

Annual Pupil Premium Grant Strategy Statement & Review 2021/2022

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: **£56,750**

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 & Complex Learning Disability) and pupils requiring 1:1 behaviour support and associated CPD for targeted staff</p> <p>Personal Learning Intentions (PLI) will be 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 (<i>Mapping and Assessing Personal Progress</i>) 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>Provision of bespoke assistive technology for pupils in receipt of PPG in order to improve and further develop their communication skills</p>	<p>The innovative and creative use of media & technology continues to be an area of excellence at MHS. There is evidence to suggest that the use of technology has the greatest impact when it is used to support and improve specific learning such as communication skills or writing - <i>EEF Teaching & Learning Toolkit</i>. The creative use of technology such as “Eye Gaze” and the “Evidence for Learning” App across the curriculum enables teachers to readily</p>	2

	evidence and track progress, provide a personalised approach to learning at all levels and promote effective and meaningful progress and achievement underpinned by appropriate CPD.	
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Targeted academic support

Budgeted cost: **£6200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A continued focus on reading will highlight its importance across the curriculum involving staff, students and parents/carers through a variety of relevant assessment and resources</p> <p>The English co-ordinator will explore and identify a suitable baseline assessment screening of reading and phonics for students with SEND.</p> <p>This will be supported by appropriate training for all staff and specifically the English team</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 & Learning Toolkit</p> <p>SPLD assessments detail student reading accuracy and comprehension. Rapid Readers individual reading software provides comprehension tasks and books that are ability appropriate.</p>	3

Wider strategies

Budgeted cost: **£4210**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expanded delivery of the Zones of Regulation framework in order to effectively support pupils in managing their emotions and to	<p>Zones of Regulation is a curriculum framework to support pupils to gain skills in consciously regulating their behaviours, including the management of their emotions and level of alertness.</p> <p>Successful CPD related to the consistent delivery of zones of regulation across the</p>	4

<p>promote their positive mental health and well-being.</p> <p>Appropriate resources e.g. sensory circuit apparatus will be purchased for each learning zone.</p>	<p>school will be expanded and delivered to all staff via EP support and training and its impact evaluated</p>	
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Total budgeted cost: £67,160

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Continued provision of 1:1 TA support for 12 pupils in receipt of PPG with PMLD (Profound & Multiple Learning Disabilities) and extreme complex needs requiring 1:1 behaviour support coupled with associated CPD for targeted staff has resulted in improved outcomes for all pupils involved. Supporting evidence includes qualifying pupils achievement of Personal Learning Intentions (PLIs) which are tracked termly, with judgements made based on evidence collected over time via the Evidence for Learning App and a significant reduction in behavioural incidents as detailed in SIMS Behaviour Manager.
- Staff report increased confidence when using specific behaviour interventions following the provision of appropriate CPD such as Team Teach. Staff supporting pupils in receipt of PPG who experience PMLD have benefitted from Moving & Handling training delivered by Melland staff in receipt of 'Train the Trainer' CPD.
- The provision of bespoke assistive technology (such as Eye Gaze and the Tub Project) for pupils with PMLD in receipt of PPG has impacted positively on their development of early communication skills and problem-solving abilities as evidenced by individual case studies & achievement of PLIs tracked via MAPP assessment system.
- The English co-ordinator has explored and identified a suitable baseline assessment screening for reading and specifically phonics which is suitable for students with SEND. Phonics training and appropriate delivery to qualifying pupils accessing the Formal Curriculum Pathway will be rolled out during HT2.
- The expanded delivery of the Zones of Regulation framework which effectively supports pupils in managing their emotions and promotes their positive mental health and well-being is now well embedded with positive outcomes for qualifying pupils across each curriculum pathway. Appropriate resources e.g. sensory circuit apparatus, has been purchased for each learning zone and is used successfully by qualifying pupils who are able to use the circuits in order regulate their behaviour, either with support from staff or independently.