Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	57
Proportion (%) of pupil premium eligible pupils	11
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ruth Liu
Pupil premium lead	Ruth Liu
Governor / Trustee lead	Tom Lane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,964
Recovery premium funding allocation this academic year	£15,820 (including National Tutoring grant)
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	£41,784

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that learners who are eligible for Pupil Premium exceed in their achievement. We will achieve this through our commitment to ensuring the support around each child is the best it can be and providing an expert, personalised learning offer based on the holistic needs of the individual. We aim to ensure that support is focussed ensuring that pupils meet the aspirational aims identified in the Education Health and Care Plans.

We recognise the barriers to learning that our pupils experience and therefore our strategy focuses on:

- Personal Development
- Independence Skills
- Cognition and Learning
- Movement and Mobility
- Social Interaction
- Mental Health, resilience and wellbeing
- Preparation for Adulthood

All pupils at Paces School have significant barriers to their learning as a result of their complex special educational needs and therefore our objectives for our pupil premium eligible pupils are aligned to all pupils in school. Implicit in the strategy detailed below is our intentions to develop our practice and offer to further to minimise the barriers facing pupils who as well as their complex needs have additional disadvantages and are eligible for pupil premium funding.

Challenges

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

Challenge number	Detail of challenge
1	All of our pupils have a physical difficulty (PD) and a learning difficulty of varying degrees as identified in their EHCP. Their needs have a significant impact on their ability and confidence to engage in the curriculum and they often find it difficult to access the curriculum due to their physical needs. Our assessments, observations and feedback from pupils and families indicate that disadvantaged pupils require additional support to develop physical skills.

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. This is particularly the case in terms of supporting families with Preparation for Adulthood and Careers guidance and advice. As a school we need to be able to support families for life beyond Paces.
3	Our approach to early reading is currently a whole school focus and dialogue with teachers alongside teacher assessments demonstrates that disadvantaged pupils find early reading particularly challenging.
4	Pupil's mental health, resilience and well-being can prevent them from accessing and/or engaging with the curriculum. Our assessments, observations and feedback from pupils and families indicate that disadvantaged pupils require additional support to engage with and develop key personal life 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
All Paces pupils have access to enhanced physiotherapy and occupational therapy services.	• Increased OT and PT capacity in school to enable therapy staff to work with all pupils including out of area pupils. • Physios and OT's work effectively with Conductors in school to ensure a successful multi-disciplinary approach is in place. • Pupils have access to equipment that is appropriate and that is fit for purpose. • Paces therapists liaise appropriately with home-based therapists to ensure correct support both at home and at school. • Pupils have access to appropriate post-surgery rehabilitation support and intervention. • Parents are confident using strategies to support the maintenance of physical skills in the home environment.
Disadvantaged pupils have greater confidence and independence to help them in with their Preparation for adulthood including support accessing work related opportunities.	• Pupil's have access to a PSHE curriculum from Phase 1-Phase 5 designed to support and consider the main areas of Preparation for Adulthood. • Pupils are well supported to access careers opportunities that are meaningful and support decision regarding their transitions and potential destinations. • Staff feel confident to support the use of AAC devices both within the communication groups and within the classroom environment.

	• Pupils are motivated and want to better engage in social interaction with their friends, peers and staff.
Pupils are able to develop their early reading skills to fully support their teaching and learning in all areas of the curriculum.	• Staff are confident in their teaching of phonics using the chosen phonics scheme of work. • Pupils have access to a differentiated curriculum that identifies and supports their individual needs. • The progression of skills and knowledge to support the teaching of early reading is clearly identified. • Pupils have access to intervention strategies that support their ability to develop early reading skills. • Pupils are making at least expected progress towards the termly reading and phonics targets.
Pupils are well equipped to deal with the potential barriers they face in everyday life and have positive mental health that leads to a sense of self-worth and greater resilience.	• Pupils can identify their own barriers to learning and develop strategies to overcome these. • Pupils have a positive attitude towards their learning and exercise a can-do approach to life. • Pupils have positive outcomes in relation to their individual target data. • Pupils have access to individualised packages of support when experiencing poor mental health. • Parents and family members have a good understanding of the support in place. • MDT meetings identify and work together to ensure positive outcomes for all pupils.

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: £24,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hands on training for staff to develop their understanding of and practical application of Conductive Education. The Lead Conductor Teacher will have additional management time dedicated to working in each classroom alongside the teaching and support staff. The lead conductor will lead programmes and observe practice offering on the job support to all staff but particularly those accessing the AIM Conductor Assistant course.	Quality teaching helps every child https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf If senior leaders are given the time to provide effective development in their area for the school, this will ensure further improvement in staff performance and therefore improve outcomes for children.	1 & 4 £4,103
Enhanced OT, PT and SaLT provision. Additional time for the Senior Conductor Teacher to liaise with professionals and cascade information to class teams. Senior Conductor will also arrange CPD opportunities for all staff in this additional leadership time.	As a non-maintained special school pupils have in the past accessed a therapy offer that was inferior to those of their peers in maintained special schools. As a school we have worked to develop relationships with Ryegate and the local CCG to provide a level of therapy input from physio, OT and SaLT to support all of our pupils. This will be particularly beneficial to those parents who have found it more challenging to put in place these services in the home environment and for those pupils who are out of area. Additional SLT time to the development of Conductive Education across the school which will also benefit the physical development of pupils. https://study.com/learn/lesson/multidisciplinary-teams-special-education.html	1 & 4 £12,307

Development of our life-skills curriculum which will include a focus on PSHE, Preparation for Adulthood and work-related opportunities. Review of the Gatesby Benchmarks to ensure that as a school we are meeting the needs of all our pupils but specifically our disadvantaged pupils. Additional PPA for a KS4&5 teacher to create a bespoke package of support for our students in relation to the above. Qualification in Careers guidance for this member of staff.	https://www.ndti.org.uk/assets/files/PERSON-CENTRED-PLANNING.pdf Due to our small number of KS4 & 5 pupils this is an area of our whole school offer that is not as well developed as our EYFS, KS1,2 & 3 offer. This additional time to support our pupils through their time in KS4&5 will ensure they are fully prepared for life beyond Paces.	2 £7,910

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

Budgeted cost: £8,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify groups of pupils with similar barriers to learning in regards to early readying. Identify strategies to support targeted small group teaching based on identified barriers e.g. morph mastery; sound linkage. From September 2023 the Deputy Headteacher no longer has class teaching responsibilities and will use this additional to observe phonics teaching and establish small intervention groups.	As stipulated in The Reading Framework (DFE 2023) 'pupils with identified SEND who struggle to decode and read words 'at a glance' are likely to derive most benefit from direct reading instruction that focuses on systematic synthetic phonics'. Marie Clay's theory of emergent reading recognises the important scaffolding role teachers play and highlights print awareness and knowledge about books as essential components alongside phonic awareness and speech production. https://readingrecovery.org/what-is-reading-recovery/early-literacy-processing-theory/	3 £4,102
Enhanced staff to pupil ratios to allow for small group and individual work in classes where there are a higher number of disadvantaged pupils.	The EEF's research into the effectiveness of interventions recognises how TA interventions positively impact on pupil progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1,2,3,4 £4,102

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

Budgeted cost: £ 9,260

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. https://educationendowmentfoundation.org.uk/news/eef-blog-summer-schools-what-the-evidence-tells-us-and-what-it-doesnt	1,2 & 4. £1,350.00
Activities and lessons designed to support and develop pupil's wellbeing and resilience are best delivered either via small group sessions or 1:1. Our Family Support Worker will lead on the planning and delivery of these sessions. Our Family Support Worker attends all MDT meetings and is part of our safeguarding team. This continuity of support is crucial to good outcomes for pupils and their families.	Children who are able to access pastoral support and emotion coaching regarding their emotional health, resilience and wellbeing, will be happier in themselves and therefore happier in their learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4 £7,910

Total budgeted cost: £ 41,784

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.

In 2022-2023 Pupil Premium funding was used to provide enhanced levels of staffing within targeted class groups. These enhanced ratios better enabled delivery of small group and 1:1 lessons targeted to support specific pupils to work towards achieving their individualised learning outcomes. All Pupil Premium pupils made good progress during the year 2022-2023.

Funding was also used to provide an enhanced Family Support offer within school focusing on support of PP pupils as well as the whole school population. Attendance issues have been dealt with effectively and all PP pupil's attendance has improved. The Family Support Worker has also worked with families to identify where there is a need for Early Help and practical solutions put in place to support where necessary. The Family Support Worker is also a crucial member of the safeguarding team at Paces School and has worked with staff across the school to ensure that effective safeguarding practices are in place.

Funding was also used to deliver additional interventions relating to AAC- all communication and interaction targets were fully met by PP pupils across the year. Small groups have run throughout the school designed to provide opportunities to upskill staff. Targets have been set and evaluated at the end of every lesson with staff then encouraging pupils to use this same skill set within other areas of their learning. The AAC has spent time delivering these sessions and supporting both individuals and small groups. The AAC lead has also worked closely with the SaLT and Barnsley AAC to ensure that pupils have had appropriate access to the correct device and software.

All pupils had the opportunity to access individual time with the Family Support worker through the use of the tutoring funding. This was used to deliver small group sessions designed to develop specific areas of focus i.e well-being etc.

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.