

## Pupil premium strategy statement

This statement details our school's use of pupil 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

Detail	Data
School name	Crowdys Hill School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	K.Higham
Pupil premium lead	E.Orchard
Governor lead	T. Casey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,600
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£135,600

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school.
- Ensure all pupils are able to read and develop a joy for reading.
- Pupils develop confidence in their ability to communicate effectively.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context: Our school serves Swindon as a SEN provision school 5-19. Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- **Provide all teachers with high quality CPD to ensure that pupils access effective quality first and SEN teaching.**
- **Focus funding on reducing identified barriers to learning**
- **Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.**
- **Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.**
- **Provide opportunities for all pupils to participate in enrichment activities including sport and music.**
- **Provide appropriate nurture support to support pupils in their emotional and social development.**
- **Our strategies will change and develop based on the needs of individuals and through a range of interventions and support e.g ELSA, THRIVE, CAMHS and TaMHS meetings.**

Key Principals: We will ensure that we help pupils to reduce barriers to engagement, to provide personalised teaching, learning and assessment meets the needs of all of our complex need's pupils. When reflecting upon data and impact leaders will shape pupil premium plans with specific intervention and support for individual pupils. Through reviews we will ensure that pupils will have voice to reflect as part of an on going conversation about support for learning.

## Challenges

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

Challenge number	Detail of challenge
1	Communication skills are very low (well below ARE) in PP pupils on entry
2	On entry PP pupils have limited self-regulation skills
3	PP pupil's attendance is lower than those non-PP
4	KS4 (and KS5 post PP)– PP pupils have lower average (compared to year group) attainments in English
5	KS1-KS5: FSM pupils may be disadvantaged, through lack of funding to access adequate: snacks, drinks, lunches; after school clubs, reading opportunities.
6	Post-CLA pupils may have attachment issues which result in emotional barriers, and engagement difficulties.

## 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
<p>1. <i>PP students to have increased communication skills.</i> All staff training additional communication techniques.</p> <p>Whole school focus – Targeting SALT intervention, focus on incoming pupils.</p>	<p>Pupils closer to age related expectations of communication, and some same or above rate of progress compared to non PP pupils. Over 90% good or above score in subjects. New SALT to work closely with staff to continue to implement techniques and strategies Inset day dedicated to SALT and ELKAN.</p>
<p>2. PP to have increased self regulation (learning capability) measurable through progress reports.</p>	<p>New pupils to access their learning and have minimal incidents of impulsivity. Reduction in PP behaviour points</p>
<p>3. PP pupil to have increased attendance comparable with non PP, Measured through schools attendance analysis.</p>	<p>PP and non PP pupils to have above 95% attendance.</p>
<p>4. KS4 English: PP pupils will have met expected (good or above) targets for English and reading ages will be average or above (compared to year group), measured through data analysis three times yearly.</p>	<p>There will be no significant gap between PP and non PP pupils' attainments in English and reading ages. Over 90% will achieve expected or above progress in English at KS4 and KS5.</p>
<p>5. KS1-KS5: PP pupils to have improved engagement in lessons and access to drinks as needed. No incidents of pupils being hungry. Evidenced through discussion with lunch staff and tutors.</p> <p>All pupils to be able to attend to their timetabled lessons with learning to learn techniques; stable mental health, and/or pupils will have a wealth of well-being strategies to use to keep their anxieties lowered</p>	<p>No incidents of pupils being hungry, due to lack of appropriate food or drinks. Pupils to have few incidents relating to anxieties linked to pandemic; attendance to show no significant gaps; year 11 pupils to have reached expected external accreditations.</p>
<p>6. For post-CLA pupils to have a rapid response to issues cropping up, such as fight/ flight/ freeze/ submit responses, and emotional negativity from previous trauma.</p> <p>Develop pupils emotional and academic resilience and self-regulation</p>	<p>For all identified pupils to be able to access all lessons, progress as expected, and have social access in all respects, in line with their peers. An increase in student self-esteem and resilience. Positive social interaction and engagement across the school.</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

**Total Budgeted cost: £90,460**

Activity and costs	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Training of all staff in additional communication techniques</b> SALT team to organise Sign a long dissemination and support. Continue whole school focus on communication - Individual classes targeted for SALT intervention £8,000 Aided language books and staff training £3,000</p>	<p>Staff will be trained in use of: now and next boards; Sign a long; use of PECS in the classroom (Primary), and develop their implementation of how to develop verbal communication in cooperation with the SALT team. (3 SALT staff trained) Based on evidence from the EEF, stating that language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning.</p>	<p>1</p>
<p><b>Staff training in improving literacy in lessons.</b> Focused literacy support for targeted PP pupils, special focus year 8 and 1:1. Extra support for literacy in tutor time, little and often. Continue with Literacy interventions £35,060 Use if IXL to identify gaps and encourage independence Impacts will continue to be monitored and analysed three times a year. Encourage a wider use of IXL £2,375 Embed Twinkl Phonics across the school. Staff training sessions. Twinkl Phonics £6,720</p>	<p>EEF and DfE has reported research reviews on literacy interventions. 1:1 support has shown the best results for effective literacy support; and that support should be sustained and repeated for over ten weeks to be effective. The interventions we use have been tried and tested to produce robust results in improving pupils reading and comprehension skills.</p>	<p>4</p>
<p>Liaison with parents to ensure smooth transitions. Higher frequency of ELSA/ social skills/ tutor counsellor sessions to focus on well-being.</p>	<p>The school has used research from Professor Carpenters recovery curriculum, EEF recommendations, and advice from other headteachers across the borough, to develop a bespoke curriculum</p>	<p>6</p>

<p>Counsellor full time £32,305</p> <p>Yoga, well-being, movement and friendships sessions for all £3,000</p>	<p>and allow for a phased return if needed for individuals. ELSA staff training.</p> <p>Employed Counsellor</p> <p>Yoga is proven to promote well-being. PSHE programme focused on well-being as recommended by the DfE.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: Thrive licence renewal = £772**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training in developing children’s awareness of their own actions, and self- control.</p> <p>Staff training in de-escalation techniques, Newly appointed Thrive lead and Primary lead to continue to identify training opportunities. Continue to embed across whole school and develop whole school ethos.</p> <p>Introduce the Thrive approach across the school. Further Thrive Practioner training- two additional trainers (7 Trained practioners )</p> <p>CPD – Thrive Inset Min Target 10 Points</p> <p>Oct 2023 - Thrive Licence renewal £772</p> <p>Social skills time tabled and provision and interventions.</p> <p>All new students baselined by Christmas 2023. All new PP students requiring 1:1 identified to year group practioner.</p>	<p>EEF research has shown that in early years, efforts to improve self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.</p> <p>De-escalation techniques and 1:1 support for anxious pupils have been recommended by the EEF toolkit.</p> <p>Reduced referrals.</p> <p>Zones of regulation applied.</p>	<p>2</p>



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

**Budgeted cost: Total £44,368**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead for attendance to closely monitor attendance and put support in place quickly as needed. £32,761	NfER briefing identifies addressing attendance as a key step in improving academic progress. Aim: 90%	3
Breakfast club- free and in place (not funded by PP) Water fountain- free and in place (not funded this year by PP) After school clubs- available to all, PP pupils can get transport in agreement with leaders. Residential trips and school day trips - on an individual basis, in agreement with headteacher. £3,000 Fruit available for all in the hall daily £2,000	EEF: The evidence indicates that, on average, pupils make two additional months' progress per year. There is some evidence that disadvantaged pupils benefit more, making closer to three There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.	5
ELSA sessions for targeted pupils as needed throughout the year £3,303 Train staff in attachment issues and teaching of pupils with emotional dysregulation. Thrive trained practitioners.	Attachment issues continues to be high. Attachment issues are well documented to be present for many CLA and post CLA children.	6
Thrive assessments for concern students. Whole school Thrive approach from all staff to assist with de-escalating and regulating pupil emotions. Targeted interventions/support sessions. £3,304 VRF's displayed in all classrooms, staff follow up.	There is growing evidence that the brain develops through personal and social interaction. ... Current neuroscience research attachment theory and child development have highlighted the need for working with children and young people in a way that supports optimal social and emotional development. The Thrive Approach can equip staff to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.	6

**Total budgeted cost: £135,600**

## 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.

#### Increasing communication skills

All staff training on increasing communication skills and the SALT team delivered sign along training (E.g. T.A training provision) weekly and disseminated further support. This support and strategy based upon EEF evidence for verbal expression. Year 7 and 8 were identified as higher need. Over 90% achieving good or above progress in their subjects. Quality Assurance on communication: 100% staff aware of SALT targets for individuals. Pupil comprehension and reading – little difference in comprehension between non PP and PP.

#### Increasing pupil self-regulation

Whole staff training in THRIVE and developing children's awareness of their own actions and self-control including de-escalation techniques. Thrive lead appointment July 2022. Zones of regulation training for staff and focus on THRIVE approach. Better understanding of emotional state to begin to self-regulate. No significant differences in behaviour identified in PP pupils. Strategies now widely used across the school with success.

#### Increased attendance and engagement

Due to Covid there was obvious disruption to attendance and this was still ongoing last year. Despite this there were no significant gaps identified in PP and non-PP attendance. In June 2022 an Attendance manager was appointed deploying resources to maintain positive attendance attitudes.

### KS4 achieve expectations

Staff training focused on literacy in lessons and focused extra support for targeted PP pupils. Extra support for little and often strategies in tutor time supported by increased use of IXL software to support literacy and Maths. IXL use enabled greater diagnosis of pupils weakness and further targeting. Reading lead identified and supported extra literacy support. Significant increases in individual reading ages. No significant differences with PP and non-PP.

### PP improved engagement in lessons

Access to water and supplied food meant that pupils have good start to the day after breakfast club (non PP funded) and that no pupil go hungry in a school day. Attendance of PP and non PP on school trips the same as in other opportunities provided for pupils. EEF evidence indicates that on average pupils make two additional months progress per year. Some evidence that disadvantaged pupils benefit more, making closer to three months. Behaviour support manager analysis behaviour reports on SIMS. During COVID additional food parcels and support for families.

### Post CLA and PP to have rapid response to issues arising.

ELSA sessions carried out for targeted pupils and this demand continues to be high. ELSA lead ensured access for PP. No significant difference between needs for PP and non-PP in terms of use of this service. School counsellor is available for identified pupils and demand for sessions is high.

## Externally provided programmes

Programme	Provider
Thrive Training	Thrive
Twinkl Phonics	Twinkl
Counselling Support	Internal
ELSA Training & Support	ELSA & Internal

IXL	IXL Learning
Nessy Learning	Nessy Learning
Purple Mash	Purple Mash

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included into PP funding. No individual needs identified for extra funding (2 pupils).
What was the impact of that spending on service pupil premium eligible pupils?	