

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	Derrymount
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	30/12/21 December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Cathy Clay Headteacher
Pupil premium lead	Lee Carter
Governor / Trustee lead	Carol Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,610
Recovery premium funding allocation this academic year	£10,440
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	£66,050

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. Along with the complex needs of some of our pupils arising from their ASC, ADHD or Attachment Disorder, socio-economic disadvantage can be a factor in the variance of outcomes. We see this particularly in terms of:

- Academic attainment (particularly where there are gaps in their knowledge and lack of self esteem due to past experiences).
- Understanding and using strategies to regulate and manage their emotional / sensory responses.
- Communication and social interaction with others.
- Attendance
- Lack of experiences (cultural capital) due to factors arising from their SEN.

At the heart of our approach is ensuring that these pupils develop the knowledge, understanding and skills they need to become independent and able to access further education and employment. As well as supporting their academic needs through quality teaching and enabling pupils to access a broad and balanced curriculum, this may also include supporting their social, emotional, mental health and wellbeing through nurturing and therapeutic activities, their sensory dysregulation through sensory input and their engagement and cultural capital through the provision of a wide range of experiences in the areas that disadvantaged pupils require it most.

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. 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. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challeng	Detail of challenge
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e number	
1	<p>Our assessments show 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 overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. Many of our pupils typically have gaps in their learning due to their SEN or a prior history of school refusal / missing school and this has been made worse by the Pandemic. This trend is most recognisable in English (particularly comprehension and inference) and Maths outcomes where some pupils have either lost skills or not made expected progress.</p>
2	<p>Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around understanding, communicating and expressing their own needs than their peers, particularly about their own emotions. The majority of them experience some social interaction difficulties particularly with their peers. These difficulties impact on their tolerance of others and can lead to challenging behaviour. Development of these skills has been affected by the Pandemic as some pupils missed time in school and those that did were subject to Covid restrictions which also limited their ability to socialise with peers in wider groups.</p>
3	<p>Our data shows us that the attendance of disadvantaged pupils is not as high as that of other pupils and this further impacts on their academic progress. Attendance can be affected by our pupils' anxiety, lack of self esteem and negative past experiences.</p>
4	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Specific areas of their SEN are significant factors in this and include heightened states of anxiety due to sensory dysregulation, fight or flight responses, low self esteem, demand avoidance, rigidity and obsessional behaviours. They sometimes become overwhelmed and distressed. Any of these factors may also lead to challenging behaviour which may then act as a further barrier to them accessing a wide range of experiences outside of school.</p>
5	<p>Our data shows that many of our disadvantaged pupils have difficulty in regulating their emotional and mental health and wellbeing. This can lead to challenging behaviour, distress and anxiety as they find it difficult to develop appropriate responses to situations and their own feelings.</p>
6	<p>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 impacted by the pandemic to a greater extent than for other pupils.</p>

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 Attainment for disadvantaged pupils will have improved in all subjects, reading and spelling, relative to their starting points as identified through baseline assessments.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2022.</p> <p>An increase in the number of GCSE / Entry Level / Aim Award /Functional Skills subjects achieved by disadvantaged pupils in 2022.</p>
<p>Improved reading comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<p>Assessment of pupils' reading comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school.</p>
<p>Improved attendance for all disadvantaged children over the year and effective interventions in place for any pupils not attending.</p>	<p>Attendance data will show a reduction in disparity with non disadvantaged pupils over the year (non Covid related).</p> <p>Attendance for all disadvantaged pupils will have improved. (non Covid related).</p> <p>Interventions for pupils with school refusal will show an increase in engagement with education.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood .</p>	<p>All disadvantaged pupils will have: Accessed a range of environments beyond school and have made progress in their AET targets for independence and social development.</p> <p>A reduction in incidents related to refusal.</p> <p>Met or partially met their EHC review targets for independence and social interaction.</p>
<p>Disadvantaged pupils will have made progress in their use of strategies that support them to manage their emotions and sensory regulation resulting in a reduction of their anxieties and behaviour incidents.</p>	<p>All disadvantaged pupils will show an increased / more independent use of their sensory / emotional / behaviour strategies and a reduction in behaviour incidents or severity of incidents eg those resulting in Physical Intervention or Fixed Term Exclusions.</p> <p>Progress in AET targets relating to Communication, Emotional and Mental Health.</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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attachment friendly Schools training 2 staff Attachment disorder training whole school	Attachment is a clinical term used to describe "a lasting psychological connectedness between human beings" (Bowlby, 1997) ¹ . It highlights the importance of a child's emotional bond with their primary caregivers. Disruption to or loss of this bond can affect a child emotionally and psychologically into adulthood, and have an impact on their future relationships so understanding theory and interventions is a significant part of our work with pupils. www.annafreud.org/early-years-inmind/resources/what-is-attachment	2,4,5
Emotion Coaching training for targeted groups of staff.	www.emotioncoachinguk.com	2, 3,4,5,6
ELSA training for 2 TAs	www.elsanetwork.org	2,3,4,5,6

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

Budgeted cost: £34,500

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
School led tutoring 1:1 and small group tuition to support Primary and KS3 pupils in English (particularly inference and guided reading or phonics interventions where appropriate) and Maths.	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
School led tutoring weekly GCSE booster sessions to support pupils with gaps in their knowledge and for study skills.	As above.	1
Purchase of an additional half day per week of Speech and Language Therapist (SALT) time. Colourful semantics for 2 pupils is supporting their communication and literacy. Social use of language to support 5 pupils in their social interaction with others.	Colourful Semantics is a psycholinguistic approach to develop childrens' speech and writing and encourages a wider vocabulary and knowledge of grammar. www.pencru.org/evidence/colourfulsemantics www.structural-learning.com/post/colourful-a-teachers-guide	1, 2

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

Budgeted cost: **£28,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism and those with past trauma. Enhancing IT equipment in	We have observed that sensory equipment and resources such as peanut balls, weighted blankets and fidget toys and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs which supports them returning to a calm emotional state and ready to learn.	1,2,3,4,5,6

classrooms and for individual pupils' use		
<p>Provision of wider therapy /play based activities including Lego therapy, Yoga, Wellbeing Walks, horseriding and ice skating as well as Outdoor Education (Forest School and Adventure School) activities weekly sessions for targeted pupils.</p> <p>Purchase of more equipment including hammocks and tools.</p>	<p>Taken from Journal of Adventure Education & Outdoor Learning "“If only”": Outdoor and adventurous activities and generalised academic development https://doi.org/10.1080/14729670585200561</p> <p>“One theory is that physical activity enhances the flow of blood to the brain, increases arousal levels, changes hormonal secretion, increases mental alertness, and improves self-esteem” (Hills, 1998)</p> <p>“That such activities are capable of generating empowering situations, in which children relax and enjoy learning” (Daley, 1988)</p> <p>“By presenting situations as games and play, outdoor experiences can encourage children who have built up defences to lower their ‘affective filters’” (Gildenhuis & Orsmond, 1996)</p> <p>“Empirical studies have shown some improvement in academic performance resulting from increased levels of physical activity, and one report of three longitudinal studies emphasises that ‘academic performance is maintained or even enhanced by an increase in a student’s level of habitual physical activity, despite a reduction in curriculum or free time for the study of academic material’” (Shephard, 1997, p. 119)</p> <p>Our Natural Health Service The role of the natural environment in maintaining healthy lives. http://www.naturalengland.org.uk</p> <p>Children able to play in natural green space gained 2.5 kilos less per year than children who didn’t have such opportunities.</p> <p>The findings suggest that outdoor and adventurous activities can impact upon children’s learning in school by addressing their intellectual, affective and social development.</p>	1, 2,3,4,5,6
<p>Provision of Elsa sessions for 9 targeted pupils plus sessions for other disadvantaged pupils to support their emotional understanding and literacy.</p>	<p>ELSA is an educational psychology led intervention to promote the emotional wellbeing of children and young people.</p> <p>www.elsanetwork.org</p>	2,4,5,6
<p>Provision of Emotion Coaching for pupils to support understanding of their emotions and to develop effective and appropriate responses.</p> <p>Provision of extra</p>	<p>Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.</p> <p>www.emotioncoachinguk.com</p>	2,4,5,6

staffing at lunchtimes to support pupils in their social interactions during lunch club activities.		
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Total **budgeted cost:** £66,050

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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated and the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. Although we remained open as all of our pupils are vulnerable due to having an EHC plan this disrupted the teaching of many subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. Ongoing Covid restrictions also made it difficult to access activities offsite and beyond bubbles.

We mitigated the impact on academic outcomes by maintaining a high quality curriculum, even when pupils were not in school, via our learning platform Google Classroom and some live teaching of GCSE subjects using Teams. Pupils who were not attending were supported to keep in touch with peers and staff by accessing daily Teams sessions which gave pupils opportunity to talk to others and reduced their social isolation. Pupils not attending were supported in their independence skills through daily living tasks they could do at home such as vacuuming, making a cup of tea and making their beds. Due to the nature of some of our pupils' SEN primarily pupils with ASC who compartmentalise their lives, not all would access online learning and some pupils have triggers related to the use of IT. These pupils were supported with paper based work.

In spite of the difficulties caused by the Pandemic all of our pupils including our disadvantaged pupils achieved their exams and all of our leavers including our disadvantaged pupils went on to college placements, three also secured part time employment and one passed his driving test.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required including opportunities for therapeutic activities, physical activities and outdoor education which were very important for our pupils as their fitness levels had dropped. Many found the demands of a whole school day and interacting

with others tiring at first.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One of our service pupils was supported 1:1 in his BTEC Home Cooking Award. Another pupil was supported in his English work.
What was the impact of that spending on service pupil premium eligible pupils?	One of our pupils achieved his BTEC in Home cooking enabling him to enrol on his course at college. The other pupil is nearing completion of his English GCSE work.