaching and learning	EEF research on effective use of teaching assistants	1
Targeted intervention programmes to increase independence – purchase of additional TA time to facilitate higher levels of support required	Analysis of Personal Learning Plan targets and progress towards EHCP outcomes	2, 3

Targeted academic support

Budgeted cost: NTP 1 x TA day per week, Interventions programme: 1 x TA per week

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions programme for disadvantaged pupils that require further support, to increase communication and social skills:</p> <ul style="list-style-type: none"> • Lego therapy • Structured Play • iPad support 	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>	2
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of whom will be disadvantaged.</p>	<p>Tuition targeted at communication and sensory needs can be an effective method to support low attaining pupils or those falling behind. Tuition will be 1 to 1 for identified individuals and in small groups.</p>	6

Wider strategies: health and wellbeing

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced sensory regulation equipment for learners with enhanced sensory needs, including autism.</p> <p>Staff training on sensory integration.</p>	<p>Sensory equipment and resources such as mattresses, lap pads, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p>	All
<p>Training programme working with parents and carers to develop</p>	<p>The NSPCC recommends parents and carers work with children to create routines that provide structure</p>	Accessible to all families

effective strategies for home.	to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	
Inhouse enrichment programme to increase access to cultural capital, develop self-regulation skills and increase happiness and enjoyment.	<p>Living Eggs Ranger Stu Owl Man Circus Sensible Yoga Secondary dance Secondary yoga</p> <p>Pupils with ASD can see improvements in body awareness, motor planning and control skills, self-regulation and resilience https://www.autism.org.uk/advice-and-guidance/professionalpractice/yoga-schools</p>	All

Total budgeted cost: £119,823

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Education outcomes for primary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using assessments in the Spa Core framework and analysis of Personal Learning Plan targets achieved.

Overall analysis demonstrates no significant difference in progress for disadvantaged pupils.

Education outcomes for secondary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using assessments in the Spa Core framework and analysis of Personal Learning Plan targets achieved. We have reviewed disadvantaged pupils' progress towards EHCP outcomes.

Overall analysis demonstrates no significant difference in progress for disadvantaged pupils.

Wider outcomes, for primary and secondary pupils:

Most pupils demonstrated an improvement in communication skills. This is likely to be as a result of the additional support from our speech and language therapists. Analysis of behaviour data indicates increased self-regulation and potential reduced anxiety. This is likely to be a consequence of sensory regulation programmes and the enrichment programme activities. Analysis of PLP targets and progress towards EHCP outcomes indicates increased independence.