



Pupil Premium Strategy Statement

2023-2024



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	32%
Academic years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Headteacher
Pupil premium lead	N/A
Governor	Quality of Education Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,000

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions show that disadvantaged pupils are generally more likely to have difficulties associated with attachment and trauma than non-disadvantaged pupils in our school.
2	Our assessments, observations and discussions show that disadvantaged pupils are generally more likely to have difficulties associated with communication, language and expressing their needs than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions show that disadvantaged pupils are generally more likely to have difficulties associated with sensory needs than non-disadvantaged pupils in our school.
4	Our assessments, observations and discussions show that disadvantaged pupils are generally more likely to have difficulties

	associated with emotional health and wellbeing needs than non-disadvantaged pupils in our school.
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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
Diminish differences in progress between eligible and non-eligible pupils.	Progress meeting data shows pupils make expected progress across the curriculum
Increase the % of eligible pupils making good progress from their relative starting points in all the 4 areas of SEND.	Through achievement of EHCP outcomes and PLP goals.
Ensure all eligible pupils have a positive and proactive attitude towards their learning.	Through observations and discussions with pupils, families and staff.
Ensure all eligible pupils are happy in school and have positive and enhanced experiences in their learning.	Through observations and discussions with pupils, families and staff.
Provide enhanced curricular opportunities in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.	Through achievement of EHCP outcomes and PLP goals.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We take the strategic decision to dedicate most of the PPG to staffing costs, commissioning external therapists to work with staff in the classroom. We directly employ therapists as part of our staff team, on a part time basis. They work in collaboration with allocated NHS therapists who report directly into our Director of Inclusion. This allows us to maximize learning outcomes for pupils</p>		
<p>Speech and Language Therapist (Rachel Sawford State Registered Speech and Language Therapist)</p>	<p>The speech and language therapy approach involves working within a shared communication framework developed from Communication and Cognition Framework (Latham and Miles 2001). The framework is developmental and looks at what the children want to communicate; the jobs they need their communication to do for them, how they meet those communication needs, and what we; communication partners, need to do to support their communication.</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>	<p>All</p>
<p>Employ a Sensory Occupational Therapist (Karen Davies State</p>	<p>The occupational therapy approach is focused on sensory integration theory this was pioneered by Jean Ayres who defined sensory integration as:</p>	<p>All</p>

<p>Registered Occupational Therapist, Clasi (certificate in Ayres Sensory Integration)</p>	<p><i>“The neurological process that organises sensation from one's own body and from the environment and make it possible to use the body effectively with the environment” (Ayres 1972)</i></p> <p>Sensory integration is the foundation for us to be able to learn even the simplest things and to behave appropriately throughout our day. Sensations flow into our brain at every moment and provide us with information that we can use to help us understand what is happening around us, to know what we need to do and to plan how to do those things.</p>	
<p><i>Expand the multidisciplinary team.</i></p> <p>MDT (2 x THLTA): Mandy T, Leigh B 4 x Therapeutic LSAs: Ciara O, Emily P, Ruth S, Megan M</p>	<p>As above</p>	<p>All</p>

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Commission support of a Cognitive Behaviour Therapist/Clinical Social Worker - Kati Taunt</i></p>	<p>EEF toolkits and Guidance on Social and Emotional Aspects of Learning, Behaviour and SEnd In mainstream.</p> <p>The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p>	<p>All</p>

Support staff knowledge and understanding of attachment and trauma and engage parents.	Supporting children with special educational needs and disabilities NSPCC	
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Total budgeted cost:

Speech and Language Therapist (Rachel Sawford State Registered Speech and Language Therapist)	£51,336
Sensory Occupational Therapist (Karen Davies State Registered Occupational Therapist, Clasi certificate in Ayres Sensory Integration)	£46,822
MDT (2 x THLTA): Mandy T, Leigh B 4 x Therapeutic LSAs: Ciara O, Emily P, Ruth S, Megan M	£172,710
Cognitive Behaviour Therapist/Clinical Social Worker - Kati Taunt	£18,000
TOTAL	£288,868

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022-2023, those entitled to FSM continued to achieve in line with their peers. The majority of pupils entitled to FSM made expected or better progress and achieved goals related to their EHCP outcomes. We understand the importance of measuring outcomes and monitoring pupil progress in order to shape change and identify areas for staff development. Detailed information on outcomes are shared through the annual review process and through Evidence for Learning.

Further information

Sensory Integration Occupational Therapy and Speech & language Therapy

At Chiltern school we believe therapeutic support should be integral and embedded within the specialist curriculum, so that the most effective forms of intervention can be reinforced throughout the school day.

As Therapists we work together closely and are employed to work directly at the school with the teaching staff and the leadership team. We also work with local NHS therapists and other services to support children and their families.

Most of our pupils at the school have difficulty processing and organising sensory information and performing the many complex tasks that are required for learning and functioning in our world. The Sensory Integration approach supports pupils in managing and developing their sensory systems to help them engage in their education and develop their essential skills

Levels of Therapeutic Intervention

Provision of support services in the school can be described in terms of three levels of intervention; Universal, Targeted and Specialist input. The level of input is related to assessed specific needs.

Universal All children have access to the universal provision. Key features of this include screening assessment by both therapists, therapeutic strategies recommended for use within

the teaching approach, training for teachers, support to enhance the school environment to meet therapeutic needs

Targeted This is for children who require additional support to meet their needs. Possible features of targeted therapeutic provision may include more specific assessments, some individual sessions, training for teachers tailored to the child's needs, modelling of specific strategies by a therapist and specific advice or support for significant people in the child's life.

Specialist –A few children require regular specialist intervention from a Therapist to support their needs. Key features of the specialist provision include regular direct therapeutic interventions with the therapist, regular liaison with families and education staff and bespoke programmes of intervention.

Targeted or Specialist support if needed, will be given for defined periods of time.

Multi-Disciplinary Team - Therapeutic Learning Support Assistants

We have a skilled team of 6 staff working under the direction of the therapists. They support targeted and specialist provision in the classroom such as Lego therapy and theraplay. A member of our team also supports Drawing and talking therapy.

Nurture Provision.

In line with the ethos set out above, we were committed to embedding Emotional health and wellbeing support across the school. We supported 2 members of staff to become qualified Nurture Practitioners. As part of the multi-Disciplinary team they support staff to integrate this therapeutic approach into the classroom and provide dedicated targeted support for individual pupils where necessary.

Nurture provision allows pupils who are struggling to cope with the demands of learning in a busy classroom setting to have their needs met and supported in a different way, there is strong emphasis on communication, social and emotional needs.