



Pupil Premium and Covid Recovery strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	115
Proportion of disadvantaged pupils	29% 33 pupils
Pupil premium funding allocation this academic year	£42,630
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	£42,630
Academic year or years covered by statement	2023/24
Publish date	December 2024
Review date	December 2025
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 Higher-Level Teaching Assistants (HLTAs) lead specific strategies and interventions to ensure that all learners, who are in receipt of the PPG have additional targeted support so that they make expected 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 using 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 half termly, which is moderated by the School Leadership Team. Pupil Premium funding is used to ensure that staff within the school have the appropriate training to use specialist strategies with fidelity. Specialist Strategies include Attention Autism, AAC communication devices, TEACCH, Intensive Interaction and a range of communication and interaction techniques including the use of Assisted Language Displays (ALDs). The HLTAs receive specific training, delivered by professionals linked to the school e.g. SALT, OTs or through externally delivered programmes. Training is necessary for each HLTA to have the skills and knowledge to provide bespoke programmes that will support the learners. The HLTAs 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. Training needs are planned for and budgeted across the year so that the funding is maximised to support as many HLTAs as possible. For example, more than 1 HLTA has needed training in the effective use of ALDs so this has been delivered in a group session. At the end of each academic year, the impact of their support on all pupils who receive PPG funding is documented as case studies. These case studies are anonymised 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 Strathmore learners have Severe Learning Difficulties. Many have multiple or co-conditions, some involving Health and Learning Difficulties.
2	Many Strathmore learners have a diagnosis of Autism Spectrum Condition (Autism) which impacts on their ability to self-regulate and communicate.
3	Those learners in receipt of PPG, have an 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 many parents living a significant distance from school and, with children brought into school by bus, the lack of daily face-to-face contact.
5	Attendance of some 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 in our long-term School Development Plan.	HLTA appraisal targets showcasing increased understanding of specific conditions and diagnosis and evidence of how this knowledge has impacted on interventions and strategies used. Pupil Progress Data. 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.
Learners from Reception to KS3 will develop in all areas within their EHC Plan and have 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 cognition and learning, communication and interaction, SEMH and sensory and physical.	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. Annual Pupil Progress Data.
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.	Progress data evidence achievement. Case studies. Annual Pupil Progress Data.

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:

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

Recruitment and retention of new HLTAs remains a priority as the school is growing and some HLTAs have left Strathmore to pursue their career e.g. 2 to become teachers, 1 to become an Educational Psychologist.	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: TEACCH, Attention Autism, Sensory Regulation, Interoception Programme, Fun with Food, Behaviour Support, Makaton, Intensive Interaction, Team Teach, Assisted Language Displays 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. Training and Experience develops staff as seen in appraisal documentation.	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 the Educational Welfare Officer (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: £

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 to 2024 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 (see Pupil A and Pupil B case studies on our website) 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