

Pupil Premium Strategy Statement

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	Downs View
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	9/2021
Date on which it will be reviewed	9/2022
Statement authorised by	Vanessa Hickey
Pupil premium lead	Jackie Hutchings
Governor lead	Chris Girvan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,446
Recovery premium funding allocation this academic year	£0
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	£106,446

Part A: Pupil premium strategy plan

Statement of intent

Our key aim is to give every child the opportunity to make outstanding progress throughout their school life. We offer a broad and diverse curriculum that enables every child to develop their academic, emotional and life skills. We aim to ensure all young people make a successful transition to an appropriate Post 16 provision regardless of deprivation barriers.

We ensure that we work with families to enable them to best support their child in all aspects of development. Families are supported with communication, behaviour, accessing the community and developing life skills. We work by identifying strengths and barriers so that we can tailor support to need.

At Downs View generally pupils who receive pupil premium do not achieve less well when compared to their peers through the support that is offered to them and their families. We ensure that progress is monitored and the impact of additional interventions is evaluated to ensure that it is targeted effectively.

We are aware that the Covid pandemic had a huge impact on families and the effects of this continue to be seen. This has particularly impacted our pupils around development of social skills, lack of access to the community and ability to exercise.

Our pupil premium strategy has three main strands:

1. Ensuring high quality teaching with well-trained support staff with a focus on reducing barriers.
2. Appropriate environment and access to the community supporting pupil well-being.
3. Good quality careers guidance and development of life and independence skills so that pupils access appropriate Post 16 provision.

We closely monitor this through pupil progress meetings, EHCP reviews and regular review of targets.

Challenges

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

Challenge number	Detail of challenge
1	Parental/carer engagement - Covid has impacted hugely on families, we need to re-establish trust with families and look at how we can support them. Now that the risk of Covid is decreasing we are looking for increased opportunities for parents to come on to the school site to meet with staff and other professionals.
2	Social Isolation – families can find it hard to access appropriate out of school social activities and/or access venues or playgrounds. This can be due to accessibility issues and also that many of our young people find it challenging due to sensory overload leading to challenging behaviour.
3	Complex needs - all pupils have EHCP's so need to be supported by highly trained staff who are able to meet the range of needs. Sensory integration and emotional wellbeing are areas that we have identified as ones where students need particular support.
4	Cost of living – the rising cost of living is putting additional pressure on families in all areas.
5	Behaviour - a high number of our pupils need additional support both in and out of school to manage their behaviour.

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>1. Parental engagement</p> <p>Additional support will be via increased communication and opportunities for parents to come on site. A range of information based coffee mornings will be established covering curriculum, behaviour and sensory integration. Targeted Educational Psychology support for pupil premium students to support engagement with parents.</p>	<p>There will be an increase in positive engagement of parents with school staff which will lead to greater understanding for parents, improved attainment and a decrease in behaviours that challenge at school, home and the wider community.</p> <p>Evidenced by EHCP parent views. Onwards and Upwards data, behaviour database, cpoms recordings.</p>
<p>2. Social Isolation</p> <p>It can be difficult for families to access social activities out of school hours due to a number of barriers. Additional support will be put in at school to access a range of activities such as swimming, trips to parks and supermarkets. Support can then be given to help transfer skills to home life.</p>	<p>Students engage successfully in a range of curriculum, social and life skill activities and develop transferrable skills.</p> <p>Evidenced during learning walks, Progress meeting data, EHCP feedback, pupil voice, Onwards and Upwards data, behaviour database, cpoms recordings.</p>

<p>Preparation for Adulthood- Students and their families are supported to access information, and complete applications for appropriate post 16 options.</p>	
<p>3. Complex needs Good quality and varied CPD (Continued Professional Development) ensures that all staff have an in depth understanding of a variety of needs and then are better able to support pupils and families. Training has been targeted around Sensory integration, behaviour support and meeting complex medical needs.</p>	<p>All staff have greater understanding of needs leading to better outcomes for pupils as staff are more skilled and confident. Evidenced by learning walks, Progress meeting data, EHCP feedback, pupil voice, Onwards and Upwards data, behaviour database, cpoms recording.</p>
<p>4. Cost of living All families are feeling increased pressure around the cost of living. All pupils have access to breakfast and snacks as needed. Wide variety of activities are targeted such as swimming, learning to ride a bike and outdoor education. Specific targeted items purchased for pupils if needed such as communication devices or items for extra curriculum activities. Families supported to access funding including completing relevant applications/forms on behalf of families.</p>	<p>No pupil disadvantaged by not having food or access to education by families' financial pressures.</p>
<p>5. Behaviour Sustained and improved student engagement across our rich and varied curriculum.</p>	<p>All staff to have a robust understanding of a range of trauma informed, positive behaviour strategies, to include Just Right, PROACT SCIP UK. Access to counselling for identified students. Evidenced by sustained reduction in recorded behaviour incidents, learning walks, progress meeting data, EHCP feedback, pupil voice, Onwards and Upwards data, behaviour, cpoms, minutes from behaviour class clinics/EP consultations.</p>
<p>6. Curriculum development Communication To improve speech and language skills in social situations allowing greater access to communication and learning in the classroom. To improve attention and listening skills and the ability to attend for increasing periods of time. Progress and Attainment To improve the progress and attainment in Reading and Number where our gap analysis has shown that learning needs to be accelerated.</p>	<p>Targeted pupils will follow a specific programme to develop their receptive and expressive language, their social communication and social interaction skills so that they improve their ability in classroom learning. Targeted reading and number support as needed. All staff have greater understanding leading to better outcomes for pupils. Evidenced by learning walks, Progress meeting data, EHCP feedback, pupil voice, Onwards and Upwards data.</p>

Activity in this academic year

Teaching

Budgeted cost: £32,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional behaviour support and training £5000 - ProAct SCIP uk training and refresher £18,252 – 3 day C grade behaviour lead practitioner</i>	Current behaviour monitoring evidences the impact of highly trained staff and regular refreshers.	5
<i>Training on Just Right using a targeted class based approach. £5000 - resources to support sensory integration approach in class</i>	Whole school implementation of Just Right leading to reduced behaviour incidents.	3
<i>Parental training using coffee morning approach delivered by LT teachers. £4000 - Cover for teachers to deliver and resources.</i>	Higher level of parental engagement shown by attendance at school meetings and events.	1/2

Targeted academic support

Budgeted cost: £ 58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Key-adult support in class. 2x 1:1 B grade TA £39,000	A few children in the school are unable to access the school environment without 1:1 key-adult support due to dysregulation causing challenging behaviours in the form of harm to self and/or others or shut-down behaviours. Evidence via EHCP/ PEP/CiN plan.	3

<i>Targeted support around Maths, English and communication</i> 1 x 1:1 B grade TA £19,500	Evidenced through pupil targets, pupils not making progress as expected are targeted for interventions.	6
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Wider strategies

Budgeted cost: £15,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Individual items to support pupils to access learning e.g. iPad for communication, specialised art equipment.</i> £7000	Evidence through PEP/EHCP review. Specific items	4
<i>Enrichment activities- to include DoE trip, activity centres, off site swimming, learning outside the classroom activities, travel training</i> £8,694	Review of pupil targets, parent and pupil voice in EHCPs. Increased class engagement.	2/3/4

Total budgeted cost: £106,446

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.

Pupil voice has identified that pupils feel safe and secure in school, this is evidenced by the completed LA pupil survey adapted for their needs.

Behaviour data is analysed so that support can be targeted to need. Inclusion back into full-time education was successful for most disadvantaged pupils following covid. Additional support was put in place as needed. 1 secondary pupil has not returned to school due to health needs and is being supported through an individual program.

Disadvantaged pupils were able to take part in more outdoor activities and improve life skills. EHCP targets were generally better met due to increased input in this area once children returned to school. Engagement in lessons has increased and less incidents/pupils disengaging from lessons.

Fitness is gradually improving due to increased outdoor activities and there has been an emphasis on cooking and healthy eating.

Assessment data has been updated after the covid disruption so that we can see the impact on learning and plans have been put in place to address any identified gaps.

Externally provided programmes

Programme	Provider
Music Therapy	Bell Tree Music Therapy
Counselling	YMCA