

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Longcause Community Special School
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	61/111 = 55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Anne Hutchinson
Pupil premium lead	Trudi Skinner
Governor / Trustee lead	Fred Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,750
Recovery premium funding allocation this academic year	£ 26, 577
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	£108,327

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. We do not see a gap between our disadvantaged and non-disadvantaged pupils when compared with their peers, due to the contact of our setting.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access as broad and balanced curriculum as possible.

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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality experience of work, careers guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. 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.

Challenge number	Detail of challenge
1	Communication and Interaction - for many of our pupils this is their primary area of need. Difficulties with speech, language and/or communication lead to barriers in their learning and progress.
2	Positive relationships in school - due to the complex communication needs of our pupils and their understanding of the world around them (i.e. their peers) pupils struggle within this area.

3	Engagement in learning - our children can struggle to engage in the curriculum if it is not appropriate for them.
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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
Attainment in English through RWI embedding - further coaching of teachers from FJ - RWInc trainer and staff training	Pupils will improve their reading, spelling, comprehension and handwriting through this programme. Progress will be tracked termly and measured against individual starting points.
Improve engagement in learning in English and Maths through coaching and team teaching	Improved teaching in particular in English and Maths
Improved language and communication in the Explorers pathway through individual intervention	Speech and language plans will be individualised to ensure that pupils all make progress with their communication and or language use.
Behaviour incidents/ positive relationships	Less exclusions Improved social interactions at break and lunches Less disruption to the learning in the classroom Social learning times
Group work and not always 1:1 provision	Through high quality teaching and CPD focussed on Rosenshine's principles, evidence will be seen in
Travel training for older pupils - preparing pupils to be independent in travelling (walking/bus) around local area and beyond	A particular focus on year 11s needing the use of public transport. Daily mile - encourage all pupils to engage with this in the local area.

Improved social interactions and independence towards socialising	Pupils access social opportunities outside of school Friendships develop outside of school pupils and families more proactive in arranging out of school opportunities to socialise

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: Total = £51,096

£15,096 (Assistant Head time)

£7,400 (RWInc training and resources)

£22,100 Surface Pros

£6500 licences for Grid (surface pros)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding RWI further, including the next steps (comprehension and Language and Literacy programmes)	EEF Toolkit measures (including impact on learning in months) Individualised instruction Mastery Learning Phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 3
Improved modelling in teaching English and Maths through Assistant Head (expert in English and Maths) being in lessons and coaching and team teaching.	Teaching Maths KS1 Modelling in Maths	1, 3
Improved communication for the children in the Explorers pathway		1, 3

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

Budgeted cost Total: £8850

£6650 for speech and language therapists

£2200 for clinical psychologists

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapy plans to be written for all children on the Explorers Pathway and reviewed termly by Speech and language therapists	EEF research - oral language intervention, social and emotional learning.	1, 3
Clinical psychologist to support and advise our most complex children who we are requiring further intervention		1, 3

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

Budgeted cost: £48,400

£14,520 Swimming

£11,400 Occupational Therapist

£6,480 Residential

£6,000 for termly school trips

£10,000 Duke Of Edinburgh

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide pupils with a range of experiences and opportunities to develop their social communication skills -</p> <ul style="list-style-type: none"> ● Improved social interaction through engagement with activities such as fencing, street dancing. ● Development of the forest school area so pupils can access it. ● Bush Craft sessions ● Resources for Bushcraft ● Input from Nature Friendly Schools for all staff and with groups of pupils. ● A whole class trip each term ● Offsite trips ● D of E opportunities for KS4 <p>Swimming beyond our statutory offer</p>	<p>Social Emotional learning</p>	<p>1, 2, 3</p>

Total budgeted cost: £105,346

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 2022 to 2023 academic year.

<p>Attainment in English through RWI embedding - further coaching of teachers from FJ - RWInc trainer and staff training</p>	<ul style="list-style-type: none">• All pupils improved on their standardised reading age• All pupils (with the exception of the most complex non verbal children) moved through the sounds tracker at a slow but incremental pace• All pupils have moved at least one colour band through the RWInc programme• there are now 3 comprehension groups (end stage of RWInc) and one Literacy and Language Group (Year 2)• Handwriting and progress writes are evidence of the improved writing•
<p>Improve engagement in learning in English and Maths through coaching and team teaching</p>	<ul style="list-style-type: none">• Less behaviour incidents in English due to improved structure• ECTs have been upskilled in Maths teaching through pairing them up• We have improved other teachers maths teaching through experienced teachers coaching them through lessons and planning• Data analysis shows that Maths has improved through pupils moving on to the next Year group schemes.
<p>Improved language and communication in the Explorers pathway through individual intervention</p>	<ul style="list-style-type: none">• Pupils are progressing with their communication therapy plans and targets have been reviewed and updated. 10 children are now using the Grid communication devices

	<p>and communicating through this device</p> <ul style="list-style-type: none"> ● Explorers teachers are receiving Grid training to upskill them in the use of the devices ● Implementing 3 x communication sessions throughout the day has rapidly increased the progress through the plans
Behaviour incidents/ positive relationships	<ul style="list-style-type: none"> ● There have been less incidents at social times ● Less pupils disengaged and out of class particularly during English and Maths ● Decision to have a positives relationship curriculum developed for this academic year to have a bigger impact
Group work and not always 1:1 provision	<ul style="list-style-type: none"> ● Improved high quality teaching and high quality curriculum design has improved the number of children being taught with their peers ● RWInc homogenous groups with a qualified teacher delivering each group has improved the progress ● Maths groups can now be set too, as we have the capacity with qualified teachers to deliver a small group each. ● There are now only 4 children who are completely 1:1 outside of a classroom.
Travel training for older pupils - preparing pupils to be independent in travelling (walking/bus) around local area and beyond	<ul style="list-style-type: none"> ● All pupils were travel trained last year throughout Year 11. Most pupils also accessed using the bus to get to their Post 16 of choice.

Improved social interactions and independence towards socialising

- Offsite trips
- Forest school
- D of E opportunities for KS4
- Residentials
- Social evening Year 11s