



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

Metric	Data
School name	Strathmore School
Pupils in school	113
Proportion of disadvantaged pupils	23% (26 pupils)
Pupil premium funding allocation this academic year	£32,410
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32,410
Academic year or years covered by statement	2022/23
Publish date	December 2022
Review date	December 2023
Statement authorised by	LGB
Pupil premium lead	Sarah Hurtado
Governor lead	John Watkin (Chair of Gov)

Part A: Pupil premium strategy plan

Statement of intent

Strathmore School uses the pupil premium funding to ensure that all learners make the same progress towards their individual learning targets, through the frequent planned and accurate use of (specific) research informed specialist strategies. Identification of the most appropriate specialist strategy is made within a multi-professional discussion in a multi-Therapeutic way utilising the shared knowledge of Class Teachers and teams, Speech and Language Therapists, OT, Physio, Educational Psychology and the School Leadership Team.

Progress towards targets is tracked individually and reported on half termly and moderated by SLT. Pupil Premium funding is used to ensure that staff within school have the appropriate training to use specialist strategies with fidelity.

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

By ensuring that staff across school have the correct training, all learners 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 learners.

Challenge number	Detail of challenge
1	All learners have Severe Learning Difficulties. Many have two or more diagnosis involving Health and Learning Difficulties.
2	Most pupils have a diagnosis of Autism Spectrum Condition (ASC) which impacts on their ability to self-regulate and communicate.
3	Increased disadvantage from experiencing family economic disadvantage which can be further 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
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 visits with peers. Evidence of generalisation of skills will be seen via half termly progress updates on Earwig, our Assessment Tool and annually via Annual Reviews. Educational Visits data. Case Studies.
Learners will develop their blending and reading comprehension skills and make a similar rate of progress as their peers. This will be achieved through the more planned, frequent, and accurate use of (specific) research informed specialist strategies linked to the teaching of phonics and reading.	Moderated pupil assessments demonstrate similar rates of progress by those individual pupils identified. Case studies of individuals evidence individual progress and impact of specialist strategies.
Learners will achieve their end of year annual targets towards their EHCP outcomes to prepare them for adulthood and make a similar rate of progress as their peers.	Progress data evidence achievement. Case studies.

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: £32,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of new HLTAs needed for growing school and relevant raining.	Successful completion of probation and performance management targets.	1, 2, 3
Continuous training for all HLTAs and support staff.	Evidence based approaches aimed at supporting children with SLD: Fun With Food, Makaton, Intensive Interaction, TEACCH, Attention Autism, Team Teach, Assisted Language Displays etc.	1, 2, 3
Phonics, Reading and Comprehension training using Little Wandle and inhouse training delivered by Phonics and Literacy Leads.	Learning walks evidence impact of training. Impact of trained staff on learner progress.	1, 2, 3
Family Worker dedicated hours supporting families with understanding and using specialist strategies at home to generalise skills.	Family Workshops. Impact of support from Family Worker on the generalisation of skills evidenced on earwig, our assessment Tool.	4

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

Budgeted cost: *Refer to budget for Teaching:*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: *Refer to budget for Teaching:*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £

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 2021 to 2022 academic year.

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.
During the pandemic, PPG Pupils were prioritised for attendance when school had 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
PECS	Pyramid Education
Team Teach	Team Teach UK
Attention Autism	Gina Davis