



## Pupil Premium and Covid Recovery strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

<b>Metric</b>	<b>Data</b>
School name	Strathmore School
Pupils in school	105
Proportion of disadvantaged pupils	22 (21%)
Pupil premium funding allocation this academic year	£25,300
Recovery premium funding allocation this academic year	£6,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,100</b>
Academic year or years covered by statement	2021/22 – 2023/24
Publish date	December 2021
Review date	September 2022
Statement authorised by	LGB
Pupil premium lead	Ivan Pryce
Governor lead	Alexander Lee

## Part A: Pupil premium strategy plan

### Statement of intent

We use the pupil premium funding to ensure that all pupils make the same progress towards their individual learning targets through the more planned, frequent and accurate use of (specific) research informed specialist strategies. Identification of the most appropriate specialist strategy is made within a multi-professional discussion involving therapists, Educational Psychology as well as class and senior school staff.

Pupils progress towards their targets is tracked individually and with class teacher assessment moderated by SLT. PP funding is used to ensure that staff within school have the appropriate training and are able to ensure that strategies are used by colleagues accurately.

Expectations are that learners are supported to address their learning targets both within school and in the community.

By ensuring that staff across school have the correct training, all pupils are able to benefit from the accurate use of these strategies

### Challenges

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

Challenge number	Detail of challenge
1	All pupils have Severe Learning Difficulties. Many have comorbidity of two or more diagnosis involving Health and Learning Difficulties
2	Most pupils have a diagnosis of ASD which impacts on their ability to self-regulate
3	By being eligible for PPG pupils are experiencing family economic disadvantage which can be increased by having children with SEND
4	Supporting parents so that pupils can generalise their skills at home is made more difficult by many parents living significant distance from school and, with children brought into school by bus, the lack of daily face to face contact.

## 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
In order to play an active part of their communities, all learners will demonstrate increased generalisation of skills in a wider variety of community contexts as well as learning new skills through these experiences	Progress monitoring will show increased generalisation of skills within community – reporting via Annual Reviews and on Earwig
Learners in Bands 1-5 will make a similar rate of progress within Expressive & Receptive Communication (experiencing reduced incidents of challenging behaviour) as peers in higher Bands. This will be achieved through the more planned, frequent and accurate use of (specific) research informed specialist strategies	Moderated pupil assessments demonstrate similar rates of progress by those individual pupils identified.
Secondary learners operating at Band 9 and above will make accelerated progress in reading. This will be achieved as a result of structured teaching, fidelity to a Systematic Synthetic Phonics Programme and rigorous assessment.	Moderated pupil assessments demonstrate accelerated progress in reading for the individual pupils identified.

## 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: £32,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment and training of HLTAs for each class group</i>	Evidence based approaches aimed at supporting children with SLD: Fun With Food, Makaton, Intensive Interaction, TEACCH, Attention Autism, Team Teach, Revised Letters and Sounds	1, 2, 3, 4

<i>Additional hours for Family Worker</i>	Parents report the desire for support learning and using specialist strategies with their children	3, 4
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: *Refer to budget for Teaching*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>See above</i>		

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

Budgeted cost: *Refer to budget for Teaching*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>See above</i>		

**Total budgeted cost: £ 32,100**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

With specific input from staff trained in specialist strategies, funded by PPG, the attainment of PPG Pupils against EHCP Outcomes was identical or better than their non-PPG peers.

PPG Pupils were prioritised for attendance when school has to temporarily restrict access so that they can take advantage of increased opportunities for individual targeted input

### 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*

Programme	Provider
TEACCH	Autism UK
Makaton	Makaton Foundation

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