

# Pupil premium strategy statement: 2022 – 2023

## School overview

Metric	Data
School name	Special School
Pupils in school (From September 2022)	79
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	
Academic year or years covered by statement	2022 - 2023
Publish date	September 2023
Review date	July 2023
Statement authorised by	
Pupil premium lead	
Governor lead	

## Disadvantaged pupil barriers to success

SEMH barriers i.e. trauma, attachment, self-esteem and social skills, emotional dis-regulation
Low engagement with learning
Underlying SEN needs, co-morbid diagnoses
Social economic background
Understanding the impact of identified SEMH need (including ASD/ADHD)
Limited access to wider enrichment activities

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improved rates of progress in KS3 reading, writing and maths relative to starting points as identified through base-line assessments and ongoing assessments MAG and TAG data.	Through achievement of improved performance, as demonstrated by our final set of assessments in maths and English, summer term.  An increase in the number of disadvantaged pupils entered for Entry Level 2 and 3 in Year Nine ahead of KS4 study (setting the	July 2023

	tone for greater progression in FS level 1 and 2 and GCSE studies.)	
Improved rates of progress in KS4 from Entry Level 1,2 and 3 – FS level 1 and 2 (or equivalent) – maths, English and Science - relative to starting points as identified through base-line assessments and ongoing assessments, MAG and TAG data.	Through achievement of improved performance and higher outcomes for pupils in Year 10 and Eleven, FS Skills Level 1.  An increase in the number of disadvantaged pupils entered for GCSE English Language, literature and maths and science GCSE achieving grades	July 2023
Improved outcomes via increased support, engagement and attendance of the lowest attaining and attending pupils in KS3 nurture, through 1:1 interventions.	Completed assessments in maths and English and work in PSHE, achieving more in line with MAG and TAG data.  Fagus Data  Fewer BIS from these pupils, linked to key indicators: DB, DM, VA/VP, other?  Increased attendance	July 2023

### Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target Date
Develop personal skills and readiness for P16 opportunities and settings, by having opportunities that will instil greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.  Annual Reviews/EHC Plan outcomes  Engagement with wide range of P16 opportunities  GATSBY benchmarks	July 2023

	Where apt. coverage of curriculums across the school captures intent for/ impact of pupil development	
For Y11 pupils to engage with and experience a range of enriching pupil activities (both in school and beyond) that focus on their KS4 experience (that evolves to be 'different' to that of KS3), thus better preparing them for P16, independence, adulthood and working life.	<p>Engagement with Y11 activities to support their transition to P16 via targeted opportunities</p> <p>Greater pupil voice that also captures their experiences</p> <p>More settled and focused cohort – FAGUS outcomes/IPP/Positive behaviours</p> <p>Y11 engagement with activities</p> <p>Fewer timetable reductions</p> <p>NEET figures</p> <p>Outcomes for pupils</p>	July 2023
To plan and provide a range of enrichment activities and opportunities (both within and beyond the classroom) for learning and personal development that pupils would not normally experience including local trips, theatre, residential trips, observation of key dates in the calendar.	<p>Implementation of classroom activities reflects the intent to increase cultural capital</p> <p>Range of opportunities offered to all pupils develops from last year and sees increased participation</p> <p>Pupil, parent and carer voice will capture the impact of opportunities engaged with and enjoyed</p> <p>Pupils Annual Review outcomes/parent feedback</p>	June 2023

### Teaching priorities for current academic year

Measure	Activity
Priority One and Two	<p>Ongoing development of maths and English approaches via reviewed curriculums for KS3/KS4 that feed into:</p> <ul style="list-style-type: none"> <li>• Further resources being developed to support 'stage' development but appropriate for pupil age.</li> <li>• Further resources (including assessment) being purchased to support 'stage' development but appropriate for pupil age. E.G reading assessments</li> <li>• Review and development of approaches to assessment in KS3 that in turn impact upon approaches to planning and delivery</li> </ul>

	<ul style="list-style-type: none"> <li>• Further introduction of interventions appropriate for pupils' stages and ages.</li> <li>• Interventions appropriate to need offered, via adequately trained staff and intervention materials</li> </ul>
Priority Three	<p>Use of an HLTA/1:1 staff to offer 1:1 interventions to target pupils: supporting attendance and engagement at school for longer periods of time, while remaining settled, calm and in class</p> <p>Interventions that target pupils' readiness to learn/social or emotional need (in line with information held on pupils: FAGUS, DIT, EHCP)</p> <p>Interventions in maths and English that support pupils in engagement with reassessment of base-levels and identification of specific gaps/next learning steps</p>
Barriers to learning these priorities address	<p>Pupil attendance and engagement with offer</p> <p>Positive engagement with this targeted and focused approach to learning and development</p> <p>Parental support</p> <p>Time to support pupils in adequately catching up with their peers and hitting assessment milestones more in line with their peers</p>
Projected spending	

## Wider strategies for current academic year

Measure	Activity
<p>Priority one, two and three</p>	<p>Developed and innovative approaches to P16 preparation across the curriculum and Years 7-11 – where pupil voice and EHCP targets more closely align with learning experiences made available to pupils e.g. travel training, preparing for independent living, budgeting, events organising, team building.</p> <p>More opportunities for pupils to experience work places or hear about different experiences from internal and external visitors to their lessons</p> <p>Training for staff around GATSBY benchmarks, CEaIG beyond KS4 team</p> <p>Improved and raised profile of P16 and employment opportunities across Derby/East Midlands felt within school via notice boards/Y11 hub spaces.</p> <p>Review of curriculums to further enhance opportunities for extra-curricular activities (in the learning environment and beyond) and for outside companies to be brought in and offer events/team building activities.</p> <p>Building on the success of summer 2022 for <i>all</i> pupils to take part in an end of year group activity/trip out, of their choice. Last year visits to the Zoo, beach, theme parks and cinemas were chosen.</p> <p>Opportunities for pupils to organise and experience events and residential experiences as part of accredited pathways: Princes Trust to be launched</p> <p>P16 information events organised and run for parents in Y10 and Y11 to suit cohorts, with key stakeholders present if possible.</p>
<p>Barriers to learning these priorities address</p>	<p>Pupil engagement            Parental engagement            Pupil need misaddressed/understood            External stakeholder support</p>
<p>Projected spending</p>	

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Adequate time to review and source/create materials internally and further afield</p> <p>Ensure interventions are logged and targeting the right need</p>	<p>Appropriate training and time to complete</p> <p>Time for interventions/leadership time protected</p> <p>Better use of data and improved quality assurance of data entered</p>
Targeted support	<p>Staff suitability working with our most 'challenging and vulnerable' pupils with SEMH difficulties</p> <p>Pupil attendance and behaviour where 1:1 setting may unsettle them as there are less opportunities for them to disguise their abilities in core subjects and they may not like the intensive nature of the support they need and we wish to offer</p>	<p>Closer monitoring by leadership team of whole team working together around the child</p> <p>Coaching and 1:1 support offered by HOD (maths + English)</p> <p>Parental buy in and support</p> <p>Range of other interventions offered/explored e.g. Thrive/ELSA/1:1 mentoring with appropriate role models on base – off site enrichment activities.</p>
Wider strategies	<p>Time required to work with pupils (beyond academic focus in lessons/classrooms)</p> <p>Time to plan for and organise trips</p> <p>Pupil engagement (including 1:1 in community)</p> <p>Risk assessments around pupils</p> <p>Staff motivation to maximise cultural capital within curriculums and take risks in learning given behavioural presentations of some pupils.</p>	<p>PPA processes supported</p> <p>Meeting time and 1:1 time used to support and guide staff</p> <p>Staff training around school processes to reduce risk of repeating them</p> <p>Improved expectations across school to mitigate for behaviours outside of school and reduce risk of them occurring</p> <p>SIP work on school culture/pupil voice and engagement</p>

## Review: last year's aims and outcomes – ongoing of this year.

Aim	Outcome
<p>Improved rates of progress in KS3 reading, writing and maths relative to starting points as identified through base-line assessments and ongoing assessments MAG and TAG data.</p>	<p><b>Mid-year review:</b> Pupils making steady progress in English and maths. Staffing constraints have meant the interventions and progress made that is really felt, will kick in this term more than the last. We will look to train more identified staff in TRT as the intervention of choice at the SS and have run some training around supporting with reading in the classroom. DEAR time successful and pupils actively seen using library spaces - investment in books has taken place - for example new football books for boys that have really engaged them in the year of the World Cup! We are looking forward to working with the new Head of English and exploring new approaches with her. Resources continue to be developed and collaborative working across the base remains key to the success of pupils.</p> <p>Discussions around baseline assessments continue to be ongoing and we are looking to invest or develop base-line approaches, guided by HOD over the remainder of the year, where maths favour BKS and English have previously preferred a range of tests/tasks that capture pupil ability. Again, we welcome an injection of 'new' working with the new English HOD.*</p> <p>Increased support offered different to lowest attaining and attending pupils in KS3. Reading, maths programmes, ELSA approaches used by 1:1 tutor (Liza James) and driven by FAGUS profiles and new DIT profiles to support identification of need. Still cohort of pupils in year 8 and year 9 for whom group changes or 1:1 offer put in place needs more time to be established.</p> <p><b>July review:</b>  <b>Reading: Note:</b> Comparing Access Reader reading ages with Accelerated Reader reading ages is futile. Because of this, I asked teachers to do a final Star test giving us some comparison data. For various reasons some groups were unable to do the second test.  Where data is available:  Between January and July  88% of the reading ages and the NRSS (Normed Reference Standardised Scores) scores went up. The NRSS measures students nationally with the same date of birth. Total is 150, benchmark is 100.</p> <p>16% were already at the bench mark or NRSS score 100  16% Achieved this bench mark by the end of the time period  22% moved up one or more percentiles towards the benchmark  50% improved but not into the next percentile</p>

Aim	Outcome
	<p>Assessment systems are developing and staff development around understanding them continue. They are further supporting pupil progress in maths and English and tracking systems continue to develop to record progress.</p>
<p>Improved rates of progress in KS4 from Entry Level 1,2 and 3 – FS level 1 and 2 (or equivalent) – maths, English and Science - relative to starting points as identified through base-line assessments* and ongoing assessments, MAG and TAG data.</p>	<p><b>Mid-year review:</b> Ongoing – impacted upon by absence of maths specialist this spring term thus far. English in stronger position. HOD from Maths and English have been invited to the SS to review mock outcomes and next steps for interventions that are required.</p> <p><b>July review:</b></p> <p><b>Science:</b></p> <p>Of the 16 pupils entered for GCSE Science, 56% achieved a GCSE</p> <p>Of the 13 pupils entered for Entry Level science, 85% achieved an entry level.</p> <p>Of the 11 that passed:</p> <p>Entry 1 = 4 (36%) Entry 2 = 2 (18%) Entry 3 = 5 (45%)</p> <p><b>Maths:</b></p> <p>Of the 16 pupils entered for GCSE Maths, 56% achieved a GCSE</p> <p>Of the 16 pupils entered for Entry Level maths, 88% achieved an entry level.</p> <p>Of the that passed:</p> <p>Entry 1 = 1 (6%) Entry 2 = 4 (25%) Entry 3 = 9 (56%)</p> <p><b>English:</b></p> <p>Of the 16 pupils entered for GCSE English Lang, 63% achieved a GCSE</p> <p>Of the 16 pupils entered for Entry Level English, 88% achieved an entry level.</p> <p>Of the that passed:</p> <p>Entry 1 = 0 Entry 2 = 3 (19%) Entry 3 = 11 (69%)</p> <p>Lack of/no attendance from four pupils and lack of parental engagement around these four had an impact on all subjects. Pupils experience COVID lockdowns in years 8 and 9 ahead of starting KS4 courses and this was a year where students were not of a Level 1/Level 2 calibre across the board (certainly with lost learning in the mix) – due to SEND and academic ability.</p> <p>75% of pupils got an English and a maths outcomes</p> <p>All pupils left with a qualification.</p>
<p>Improved outcomes via increased support, engagement and attendance of the lowest attaining and attending pupils in KS3 nurture, through 1:1 interventions.</p>	<p><b>Mid-year review:</b> Introduction of two 1:1 staff critical development to meet the need of pupils struggling to engage with group setting, expectations of school Vs their needs and their ability to cope. Driven by ELSA, FAGUS, DITs and EHCPs approaches and 'knowing' our</p>



Aim	Outcome
	<p>pupils. The offer we have available to run emergency 1:1 interventions following incidents caused by need have also been game-changing and kept pupils on track with their learning and supported us in reintegrating them back into groups or enabled us to identify next steps.</p> <p><b>July review:</b></p> <p>Pupils with parental engagement progressed during their time on 1:1, and either reengaged or reintegrated back into groups or fuller timetables. They were supported in accessing AP which also made a difference to attendance and engagement/progress made and were supported in engaging with end of term activities. Parental engagement and contextual safeguarding challenges remained for some pupils but the support in place was improved and in a more timely fashion setting the right tone for the next academic year.</p>
<p>Develop personal skills and readiness for P16 opportunities and settings, by having opportunities that will instil greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>For Y11 pupils to engage with and experience a range of enriching pupil activities (both in school and beyond) that focus on their KS4 experience (that evolves to be 'different' to that of KS3), thus better preparing them for P16, independence, adulthood and working life.</p>	<p><b>Mid-year review:</b> Year Eleven been supported to be confident and independent. Own 'Year 11' area hugely successful in support positive behaviours. Pupils went to Ikea to source furniture and have compulsory hotdogs (and photos with soft toys in play area!) Hugely positive experience for developing their independent and social skills. They went on to source and prepare and enjoy their own Christmas dinner together and Christmas event: Laser Quest with CAST team whom they invited. Some boys also organised a night fishing experience with CAST such was their determination to experience it. They are presenting behaviours that we typically haven't see of year eleven pupils in the past, until their exams. They also help on a daily basis set up the dining hall with tables and chairs. Annual reviews have been positive noting the impact of this 'year 11 space' and opportunities afforded to them. They have been to P16 events and have more they plan to attend. Also met with Rolls Royce and will meet with Work Pays. Other pupils know that the space is to be respected and it sparks curiosity but the older boys are respected as being like role models within school. Pupil voice capturing their experiences and behaviour incidents lower than ever for year eleven.</p> <p><b>July review:</b></p> <p>Focus was incredibly impactful on pupils who attended year eleven. All pupils who routinely attended, attended their GCSE exams, they engaged with further opportunities on offer, including a residential and embraced P16 interviews and processes up until the point of leaving us. Summer results were testament to how more resilient they were as a result of this target. Impact on pupil behaviour was felt were there were no exclusions in Spring and Summer terms, 6 serious incidents in the autumn term, 4 in the spring and 2 in the summer.</p>
<p>To plan and provide a range of enrichment activities and opportunities (both within and</p>	<p><b>Mid-year review:</b> 25 pupils attended the Aladdin Panto in the run up to Christmas - huge team effort but</p>

Aim	Outcome
<p>beyond the classroom) for learning and personal development that pupils would not normally experience including local trips, theatre, residential trips, observation of key dates in the calendar.</p>	<p>incredible experience for the pupils. There were two Christmas dinners run across the two sites to support different pupils comfortably engaging across our school community/cohort and our take on Christmas Jumper day saw money raised by staff and pupils for charity. Pupils have been on multiple trips out and about - their choosing or linked to learning/personal and social development and we are looking to build on these by taking the classroom beyond the SS this term - trips linked to forest schools, Football, English etc. are in the pipeline. Also looking to take our SS football team to other schools for games starting with link at RSDD. Our two football clubs (KS3 and KS4), baking, art and chess clubs have been successful as have arts and crafts for Christmas.</p> <p>Plans for residential linked to Prince's Trust in Summer term and further trips planned linked to learning over spring term.</p> <p><b>July review:</b></p> <p>Sports events over the summer term again were hugely impactful and inclusive, offered as clubs and as opportunities in lessons including Cricket the last term and links with other schools.</p> <p>Residential was 'game changing' for pupils as were Peak District walks engaging pupils. Celebrations: Kings coronation and end of term were enjoyed by all pupils and staff coming together; Warner Brothers' trip was fantastic and all pupils including more 1:1 pupils who wished to, attended an end of term activity. Further events are to be calendared into next academic year. Impact on pupil behaviour was felt across the year as a result of these opportunities where exclusions and incidents per pupil dropped term by term:</p> <p>Autumn Term IPP: 7.11      Exclusions: 16  Spring Term IPP: 4.69      Exclusions: 7  Summer term IPP: 2.14      Exclusions: 2</p>