

Pupil Premium Statement

Detail	Data
School name	St Nicholas School
Number of pupils in school (Yr R – 11)	336
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Richard Dalton Headteacher
Pupil premium lead	Stephen King (DHT)
Governor Lead	Nigel Wootton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,387.86 (2022 – 2023) <i>£177,960 (2021 – 2022)</i>
Recovery premium funding allocation this academic year	£ 124, 592.12 (2022 – 2023) <i>£86,535.94 (2021 – 2022)</i>
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	<u>£277,979.98</u> <i>£264,495.94 (2021 – 2022)</i>

Part A: 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. Socio-economic disadvantage is not the primary challenge our pupils face, as all of our pupils in receipt of PPG funding (or not) have diagnosed Special Educational Needs and/or Disabilities, but these pupils and their peers can benefit from the allocation of additional funding allocation to these pupils (see 'allocation of the pupil premium grant' document).

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most and help those pupils to access a broad and balanced curriculum that meets their cognition & learning, communication & interaction, sensory & physical and social, emotional & mental health needs.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching opportunities for specific groups of PPG pupils (and, where possible, a number of their peers) on our 6 different curriculum pathways – Oak, Willow, Beech, Cedar, EYFS & Post-16. 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 experiences and independent living * life skills opportunities are available to all.

Our strategy is integral to wider school plans for COVID-19 education recovery, notably through engagement with tutoring programmes 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. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

% of Yr R – 11 pupils entitled to a pupil premium allowance – 375 (125)

% of Yr R – 11 pupils entitled to ever 6 income-related FSM – 33% (112)

% of Yr R – 11 pupils entitled to PPG for CIC (8 or 2%)/PLAC (4 or 1%) – 4% (12)

% of Yr R – 11 pupils entitled to a service premium – 0.3% (1)

Challenges

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

Challenge number	Detail of challenge
1	National data shows that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their challenging lived-experience may present an potential set of additional of learning development challenges that are

	not faced by our non-disadvantaged pupils e.g. in literacy and numeracy development.
2	Our assessments, observations and discussions with pupils/parents/carers show that disadvantaged pupils may face potential additional challenges for language comprehension development when compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils/parents/carers show that disadvantaged pupils may face potential additional challenges for social and emotional development when compared to non-disadvantaged pupils in our school.
4	Our assessments, observations and discussions with pupils/parents/carers show that disadvantaged pupils may face potential additional challenges for the development of independent living and life skills when compared to non-disadvantaged pupils in our school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop intra-personal skills and good mental health and well-being, due to their challenging lived experience.

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>The establishment of specialist withdrawal activities for pupils in literacy and numeracy appropriate to their individual and pathway curriculum needs:</p> <ul style="list-style-type: none"> • Oak and Willow pupils – access to a weekly EHC target-appropriate sessions with a specialist trained TA focussing on functional literacy and numeracy. • Cedar pupils – access to weekly sessions with specialist SHINE curriculum-trained TA 	<p>An increase in the number of disadvantaged pupils on track to partially or fully meet their EHCP outcomes in cognition & learning and communication & interaction.</p> <p>For those that are involved in this programme we would aim for 100% of these pupils to (at least partially) achieve their expected goals.</p> <p>For students on the Oak and Willow pupils we would expect these pupils to make progress against their KSENT Core subject indicators on our Earwig progress tracker.</p>
<p>The establishment of weekly mobility/physical development activities which reinforce functional literacy and numeracy:</p> <ul style="list-style-type: none"> • Active education sessions for students with gross and fine-motor development needs with specialist-trained staff – applying the Conductive Education and MOVE programmes. 	<p>An increase in the number of disadvantaged pupils on track to partially or fully meet their EHCP outcomes in cognition & learning and sensory & physical.</p> <p>For those that are involved in this programme we would aim for 100% of these pupils to (at least partially) achieve their expected goals.</p>
<p>The establishment of weekly independent living and life skills development activities:</p> <ul style="list-style-type: none"> • Home management and travel training activities in the ILS cottage and use of public transport to and from the venue 	<p>For 100% of these pupils to be on track for the achievement or partial achievement of their EHC plan termly outcomes in SEMH Outcomes and targets. For all pupils to make progress against KSENT core PSHE indicators.</p>

<p>The establishment of a number of outdoor and adventurous learning opportunities which can allow the generalisation of functional learning and independence skills:</p> <ul style="list-style-type: none"> • Termly access to a Forest School site in Ross Woods • Weekly access to a programme of Duke of Edinburgh's Award Scheme activities at Silver level. 	<p>Through observations and discussions with pupils and their families. For 100% of these pupils to be on track for the achievement or partial achievement of their EHC plan termly outcomes and targets in SEMH and Sensory & Physical. For all pupils to make progress against KSENT core PSHE and PE indicators, where relevant.</p>
<p>The establishment of a number of Personal and Social/Well-being development activities:</p> <ul style="list-style-type: none"> • Access to 1-1 therapy sessions with the well-being team – counselling, art therapy, play therapy, music therapy. • Access to group specialist drama and dance activities developing key age-appropriate social skills themes. 	<p>Through observations and discussions with pupils and their families. For 100% of these pupils to be on track for the achievement or partial achievement of their EHC plan termly outcomes and targets in SEMH and Sensory & Physical. For all pupils to make progress against KSENT core PSHE and PE indicators, where relevant. For these pupils to show a reduction in behavioural or well-being incidents on our CPOMS behaviour and safety monitoring programme.</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: **£0**

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: **£166,787.98** – to part-fund the provisions listed below

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create individual/group tuition activities to develop pupils' EHC target areas in Communication & Interaction/Cognition & Learning (English & Maths) with:</p> <p>Oak and Willow Pathways - a specialist withdrawal TA.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand</p>	<p>1, 2</p>

	 Education Endowment Foundation EEF	
Create individual/group tuition activities to develop pupils' EHC target areas in Communication & Interaction/Cognition & Learning (English & Maths) with: Cedar pathway – a specialist SHINE trained TA	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
Create individual/group tuition activities to develop pupils' EHC target areas in Communication & Interaction/Cognition & Learning (English & Maths) with: Physical disabilities alongside their learning needs (Willow and Cedar Pathway) – Specialist Active Education sessions combining knowledge of teaching and learning alongside strategies for motor development (Gross and Fine Motor skills) applying knowledge of conductive education and the MOVE programme to motivate pupils to apply and generalise their functional skills through repeated motivating physical settings	As above, Benefits of Conductive Education https://www.physio.co.uk/treatments/neurological-rehabilitation/conductive-education.php Benefits of MOVE https://www.enhamtrust.org.uk/what-is-move	1,2

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

Budgeted cost: **111,182.98** -- to part-fund the provisions listed below

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accessing outdoor learning opportunities at the forest school site.	We have observed that outdoor learning creates a motivating environment for pupils to apply their functional learning skills, enhancing their sense of well-being. https://www.earthcraftuk.com/for-schools	3,4, 5
Creative Therapies provision for pupils' well-being and mental health needs – counselling, play therapy, music therapy, art therapy.	We have observed that providing vulnerable and disadvantaged young people with a provision of therapy, at the time they need it, can improve their engagement with learning, their social and emotional skills and their sense of personal safety and well-being. https://www.youngminds.org.uk/about-us/reports-and-impact/	3, 5

Duke of Edinburgh's Award scheme activities for Year 10 and 11 pupils at Bronze + Silver and/or Gold levels of achievement – in volunteering, physical, skills development and expedition activities	We have observed that vulnerable and disadvantaged young people can really develop their confidence when taking part in stimulating physical activities that enable to apply their teamwork, learning and problem-solving skills in motivating challenges. https://www.dofe.org/do/benefits/	3,4,5
Independent Living Skills training for yr 10 and 11 pupils to use public transport and develop home management skills	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4

Total budgeted cost: £277,979.98

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.

Commentary on Impact – Total Funding (2022 – 2023): 277,979.98

Pupil Premium Grant: Total – £153,387.86

Recovery Premium Grant: Total – £124,592.12

Context - At the beginning of each term (3 times per year), a multi-professional pupil progress meeting is held during which the progress of each pupil receiving Pupil Premium Grant funding is considered. The progress in Maths and English of all pupils across the school is discussed in 3 multi-disciplinary termly review meetings across the year to check on progress. Each pupil has an EHCP target related to the main areas of Maths (Cognition & Learning), English (Communication and Interaction), PSHE (Social Emotional & Mental Health), and Independence/movement/motor control (Sensory & Physical) any key areas for their individual needs and/or any areas where their progress requires improvement, these are also supported by the teacher, key stage manager and (where appropriate) the subject leader. Pupils' progress across the curriculum is also scrutinised using the Earwig programme and the areas that require improvement are identified. This meeting considers strategies that will effectively move these pupils on and the best approach (additional teaching/tuition, specialist programmes/interventions, counselling/play therapy, OT for sensory/toileting) to support their learning, communication and independence is selected. At the end of the academic year the school's progress tracker information details the progress that pupils have made against their EHC targets, as well as recording any milestones achieved in the areas of the curriculum relevant to them. This enables us to look at pupil progress in relation to their selected intervention(s). For the purpose of this report, we identify whether pupils have made good or better progress working towards/achieving their 3 termly EHC targets/Key Stage Outcomes (or whether it requires improvement – no progress made). This enables us to evaluate the impact and consider next steps for the pupil.

Maths and English Impact: Due to the effectiveness of our targeted PPG spending plans, pupils receiving Pupil Premium Grant support had all made progress against or met their termly EHC targets, up until the time of lockdown. New EHC targets that could be delivered, supported and measured in the home were created and all parents had the opportunity to have access to Earwig for viewing

and, in a number of cases, uploading evidence of progress against their home-based EHC targets. All Children in Care or pupils in transition had a virtual EHC/PEP/target review to plan their transition needs for 2022 – 2023, to ensure a smooth transition to their next destination.

Wider Curriculum Impact:

The near 14% decrease in Pupil Premium Funding arose out the increased number and proportion of pupils in receipt of Ever 6 FSM PPG funding being in (and/or moving into) the secondary department. The E6 PPG funding rates for primary are higher (£1385) as opposed to Secondary (£985); due to the change in proportion of these pupils our funding went down year on year.

Despite this, the increase in our in our Recovery premium funding (nearly 45%) has provided us with the opportunity enabled us to maintain the increase in our Forest School provision due to our overall increase in funding (nearly 5%). The PPG and Recovery premium funding has given us the ability to have 2 non-class based forest school leaders over our (now) 2 forest school areas in the site, alongside our 2 other class-based leads. This has allowed us to maintain a high rate of pupils who do have PPG to still have access to the Forest School site, at times across the year. This access to appropriate outdoor learning has provided a vital opportunity for our pupils to generalise their learning, physical, sensory, communication and social skills out of the classroom giving another opportunity for increased well-being.

Externally provided programmes

Programme	Provider
N/A	

Reviewed – 20/07/2023

