

## 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	Paces High Green School for Conductive Education
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	9 (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ruth Liu
Pupil premium lead	Ruth Liu
Governor / Trustee lead	Colin Harris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,695
Recovery premium funding allocation this academic year	£3,042 (including National Tutoring grant)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,976
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,713

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is that we narrow the gap between disadvantaged pupils and their peers. As a school we aim to provide an inclusive environment with high quality teaching and learning. Our ultimate goal is that no child is left behind socially or academically because of their disadvantage. We have high expectations of all of our pupils and strive to remove barriers our pupils face through accurate target setting, rigorous tracking and targeted support.

## Challenges

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

Challenge number	Detail of challenge
1	Parents and family members of disadvantaged pupils are historically less likely to engage in parental workshops and strategies to support teaching and learning in the home.
2	Families of disadvantaged pupils are less confident in knowing and understanding what support is available to them in relation to financial support and social care support.
3	An inability to communicate vocally and a lack of opportunity to use AAC to support social communication within their wider environments.
4	Cohort of disadvantaged pupils with lower than anticipated IT and computing skills.

## 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
Parents and family members better engage with school both in respect to their child's teaching and	<ul style="list-style-type: none"><li>• Full attendance at parent meetings and annual reviews.</li></ul>

<p>learning and with the family support worker.</p>	<ul style="list-style-type: none"> <li>• Families have accessed correct support with regards to ongoing housing issues.</li> <li>• Families have accessed support from social care including accessing direct payments and short breaks.</li> <li>• Family support worker to attend all annual reviews and follow up action points.</li> <li>• Parents are confident using strategies at school to support reading within the home.</li> </ul>
<p>Pupils are well supported to develop their communication skills within the school environment.</p>	<ul style="list-style-type: none"> <li>• Pupils can communicate socially with their peers both within the communication group and with their class groups.</li> <li>• Staff feel confident to support the use of AAC devices both within the communication groups and within the classroom environment.</li> <li>• Pupils are motivated and want to better engage in social interaction with their friends, peers and staff.</li> </ul>
<p>Pupils are able to access IT to fully support their teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Pupils are aware of the importance of keeping safe online.</li> <li>• Pupils have access to a differentiated curriculum that identifies and supports their individual needs.</li> <li>• Pupils have access to IT that support their ability to record their thoughts and ideas in all areas of the curriculum.</li> </ul>

## 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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to develop social communication and communication skills. SaLT and AAC Lead Teacher support delivery of communication groups. Staff working alongside the pupils regularly will learn from more experienced members of staff.	Research shows that low levels of interactions and communication with peers can negatively impact on a child's self-esteem. It is vital that non-verbal pupils have the same opportunities as their verbal peers.	3
Family Support Worker to target families of disadvantaged pupils to ensure that they have knowledge of what they are entitled to and how to access it.	The attendance of PP pupils is significantly below National Average. At Paces attendance and punctuality of disadvantaged pupils has positively improved due to Early Help support put in place via the schools Family Support Worker and Safeguarding Team e.g phone calls home to parents, support with providing breakfast. Continued provision of this post within school is essential to ensure these positive effects continue to be observed.	1 and 2

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

Budgeted cost: £ 19,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed communication groups designed to develop the necessary skills to support disadvantaged	Research shows that low levels of interactions and communication with peers can negatively impact on a child's self-esteem. It is vital that non-verbal	3

pupils with their ability to communicate within their wider communities. Groups planned and lead by SaLT and AAC Lead Teacher. £4,218	pupils have the same opportunities as their verbal peers.	
Enhanced staff to pupil ratios to allow for small group and individual work in classes where there are disadvantaged pupils (Durham and Wentworth Class) £10,863	1-1 support or interventions allows for highly individualised programmes of learning.	1,3,4
ICT lead Teacher to plan and deliver Computing lessons in Wentworth Class. ICT Lead to support planning and delivery of ICT lessons across the school. £4,218	A bespoke curriculum package and access to technology needs to be established for some learners to enable them to fully engage in their learning and ensure success for the future.	4

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

Budgeted cost: £ 2,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School/School fees.	All pupils have a reduced level of physical activity during the Summer holidays and families experience high levels of stress supporting pupils with high levels of complex needs. A place within summer school allows a disadvantaged pupil to narrow the gap in terms of opportunities and experiences. Pupils and parents have responded well to access to Summer School in previous years.	1 and 2
Family Support Worker	Attendance and punctuality of disadvantaged pupils has positively improved due to Early Help support put in place via the schools Family Support Worker and Safeguarding Team e.g phone calls home to parents, support with providing breakfast, contacting other professionals.	1 and 2

**Total budgeted cost: £ 24,671**

## 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.

In 2020-2021 PP was used to provide enhanced levels of staffing within targeted class groups. These staff enabled the delivery of 1-1 lessons targeted to support specific pupils to work towards achieving their individualised learning outcomes. All PP pupils made good progress during the year 2020-2021.

### 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

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*