

# Annual Pupil Premium Grant Strategy Statement 2022-2023

## Activity in this academic year

This details how we intend to spend our pupil premium (see separate document for recovery premium funding) this academic year to address the challenges listed above.

## Teaching

Budgeted cost: **£45,250**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Continued provision of 1:1 TA support for 12 pupils in receipt of PPG with PCLD (Profound &amp; Complex Learning Disability) and pupils requiring 1:1 behaviour support and associated CPD for targeted staff</p> <p>Personal Learning Intentions (PLI) will be identified and tracked termly and judgements made based on evidence collected over time via the Evidence for Learning App.</p>	<p>The EEF Toolkit notes that “evidence suggests that TAs can have a positive impact on ... achievement” and that “TAs can improve learning if they are trained and deployed carefully.” Pupils with PCLD and those in receipt of Positive Intervention Strategies will continue to require individual TA support to provide a consistent, personalised approach for curriculum delivery, bespoke assessment and specific behaviour interventions.</p> <p>The specific steps, tracked over time using MAPP (Mapping and Assessing Personal Progress) allows the teacher to track each learning intention against acquisition or prompting, accuracy, maintenance (learning over time) and generalisation for students accessing pre/semi formal curriculum pathways.</p>	1
<p>Continue to provide additional access to SALT for individuals/groups of qualifying students.</p>	<p>This additional provision enables specialist advice to be provided to class teams for specific group activities such as LEGO therapy. In addition the SALT will provide support for individual students experiencing complex needs through interventions such as Zones of Regulation.</p> <p>The EEF Toolkit notes that ‘there is evidence to suggest that disadvantaged pupils are less likely to use self-regulatory</p>	2

	<p>strategies without being explicitly taught these strategies. Explicit teaching of self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</p>	
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## Targeted academic support

Budgeted cost: **£17,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A continued focus on reading and phonics recognises and addresses their importance across the curriculum.</p> <p>The English co-ordinator will explore and identify a suitable baseline assessment screening of reading and phonics for students with SEND. This will be supported by appropriate training for all staff and specifically the English team with an anticipated rollout in January 2023.</p> <p>The provision of specialist individual seating for two qualifying students experiencing PMLD.</p>	<p>There is evidence to suggest that phonics has a positive impact overall and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds - EEF Teaching &amp; Learning Toolkit</p> <p>Following extensive research, the Essential Letters and Sounds phonics programme provides the most appropriate content and delivery for students with SEND.</p> <p>ELS combines continuous and reactive assessment, provides robust intervention and supports teachers to ensure the lowest attaining children 'keep up rather than catch up.'</p> <p>The seating is bespoke to each student and has been recommended by the OT &amp; SALT. The importance of correct positioning for students with PMLD is essential to their comfort and learning and in this specific case, also addresses significant issues around postural management facilitating safe feeding and swallowing.</p>	3

## Wider strategies

Budgeted cost: **£4210**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The provision of Sensory Processing activities in each Learning Zone:</p> <p><b>A Sensory diet</b> to provide sensory feedback to the body to enable it to regulate.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> <li>• Trampolining</li> <li>• Cycling or scooting</li> <li>• Swings</li> <li>• Wearing a heavy backpack</li> <li>• Weighted items (wheat bag on lap while sitting or heavy blanket for sleep)</li> <li>• Chew toys</li> </ul> <p><b>Visual schedules</b> to enable students to see and understand what is going to happen next and to help organise themselves and to plan ahead.</p>	<p>Evidence suggests that when children have difficulties with sensory processing, they might also have difficulties with:</p> <p>Behaviour; as the child may be unable to regulate themselves appropriately to settle and attend to a task for extended periods of time.</p> <p>Accessing the school curriculum because they are unable to attend to tasks long enough to complete, master tasks through repetition or to demonstrate assessment mastery.</p> <p>Social integration</p> <p>Poor sleep habits</p> <p>Rigid routines that are difficult to break</p>	4

**Total budgeted cost: £67,160**