# Pupil premium strategy statement

## This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | **Park Lane School** |
| Number of pupils in school | 112 at time of completion.  116 (17.2.23)  129 (November 2023)  **137 (November 2024)** |
| Proportion (%) of pupil premium eligible pupils | 22%  25.5% November 2023  **28% November 2024** |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2025 |
| Date this statement was published | 1st December 2022 |
| Date on which it will be reviewed | April and July 2023.  Reviewed and amended November 2023.  **Reviewed & amended November 2024** |
| Statement authorised by | Emma Shaw |
| Pupil premium lead | Laura Rashleigh (AHT) |
| Governor / Trustee lead | Richard Davies |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £48,930.00 |
| Recovery Premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £629.00 |
| **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 | £49,559.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for all our pupils. For our pupils their diagnosis and associated learning, physical, sensory and/or health needs are the primary starting point for any strategy plan. These aspects of their long-term disabilities can have a bigger impact on their learning and achievements than their socio-economic backgrounds. In using the Pupil Premium funding we ensure it will meet the needs of all pupils through the provision of whole school interventions and support. The intention being that outcomes for all pupils will be improved.  At the heart of our approach is high-quality teaching focussed on areas that our pupils require it most, linked to their Education Health and Care Plans. Targeted support is based on robust diagnostic assessment of need and helping pupils to access a broad and balanced curriculum.  We will also provide pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all. It is our belief that all of our pupils have the ability to continue to make progress and where possible should have the opportunities to continue in education beyond school.  Our strategy will be driven by the needs and strengths of each young person, based on formal assessments, informal assessments, and in-depth staff knowledge of each pupil. 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.

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| Challenge number | Detail of challenge |
| 1 | Complex Communication needs requiring individual approaches to developing pupil’s abilities to communicate with those closest to them and in the wider community. |
| 2 | Complex Special Educational Needs (SEN) which require individual learning goals and approaches in order for every pupil to progress. |
| 3 | Complex Social, Emotional, and Mental Health (SEMH) and sensory difficulties which can lead to behavioural difficulties. Positive behaviour support is needed to help pupils learn to manage their behaviours as they prepare for adulthood. |
| 4 | External challenge linked to increased SEMH and external services to support. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2025**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Improved pre-intentional and intentional communication for pupils who are non-verbal. | Assessment data using Personal Learning Goals in Communication and Interaction will demonstrate progress. |
| Improved speaking and listening for pupils including those who use assisted and augmentative communication approaches including access to technology specific to need. | Progress against Personal Learning Goals set in annual reviews of EHCP’s.  Signalong accreditation for pupils in KS4.  Speech and Language Therapy targets and intervention programmes showing progress. |
| Improve outcomes for pupils who have sensory processing difficulties. | Progress against Personal Learning Goals set in sensory diets and programmes by Paediatric OT.  Reduction in behavioural incidents.  Increase use of Zones of Regulation across the school. |
| A curriculum offer that is increasingly tailored to meet the educational needs of all pupils, including those who are not engaging in subject specific learning. | Subject leaders and class teachers are able to track pupil progress and modify the curriculum to ensure it meets the learning needs of all pupils. (Evidence for Learning) |
| To ensure pupils have access to a universal, targeted and wellbeing offer that impacts positively on their social and emotional wellbeing. | Using whole school and targeted interventions and opportunities to enable all pupils to access social and emotional support which has a positive outcome for all. |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** (2024-2025) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,500.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA training and development of a nurture team at Park Lane Special School. | An Emotional Literacy Support Assistant (ELSA) is a trained, school-based learning support assistant. Their role is to support the emotional wellbeing of pupils.  The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity in schools to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed  [Evaluation Reports – ELSA Network](https://www.elsanetwork.org/elsa-network/evaluation-reports/) | 2,3,4 |
| Focused CPD on specialist teaching linked to SEND and the curriculum. | CPD is evolving and within school it is being developed in several ways that enables staff to share good practice and access quality CPD.  [Rosenshine's principle of scaffolding | Bedrock Learning](https://bedrocklearning.org/literacy-blogs/rosenshine-principle-of-scaffolding/)  [The Impact of the TEACCH Method](https://www.yellowbusaba.com/post/teacch-method-for-autism) | 1,2,3 |
| Positive behaviour support training & promotion of a Grade 7 Behaviour support Teaching assistant. | Bild believes PBS should help practitioners to understand each person they support and meet their individual needs. By working with the person in co-designing and making decisions about the support they receive, PBS is a person-centred framework that supports quality of life.  [Resources | bild](https://www.bild.org.uk/resources/) | 3 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £23,469.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Riding for the disabled pilot scheme lower school & upper school 1:1 intervention. | Innovative programmes improve mobility, boost physical health and mental wellbeing, build confidence, and teach new skills.  Riding offers significant therapeutic benefits, and many of our participants are referred by medical professionals. The warmth, rhythm and three-dimensional movement of the horse is transmitted through the rider’s body, and can help in relaxing tight muscles, strengthening core stability, reducing spasms and improving balance, posture and co-ordination.  [Impact - Riding for the Disabled Association (RDA)](https://rda.org.uk/impact/) | 2,4 |
| Additional 1-1 support for targeted lessons. | Use TAs to deliver high quality one-to-one and small group support using structured interventions. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.  Structured interventions include: Attention Autism, Intensive Interaction, TACPAC So-Safe, Sensology and My Happy Minds.  [Recommendations 5 and 6: unpacking the evidence | EEF](https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence) | 2,4 |
| The use of calm spaces across the setting. | The use of spaces to enable pupils to self-regulate. There needs to be a focus on how these spaces can be better used to support self-regulation in pupils with differing needs. These spaces will evolve based on the needs of the pupils.  [Benefits of a "Quiet Space" in your classroom · Sensory Intelligence Consulting](https://sensoryintelligence.com/the-benefits-of-a-quiet-space-in-your-classroom/) | 3 |

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

Budgeted cost: £14,832.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Music Therapy | The world can be a very overwhelming place for children and young people living with special educational needs and other challenges, but music therapy offers a wealth of support and helps with emotional, physical, social and developmental difficulties. Music-making is crucial to the way that children and young people learn about the world around them, helping them gain new life-enriching skills.  Through music, our therapists help them to develop an increased awareness of themselves and others, build their self-esteem and confidence, and establish meaningful communication.  Our therapists listen carefully and sensitively respond in music, allowing children and young people to develop their own musical language in a safe environment that offers them a platform for expression and space to be heard. Nordoff |Robbins (2021).  [Nordoff and Robbins research](https://www.nordoff-robbins.org.uk/research/) | 3,4 |
| Drumming lessons | [What are the Health Benefits of Drumming? Make More Music](https://makemoremusic.uk/blog/health-benefits-of-drumming/)  Above link takes reader to articles on positive effect of drumming on mental wellbeing including reducing anxiety and stress levels. It also promotes brain functionality. | 3,4 |
| Extra-Curricular activities. | Provision of an increasing number of extra-curricular activities at lunchtimes and before school.  Breakfast Club - [Stat guidance template](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf)  Other activities offered are:  Choir - [Hands On Schooling | Singing in Schools | Bringing More Singing to Your School](https://www.structural-learning.com/post/singing-in-schools) | 3 |
| Resources and Equipment | Provision of personalised resources and equipment including sensory resources to support recommendations from the Sensory OT, communication and technology. | 1,3 |
| Animal Therapy | Animal-assisted therapy involves interacting with animals as well as a therapist to help you explore your feelings and experiences in a different way.  Including animals can help clients open up and feel more at ease. It can also give therapists useful insights into their clients’ feelings and behaviour, seeing how they form relationships or respond to different situations. (bacp 2023).  [The Role of Animal Assisted Therapy in the Rehabilitation of Mental Health Disorders: A Systematic Literature Review](https://www.integrmed.org/journal/view.php?number=55#:~:text=Studies%20indicated%20that%20AAT%20improved,social%20engagement%20and%20emotional%20regulation.) | 1,3,4 |

**Total budgeted cost: £42,801.00**

# 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 2023-2024 academic year.

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| There are now 3 ELSA trained members of staff at Park Lane, 2 have just completed their training in the autumn term. As the capacity has expanded it means we are now able to work with a greater number of pupils over sustained timeframes for the next year. We have created case studies which evidence the impact ELSA has had on our students.  Music Therapy and drumming is provided in group and to individual targeted pupils based on need, evidence of impact can be shown for these pupils on Evidence for Learning.  Pupil engagement and success in extracurricular activities has grown. Pupils have been able to experience and engage in clubs that they would otherwise not be able to access in the community.  Provision of sensory regulation resources and equipment for targeted pupils recommended by the sensory OT have had a positive impact upon behaviour, behaviours of concern have reduced. Data from our behaviour program further evidences this, and it has been presented to governors and the School Improvement Partner in the autumn term.  Below is pupil progress data for pupils in receipt of Pupil Premium. This is in line with pupil progress data for all pupils in Park Lane School. There was no difference between the progress of children in receipt of pupil premium and those who are not which evidences our use of pupil premium is ensuring all pupils receive the same educational opportunities and support to achieve their educational outcomes.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Pupil Premium  2023 | Reading | Writing | Maths | Pupil Premium  2024 | Reading | Writing | Maths | | Overall % of pupils meeting or exceeding targets | 90% | 92% | 93% | Overall % of pupils meeting or exceeding targets | 100% | 100% | 100% |   Below is data analysing Personal Learning Goals in Communication and Interaction. 100% of pupil premium students achieved or partially achieved their goals in comparison to 95% of non-pupil premium students.   |  |  |  |  | | --- | --- | --- | --- | | **Pupil premium 2024** | Communication and interaction Personal learning goals (PLGs) | **Non-pupil premium 2024** | Communication and interaction Personal learning goals (PLGs) | | Achieved or partially achieved | 100% | Achieved or partially achieved | 95% | | Not achieved |  | Not achieved | 5% | |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Music Therapy | Nordoff Robbins. |
| Animal Therapy | Inspiring Animal Therapy. |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |

# Further information (optional)

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| We have reviewed our strategy plan and made changes on how we intend to use some of our budget this academic year to complete and achieve our plan. This strategy plan is inclusive from 2022 until 2025.  Film Club for secondary age pupils - Enabling pupils in the secondary department the opportunity to attend 1 film club per month. This has been extended to weekly Film Club sessions to enable pupils to attend more regularly with peers supporting the development of friendships and socialisation.  Breakfast Club continues to run daily and is open to all pupils.  Animal therapy– this has increased to weekly instead of fortnightly sessions to enable continuity and increase capacity for all pupils to attend – the increase was funded by school (through the Virtual School grant.) |