

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

Anonymised Case Study – Pupil A

Pupil Details

Gender: Female
Age: 11
Year Group: 7
Ethnicity: White Other
SEND Need: Down's Syndrome
PPG Eligibility: Eligible

Details of the pupil's outcomes before intervention and support

Tended to communicate using one key word.
 Not making expected progress in her Expressive Communication.

Details of the intervention and support

- Pupil A initially had an ALD as a communication aid.
- HLTA created a core ALD board and fringe vocabulary strips in consultation with the Speech and Language Therapist.
- Modelled use of new ALD and encouraged use of it throughout the day during different activities.
- In Autumn 2, high tech Grid on iPad was introduced to replace ALD.
- Learnt how to edit Grid to incorporate new vocabulary to encourage expressive communication through the day and hide the edit function in
- Settings to prevent pupils deleting or changing cells.
- Modelled use of Grid.
- Prompting provided as needed to support learning and enhance sentence structure.

Assessment of Outcomes

- Pupil A made excellent progress in expressive communication and the level of support required reduced.
- With adult modelling by the end of Autumn 1 she was able to use 2-part phrases e.g., 'big shell' in her spoken and aided language with new adults in different learning zones such as reading and construction.
- In Autumn 2 she transitioned very well from low tech ALD to high tech Grid on an iPad. She was able to build and communicate two-part phrases including verbs to communicate what she saw in a photo e.g., 'girl eats'.
- By Spring 1, she was able to use her Grid to communicate in 2-part phrases including verbs and nouns in a variety of activities for example 'throw ball' in soft play, 'eat crisps' in snack. She began to build longer sentences such as 'I want eat noodles' during our sensory story 'Dragon Dance'.
- In Spring 2, she was able to build sentences that have 2 or 3 parts and started to build sentences with different openers. Following previous modelling, she spontaneously commented that 'chickens eat grain' during our sensory story 'A Day at the Farm'.
- By Summer 1, she was using her Grid in the secondary campus that she will be transitioning to in September. For example, during Fun with Food she communicated 'like banana'.



Pupil Premium Case Study 2022-2023

- Over the year she has expanded her vocabulary, increased her sentence length, used her communication aid during many different activities and at a different campus.
- She has become increasingly independent in using it too.

Assessment of termly Outcomes

Autumn 1: Band 7

Summer1: Band 8

Pupil A made 1 band of progress in 1 academic year which is a great achievement.

Overall summary, is that the additional support given by the HLTA to Pupil A, meant that her progress was further enhanced. The HLTA was able to provide sustained specific support across the year to assist her communication skills and liaise with the SALT. Without this additional support, Pupil A would have made progress but potentially not as much as she did with the concentrated HLTA support from the targeted sessions.

Anonymised Case Study – Pupil B

Pupil Details

Gender: M
Age: 12
Year Group: 7
Ethnicity: Black- African
SEND Need:
PPG Eligibility: Yes

Details of the pupil's outcomes before intervention and support

- Pupil B was not developing as quickly in his SEMH targets and building friendships. Pupil B had raised how he wanted to be included in the Grey Court mainstream school and be involved in inclusive activities. The aim, therefore, was for us to make it possible for him to have positive experiences alongside mainstream peers when appropriate to support his social and emotional learning needs.
- I started creating opportunities for gardening inclusion, with Grey Court school years 7- year 9 to work on the allotment and when Pupil B saw older learners from the 14-19 aged class going to the inclusive gardening club with the co-located peers, Pupil B made it known that he would like to be involved and his class teacher agreed that to support his SEMH, it would be useful for me to include him in our regular inclusion opportunity.
- During the first gardening inclusion with supporting staff, he worked very well and seemed to work very well with myself and his supporting TA.
- We went through the rules and safety for being around the Grey Court allotment and Pupil B listened to the clear instructions and key words on what to do when he was gardening. This developed more than just his SEMH skills.

Details of the intervention and support

- I worked closely with the supporting TA, and the information that I received from his Teacher and HLTA.
- This gave me guidance and the level of support I needed to give to B for when we were on the community trip to Grey Court allotment.
- For Summer term he was added to the gardening inclusion at another school site due to the success of this trip. I asked his teacher which EHCP target should be focused on, and with his teacher and we both agreed on his SEMH target.
- This evidence will be assessed Summer 2 and added to Earwig with what B has accomplished (achieved his target!).

Assessment of termly Outcomes

- Work with SRR with HLTA and helping their PPG students, in their class.
- Helped with cross planning and learning zone to Help their PPG students.

- Gave training information with 'fun with food' for Pegasus class to TA.
- Gave resource that 14-19 had grown in class for their learning zone.

- Pupil B working collaboratively with other learners for gardening inclusion.
- Helped with his SEMH target out in the Community.
- He can be added to Gardening inclusion

<ul style="list-style-type: none"> • Gave ideas to their class for cooking and baking lessons. • Supported their learners with a Teams meeting with later in Autumn term to see how they were getting on and made some progress. 	<ul style="list-style-type: none"> • Created planning for Subject for Gardening and Inclusion • Created planning learner of all abilities and PPG learners. (This is on TEAMS Preparing for adulthood). • Café Vanilla at Grey court and being customer for learners. • Worked on all SEMH and well-being for being customers 	<p>at Grey Court allotment for 23-24</p> <ul style="list-style-type: none"> • Will ask if he can have some work experience for Café Vanilla at St Peter form Autumn 23-24.
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Assessment of Outcomes

1. Pupil B had an opportunity to be involved in an activity that he was interested in with pupils from Strathmore and Grey Court School, which developed his voice and choice making which increased his confidence.
2. Pupil B had additional opportunities to work in the community and generalise his skills. Helped him be out in the Community for his EHCP Summer term.
3. Pupil B made expected progress in his SEMH target as well as further developing his Receptive Communication skills as a result of this co-curricular opportunity.
4. Pupil B was a customer for Café Vanila with other peers and different campuses and this gave him an additional opportunity in the area of work experience.
5. Pupil B enhanced his gardening skills developed.

Overall, the impact of the HLTA including Pupil B into the additional community opportunities has increased his SEMH, communication and interaction and independence skills. Pupil B would not have had this opportunity if he was not given the support from the HLTA.

Anonymised Case Study – Pupil C

Pupil Details

Gender:	Male
Age:	9 years old
Year Group:	4
Ethnicity:	Any other Mixed Background
SEND Need:	Speech, Language and Communication Needs, Avoidance
PPG Eligibility:	Yes

Pupil C remembers graphemes in phonics but finds it hard to blend words and needs verbal support.
 Pupil C needs opportunities to be successful in tasks he can find hard e.g., Phonics/ reading.
 Pupil C needs access to Zones of Regulation and timers to support his regulation when frustrated.
 Pupil C has a fear of water and finds swimming very challenging.

Details of the intervention and support

- Using zones of regulation visuals and timers to support Pupil C's regulation when he is frustrated or upset.
- Regular one-to-one reading sessions during target work and reading time on a Wednesday and/or during the week.
- Following discussion with SALT about how best to support Pupil C with his speech and language development, implement any suggested strategies.
- Support Pupil C during swimming lessons and prepare him with a social story.

Assessment of termly Outcomes

Autumn Term

- Pupil C settled well into his new Class.
- With the use of an individual timetable and initial verbal prompts, he soon settled into the routine of Learning Zones i.e. following timetable and retrieving a timer.
- When Pupil C uses a timer for one of the activities in the Learning Zones, he finds it difficult to move on once the timer has finished but the activity is incomplete. With verbal prompting he is being encouraged to move on and to regulate his frustration.
- Attended swimming lessons at Teddington public swimming pool every Friday afternoon.
- Initially found swimming very difficult. He would cry and refuse to get in even with adult support.
- A social story about going swimming was introduced in class and one was also sent home.
- I talked to him about his fears of swimming and offered some solutions – I would go in the pool with him, and steps would be provided to make it easier for him to enter the pool.

- Initially he would enter the pool holding on tightly to me and be a little emotional. With lots of verbal reassurance, he completed the whole session in the water.
- At every session, I would gradually challenge him to do more and hold on to me less. We started to spend some time in the shallow end with him just holding on to the sides or moving in the water just holding on to my hands.
- In time his anxiety of looking forward to the swimming lessons became less – he even said that he was starting to enjoy them!
- On Wednesdays I introduced a 15-20 reading session where all pupils get to read to an adult either one-to-one or in pairs. He read with me during these sessions and during square work. He struggles with blending the whole word.
- He has enjoyed the sand zone which is mostly literacy based. He has practised spelling and writing various words.

Spring Term:

- He has become fully competent at using his individual timetable and a timer during learning zones. He no longer becomes frustrated when the timer has finished.
- During the reading sessions, I noticed him becoming more confident at segmenting and blending and confidently reading familiar words. This has encouraged him to want to read more. Mum also asked for books to be sent home for him to read.
- During square work, we started to work on a speech and language programme supplied by the therapist. This is to help him to consistently produce the last sound of certain words and to make him more aware to try to achieve this.
- When he gets frustrated or upset, he will give himself time out and will use a timer. Sometimes needs to be reminded to use a timer but he accepts this. Once the timer finishes, he returns to the group or to the activity he was doing.
- He has been happy and eager to please.
- This term, along with his class peers, he has been visiting the supermarket once a week to buy ingredients for cooking on Mondays. He is happy to travel by public transport.
- He is broadening his friendships within the class. He will play with different class peers at playtime and during reward time.

Summer Term:

- Pupil C has taken part in community visits to Ham Library and Tesco in Richmond.
- He attended Polka Theatre. He enjoyed this experience but found the music a little too loud. With some verbal assurance, he was able to sit for the duration of the first half (we had to leave early to get back to school).
- Term 2 – he attended horse riding.
- Pupil C has moved from Phase 2 reading books to Phase 3.



Assessment of Outcomes

Pupil C has made progress in all areas.
He is on track to meet his EHCP targets.

Overall summary is that Pupil C was given targeted personalised support with his progress by the HLTA and it had a positive impact on his progress towards his EHCP targets.