

Pupil Premium and Covid Recovery 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

Metric	Data
School name	Strathmore School
Pupils in school	117
Proportion of disadvantaged pupils	38% 31 pupils
Pupil premium funding allocation this academic year	£40,905
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	£40,905
Academic year or years covered by statement	2023/24
Publish date	December 2023
Review date	December 2024
Statement authorised by	LGB
Pupil premium lead	Sarah Hurtado
Governor lead	Jane Curzon(Chair of Gov)

Part A: Pupil premium strategy plan

Statement of intent

Strathmore School uses the pupil premium funding by ensuring that all the HLTAs lead specific strategies and interventions to ensure that all learners make the same progress towards their individual learning targets. The increment in their salary is paid by the PPG funding and each of the 14 classes at Strathmore has an HLTA. Early 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. The HLTAs receive specific training needed to provide the bespoke programme that will support those learners in the class who are in receipt of pupil premium grants. They highlight at the beginning of the year which children they are focusing on and how through their appraisal targets, they will meet the specific needs of those who are economically disadvantaged. At the end of each academic year, impact of their support on all pupils who receive PPG funding is documented as case studies. These case studies are anonymized and placed onto our website.

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.
5	Attendance of individual children in receipt of PPG funding is low.

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
Learners will have interventions that not only support their individual developmental needs but also their specific condition or disability and as a result will make as good progress as their peers. Linked to SDP 2	HLTA appraisal targets showcasing increased understanding of specific conditions and diagnosis and evidence of how this knowledge has impacted on interventions and strategies used. Case studies.
Learners with low attendance will have targeted support via their parents and carers so that their attendance at school is better supported and ultimately higher.	Attendance is raised. Parents and Carers have a better understanding of the importance of good attendance.
Learners will have more opportunity to generalise their learning outside of the classrooms through a comprehensive co-curricular programme and as a result will develop their independence outside of the classroom. Ongoing family request.	Progress monitoring will show increased generalisation of skills within co-located and 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.

<p>Learners from Reception to KS3 will develop in all areas within their EHC Plan and make a similar rate of progress as their peers.</p> <p>This will be achieved through the more planned, frequent, and accurate use of (specific) research informed specialist strategies linked to cognition and learning, communication and interaction, SEMH and sensory and physical.</p>	<p>Moderated pupil assessments demonstrate similar rates of progress by those individual pupils identified.</p> <p>Case studies of individuals evidence individual progress and impact of specialist strategies.</p>
<p>Learners in 14-19 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.</p>	<p>Progress data evidence achievement.</p> <p>Case studies.</p>

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: Main spend is on the increment between the TA role and the HLTA role across the school and where there is no permanent HLTA, the cost for paying the additional responsibilities when a TA steps up: Average cost differential between a HLTA and a TA is £2,890. 12 HLTAs x £2890 =£34,680. Currently (November 2023, we have 2 vacancies for HLTAs so remainder of money is spent by paying for the additional responsibilities payment until these 2 spaces are filled by permanent HLTAs (estimated from Jan 24). This meets the total PPG grant.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of new HLTAs needed for growing school and relevant training.	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. Training on deeper understanding of specific conditions and learning needs of pupils: ADHD, Downs' Syndrome, ASC, genetic disorders etc.	1, 2, 3
Comprehensive training for specialist strategies and sessions dedicated to supporting the progress of each child.	Learning walks evidence impact of training. Impact of trained staff on learner progress. Survey data.	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
Meetings held with EWO and school occur termly to look at data and plan for how to raise attendance for individual learners.	EWO reports. Attendance data.	4

Total budgeted cost: £ 40,905 for the payment of HLTAs.

Training costs are covered by internal Strathmore budget and EWO cost is covered by SLA from school budget.

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.

With specific input from staff trained in specialist strategies, funded by PPG, the attainment of PPG Pupils against EHCP Outcomes was the same or better than their non-PPG peers.
Case studies provided by each HLTA in their end of year performance management presentations showcase the individual and collective impact they have had on the learners that are most disadvantaged by their economic status.

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
Makaton	Trust Makaton lead
Phonics for all	Little Wandle
PECS	Pyramid Education
Team Teach	Team Teach UK
Attention Autism	Gina Davis