



# **Pupil Premium Strategy Statement 2023-2024**



## Pupil Premium Strategy Statement 2023-2024

This statement details The Avenue 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

Detail	Data
School name	The Avenue School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	31 pupils - 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	
Date on which it will be reviewed	Annually
Statement authorised by	Rachel Rai - Head Teacher
Pupil premium lead	Rachel Rai - Head Teacher
Governor / Trustee lead	Amanda Moorghen Trustee - Quality of Education

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	42,165.00
Recovery premium funding allocation this academic year	22,752.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<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	64,917.00

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from thriving. The challenges are varied and there is no “one size fits all”.

All pupils attending The Avenue School have an Education and Health Care Plan (EHCP). This strategy plan brings into focus the priorities and actions required to eliminate barriers to pupils’ learning, progress and welfare.

Avenue School intend to provide opportunities for our disadvantaged pupils that will allow them to have equity in outcomes with those who are not disadvantaged. This equity will be in terms of academic achievement as well as access to enrichment activities and holistic learning that develops values and characteristics such as confidence, resilience and aspiration. We aim to provide our disadvantaged learners with the tools to become successful contributors to society and to prepare them for achieving their potential in the next steps of their educational journey.

Our current pupil premium strategy plan uses the funding provided to support identification through assessment, then targeting of, gaps in learning. We choose the most appropriate style of intervention and the best qualified staff to carry them out depending on the child, their family context and the needs identified. We measure the impact of these interventions and use this to develop the next steps.

The funding is also targeted at making sure that no child misses out on an opportunity to develop their cultural capital because of financial reasons including extra-curricular activities, clubs and visits.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

While the positive benefits of this funding may have wider impact across the school, through improved quality of teaching or other ‘non-disadvantaged’ children sharing in the interventions for ex-ample, there will always be at its core, significant benefit to our disadvantaged children in every aspect of this plan.

- We recognise this additional funding needs to be precisely targeted towards our disadvantaged pupils in order they have the same chances of success at school and their future as their non-disadvantaged peers.
- Knowledge about our pupils needs and barriers is informed by their EHCP, records about their achievement in school work with their families and other professionals. We use this in-formation to shape our strategy. As an example, evidence indicates that some parents and carers benefit from additional support in knowing how to help their children to learn and make progress. Furthermore, some of our disadvantaged pupils are likely to have to less access to cultural and arts activities and community events due to their disability and/or for socio economic factors. Consequently, reducing opportunity to develop their conceptual under-standing of the world around them through hands-on experiences.

To overcome these barriers our premium strategy focuses on ensuring all disadvantaged pupils are:

- Taught by well qualified teachers with expertise in special needs education.
- Able to access the right educational pathway, enrichment experiences and qualifications to support their next stage in education, training or employment.
- Supported to access enrichment experiences and opportunities outside school.
- Provided with timely support to meet social, emotional and mental health needs.
- Provided with specialist support and/ or therapies, in line with their EHCP including NHS practitioners, Educational Psychology and Social Care.

- Provided with a curriculum that promotes social, emotional and/ or mental health development and life skills including about how to stay safe.
- Effectively taught the knowledge and skills to develop communication and early reading.
- Supported for learning at home to through our family support offer for parents and carers.
- Able to develop their self- esteem and confidence through our pupil centered approach.

At the heart of our approach is high-quality teaching focussed on the areas where our disadvantaged pupils require the most targeted support. This is always based on robust diagnostic assessment of need, and access to a broad and balanced curriculum.

Knowledge about our pupils learning, their EHCPs, work with their families and other professionals tells us that parents and carers also benefit from support in:

- Knowing how to help their child/ren to make good progress at school
- Developing their independence for their child's daily living.

Our dedicated team works in close partnership with parents, carers and staff to support pupils' learning, progress and welfare. They are critical to ensuring our pupils are supported to attend school regularly and supporting families to achieve this.

The key principles of our strategy are that 100% of our disadvantaged pupils:

- Gain the right knowledge, skills and qualifications to effectively secure progression to their next stage in education, training, employment or supported living.
- Make strong and sustained progress in line with their EHCP objectives.
- Develop confidence and self-esteem to prepare them for transition to their next stage or adulthood, to lead safe, happy and fulfilling lives.
- Progress to their next stage in education, training, employment or supported living
- Make strong progress in line with their education and health care plans
- Gain qualifications to support access to their next stage in education, training or employment.
- Develop as individuals with a firm sense of self-worth and identity with skills in place to prepare them for the transition to adulthood.

Our strategy is integral to wider school plans for education recovery. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer the relevant skills and experience each child requires to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental wellbeing, increase in positive behaviours towards learning and self esteem
2	Develop communication of pupils and ensure pupils can access and use communication methods to indicate their wants, needs and choices
3	Understand and address the gaps in achievement in communication, maths, writing and reading (phonics)
4	Develop and enhance independent living and life skills, at home and at school in preparation for adulthood
5	Ensure opportunities to access enrichment in and out of school e.g. cultural, arts and community events

## 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 support pupil's social, emotional and mental wellbeing, increase in positive behaviours towards learning and self esteem	<p>All disadvantaged pupils' Personalised Intervention Plans (PIPs) and Pupil Behaviour Support Plans (PBSP) detail support from other agencies, developed along-side EHCPs and informed through a pupil centred approach. Staff are able to evidence impact of their teaching and support through close monitoring and tracking.</p> <p>Pupils will show positive attitudes towards school and learning, and this will be reflected in the number of behaviour incidents as well as in reports.</p> <p>Leaders' monitoring of behaviour shows disadvantaged pupils are not disproportionately represented in incidents of any kind including bullying.</p> <p>Weekly behaviour monitoring consistently demonstrates that incidents (including RP), pupils are provided with debrief opportunities and provision is adapted post incident.</p> <p>The vast majority of parents/carers (85%) feedback shows they are happy with the welfare support their child receives (survey evidence).</p> <p>Pupils will have access to therapeutic provision, which is essential to encourage positive learning behaviours and progress in line with their peers. Therapeutic provision will lead to greater self-esteem and ability to contribute meaningfully and safely to society.</p> <p>The vast majority of pupils (85%+) are increasingly equipped to apply skills and strategies to self-regulate.</p> <p>Staff can demonstrate that planning and teaching incorporates strategies and curriculum to support emotional and social aspects of learning and the impact it is having on their pupils.</p> <p>Evidence of leaders' monitoring shows positive, engagement in lessons and at other times of the schools for disadvantaged pupils.</p> <p><b><i>Classroom environments and activities routinely promote positive behaviour.</i></b></p> <p><b><i>Evidence:</i></b> PIPs, PBSP, EHCP Annual reviews, therapy reports, parent feedback, Ofsted Parent View online, scrutiny of lesson planning and curriculum delivery, home school link communication books, leaders' weekly behaviour &amp; RPI monitoring, leaders' monitoring via learning walks, analysis of assessment information. Feedback from (external) education quality reviews.</p>
To develop communication of pupils and ensure pupils can access and use communication methods to indicate their wants, needs and choices.	<p>Pupils will have increased communication and opportunities to access technology to enhance teaching and learning, and impact on progress and outcomes.</p> <p>Personalised Intervention Plans (PIPs) developed to incorporate and indicate communication strategies i.e. Makaton, PECs.</p>

	<p>SaLT team monitoring the expected progress against targets.</p> <p><b><i>Pupils can access and use communication methods to indicate their wants, needs and choices. Staff can demonstrate that pupils are equipped with tools to communicate any worries or concerns in a way that is understood by the staff working with them.</i></b></p> <p><b><i>Evidence:</i></b> PIPs, PBSP, EHCP Annual reviews, therapy reports, parent feedback, Ofsted Parent View online, scrutiny of lesson planning and curriculum delivery, leaders' weekly behaviour &amp; RPI monitoring, leaders' monitoring via learning walks, analysis of assessment information and pupil work. Feedback from (external) education quality reviews.</p>
To understand and address the gaps in achievement in communication, maths, writing and reading (phonics)	<p>Leaders monitoring about curriculum implementation (learning walks, pupil work, progress data, pupils survey and feedback) demonstrates that disadvantaged pupils are largely engaged in their learning and self - regulation is evident.</p> <p>Strong curriculum impact is evident in pupils' achievement and demonstrated in pupil progress meetings - with no gap between the disadvantaged pupils and their peers</p> <p>Leaders' monitoring of curriculum implementation evidences that:</p> <ul style="list-style-type: none"> <li>- Phonics and numeracy teaching are sharply focused on pupils' individual needs and opportunities for to apply their knowledge and skills to other curriculum areas and life skills</li> <li>- Pupils' families are equipped to support their child/ren at home with reading, writing and numeracy.</li> <li>- Those pupils who require additional support for the above (to accelerate progress) are in receipt of the right support.</li> </ul> <p>Data will report that the pupil premium pupils are performing in line with the rest of the school and shows progress related to pupil expectations. Those pupils able to access national tests and qualifications including the Year 1 and 2 phonics check, ASDAN, Functional Skills, GCSEs, vocational and other - attain their ambitious targets set by school leaders.</p> <p>Ensure aspects of the PSHE education programme that develop pupils' awareness of personal safety and provide them with strategies to keep themselves safe.</p> <p><b><i>Evidence:</i></b> Assessment, phonics progress data, learning observations, parent feedback, home communication/reading records, Foundation for Phonics assessments, mathematics/numicon monitoring, family attendance at workshops and events.</p>
To develop and enhance independent living and life skills, at home and at school in preparation for adulthood	<p>100% of families of disadvantaged pupils are enabled to support their child at home with life skills. Those not able to attend are supported through online sessions.</p> <p>Attendance rates will stay above the national average for special schools. There will be no gap in rates of attendance or persistent absence between our disadvantaged pupils and their peers.</p> <p>The vast majority of parents/carers' (85%+) feedback shows they are happy with their child's progress in life skills.</p>

	<p>The vast majority of pupils (85%+) who are able to, say they are happy with their progress in life skills and can demonstrate this in a range of environments. Those who require additional support to accelerate progress are in receipt of the right support.</p> <p><b>Evidence:</b> Annual reviews, Destinations, attendance, pupil and parent surveys/feedback, Ofsted view</p>
To ensure opportunities to access enrichment in and out of school e.g. cultural, arts and community events	<p>All disadvantaged pupils are enabled to access school clubs, trips, visits and enrichment activities - <i>attendance rates are high (85%+) for pupils' targeted' for this provision.</i></p> <p>100% of disadvantaged pupils will gain access to a range of arts and cultural activities throughout the year.</p> <p>Education enhanced through increased enterprise initiatives, school clubs and access to outdoor activities off site to build self-confidence.</p> <p>Knowledge and skills gained from the above will be generalised to other aspects of the day and recorded in class reports including:</p> <ul style="list-style-type: none"> <li>• Knowledge of visual artists and genres</li> <li>• Knowledge of musical genres and specific instrumental skills</li> <li>• Turn-taking, sharing, group work and participation</li> <li>• Evaluation skills and ability to make improvements</li> </ul> <p><b>Evidence:</b> Awards accreditation secured and maintained, learning observations, school club attendance, pupil and parent surveys/feedback, Ofsted view</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

Budgeted cost: **£32,540.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed enrichment provision	<p>Enrichment programme offer enhanced opportunities</p> <ul style="list-style-type: none"> <li>• to engage in the arts</li> <li>• take part in physical activity</li> <li>• become involved with enterprise</li> <li>• develop pastimes</li> <li>• participate in spiritual/ moral opportunities</li> </ul> <p>Pupils have opportunities for community learning according to their individual needs.</p>	<p>£17,426.00</p> <p>1,2,4 and 5</p>
Provide Makaton and PECs training for all staff	<p>Developing effective communication for our pupils is at the heart of our curriculum. Signing is a means of communication for non-verbal pupils (approx. 82% of the cohort (primary and secondary pupils) at The Avenue are non-verbal). Please see <a href="https://www.makaton.org/TMC/About_Makaton/What_is_Makaton/Who_uses_Makaton/TMC/About_Makaton/Who_uses_Makaton.aspx?hkey=37368a07-4191-459f-9576-47bd40bb8c7c">https://www.makaton.org/TMC/About_Makaton/What_is_Makaton/Who_uses_Makaton/TMC/About_Makaton/Who_uses_Makaton.aspx?hkey=37368a07-4191-459f-9576-47bd40bb8c7c</a></p> <p>Research has also demonstrated a link between signing and language development. This academic year we will be developing and training further staff to build more expertise across the school.</p>	<p>£2,723.28</p> <p>1,2 and 3</p>

	<p><a href="https://www.pecs-unitedkingdom.com">PECS Level 1 Online - PECS Level 1 (October 2022) Workshop ID: 394 (pecs-unitedkingdom.com)</a></p> <p>The primary goal of PECS is to teach functional communication. Research has shown that some learners using PECS also develop speech. The body of research supporting the effectiveness of PECS as an evidence-based practice is substantial and continues to expand, with more than 190 research articles from all over the world. PECS consists of six phases and begins by teaching an individual to give a single picture of a desired item or action to a “communicative partner” who immediately honours the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to use modifiers, answer questions and comment.</p>	
Ensure consistent and effective application of Numicon programme across the school to underpin the mathematics curriculum including revised CPD for staff and focus for leaders’ monitoring.	<p>Effective whole school implementation of Numicon has been proven to have a positive impact on children’s mathematics achievement. Please see <a href="https://global.oup.com/education/content/primary/case-studies/pages/numicon_case_studies?region=uk">https://global.oup.com/education/content/primary/case-studies/pages/numicon_case_studies?region=uk</a>.</p> <p>Numicon evidently focuses on active, practical approaches consistent with needs of SEND pupils. Please see <a href="https://global.oup.com/education/content/primary/series/numicon/send/?region=uk">https://global.oup.com/education/content/primary/series/numicon/send/?region=uk</a>.</p>	<p>£920</p> <p>1,2 and 3</p>
Provide opportunities to engage in learning to develop an understanding of money and the application of skills to build financial awareness i.e. school shop – including CPD for staff and focus for leaders’ monitoring.	<p>Developing pupils understanding of managing money through financial education, supporting preparing for adulthood pathway programme.</p> <p>Pupils have opportunities to apply mathematical skills to real life shop experiences.</p> <p>Continuous professional development of all those leading or delivering financial teaching, assessing children’s progress and supporting children who are at risk of falling behind the expected pace of the programme is essential to the success of the strategy.</p>	<p>£2,759.64</p> <p>1,2, 3 and 4</p>
Provide a language rich environment and additional training for all classroom staff in Foundation for Phonics – Letters and Sounds, Little Wandle with CPD for staff and focus for leaders’ monitoring. Broker external expertise from Letters and Sounds – Little Wandle.	<p>The DfE stated in April 2021 that ‘high-quality training is an essential element of an SSP programme and is key to ensuring it is effectively implemented with fidelity and consistency’ <a href="https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation">https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation</a></p> <p>Continuous professional development of all those leading or delivering phonics teaching, assessing children’s progress and supporting children who are at risk of falling behind the expected pace of the programme is essential to the success of the strategy.</p> <p>The programme evidently focuses on active, practical approaches consistent with needs of SEND pupils. Please see <a href="https://www.littlewandlelettersandsounds.org.uk/whats-included/send/">https://www.littlewandlelettersandsounds.org.uk/whats-included/send/</a></p>	<p>£2,759.64</p> <p>1,2 and 3</p>



Workshops and information sessions for parents and carers – early reading, phonics, writing and maths	<p>The DFE research and analysis (May 2021) highlighted parents and carers relevance in participating in decision-making for their child's special educational provision. See:  <a href="https://www.gov.uk/government/publications/supporting-send/supporting-send">https://www.gov.uk/government/publications/supporting-send/supporting-send</a></p> <p>A review of evidence published by the Education Endowment Foundation (EEF) in 2019 showed how parental engagement can have a positive effect on a child's academic attainment. See:  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf</a></p>	<p>£1,273.68</p> <p>1,2, 3 and 4</p>
The Director of Inclusion and Lead Behaviour Analyst develop staff skills in providing high quality teaching using the principles of Verbal Behaviour that impact on the achievement of individual pupil PIP targets.	<p>Verbal Behaviour approaches are widely understood to have a very positive impact upon pupils with autism. Naturalistic Teaching approaches are effective in promoting the generalisation of language skills.</p> <p>This finding is clear and consistent with multiple replications (see, Carbone, Sweeney-Kerwin, Attanasio &amp; Kasper, 2010; Albert, Carbone, Murray, Hagerty, &amp; Sweeney-Kerwin, 2012; Sweeney-Kerwin, Carbone, O'Brien, Zecchin &amp; Janecky, 2007; Alpert &amp; Kaiser, 1992; Angelo &amp; Goldstein, 1990; Cavallaro &amp; Bambara, 1982; Charlop, Schreibman, &amp; Thibodeau, 1985; Hart &amp; Risley, 1975; Hemmeter &amp; Kaiser, 1994; Kaiser, Yoder, &amp; Keetz, 1992; McGee, Krantz, &amp; McClannahan, 1985; Rogers-Warren &amp; Warren, 1980; Warren, 1992; Warren &amp; Bambara, 1989; Warren &amp; Gazdag, 1990; Warren &amp; Kaiser, 1986; Warren, McQuarter, &amp; Rogers-Warren, 1984; Yoder, Kaiser, &amp; Alpert, 1991.</p>	<p>£1,253.16</p> <p>1,2, 3 and 4</p>
Integrated programme of training for staff to develop understanding and methodology of Verbal Behaviour approaches – including clear induction training and Verbal Behaviour pathway programme.	<p>Early and intensive behavioural intervention (EIBI) has been firmly established and disseminated as one of the most effective treatments for early childhood autism. This is often followed by ongoing teaching based on the principles of Applied Behaviour Analysis. A number of practitioners now employ additional research to support this approach in which the language curriculum is organised and taught according to Skinner's (1957) Analysis of Verbal Behaviour. In this approach a large focus is placed on functional language skills and the generalisation of skills taught in any intensive setting (i.e., ITT) into the natural environment.</p> <p><i>Evidence from Education Endowment Foundation supports Mastery Learning (ITT) as having very high impact upon pupil outcomes.</i></p> <p><i>At The Avenue school each pupils receives 1-2, 30-minute ITT session in a 1:1 or 2:1 setting per day, unless this becomes and inappropriate form of learning (i.e. pupil is able to access group learning or learning based of functional skills and self-help skills becomes a primary focus.</i></p>	<p>£1,392. 40</p> <p>1, 3 and 4</p>
Provide additional Verbal Behaviour Consultancy and support to ensure staff are fully equipped to deliver individual Verbal Behaviour programmes.	<p>Verbal Behaviour consultancy provides staff with facilitated support to increase their teaching ability. The focus on teaching ability is intended to include a broad range of skills including instruction, classroom management, assessment, behaviour management and lesson planning.</p> <p>The focus is on teaching ability and integrity, rather than merely knowledge. Training is based on the Behaviour Skills Training model, ensuring that skills are modelled, and staff are observed performing these skills to mastery. This training is completed in the natural environment with pupils present so staff skills can be shaped in the moment and feedback can be immediate.</p>	<p>£1,320.00</p> <p>1, 3 and 4</p>

	<p><i>Miltenberger, 1997; Reid, Parsons &amp; Green, 2012; Parsons &amp; Rollyson, 2012.</i></p> <p><i>'What are the characteristics of effective teacher professional development? A systematic review and meta-analysis', 2021</i></p> <p><i>Authors: Sam Sims (UCL), Harry Fletcher-Wood (Ambition Institute), Alison O'Mara-Eves (UCL), Sarah Cottingham (Ambition Institute), Claire Stansfield (UCL), Jo Van Herwegen (UCL) and Jake Anders (UCL)</i></p>	
To maintain clear assessment systems that highlight gaps in learning, allowing children to catch up and make good progress.	The EEF say, "Robust baseline assessments, including those used for diagnostic purposes, can provide a useful picture of what a child knows or can do at a certain point in time, as well as gaps in their learning. This information should be used to inform subsequent teaching and learning activities."	<p>£712.50</p> <p>1, 2 and 3</p>

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

Budgeted cost: £22,605.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional ICT Grid devices to help some of our disadvantaged cohort who need further support in using technology.	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p> <p><a href="https://educationendowmentfoundation.org.uk/Using-Digital-Technology-to-Improve-Learning">Using Digital Technology to Improve Learning   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>£4,048</p> <p>1,2,3 and 4</p>
<p>Raising profile of reading and Foundation phonics implementation.</p> <p>Reading and Phonics resources for targeted interventions.</p>	<p>Last year the school appointed a member of staff with a teaching and learning responsibility for improving phonics which has led into greater capacity, development of resources and support for teachers.</p> <p>A review of studies in England by the education Endowment Foundation indicated that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>£2,759.64</p> <p>1,2 and 3</p>
Raising profile of maths and use of teaching resource Numicon.	Last year the school appointed a member of staff with a teaching and learning responsibility for improving maths lessons following the National Curriculum or be part of a cross-curricular, thematic approach to teaching and learning for pupils who have more complex learning difficulties. The Numicon approach is multi-sensory, using apparatus and focusing on Action, Imagery and Conversation.	<p>£2,759.64</p> <p>1,2 and 3</p>

	<p>Effective whole school implementation of Numicon has been proven to have a positive impact on children's mathematics achievement. Please see <a href="https://global.oup.com/education/content/primary/case-studies/pages/numicon_case_studies?region=uk">https://global.oup.com/education/content/primary/case-studies/pages/numicon_case_studies?region=uk</a>.</p> <p>Numicon evidently focuses on active, practical approaches consistent with needs of SEND pupils. Please see <a href="https://global.oup.com/education/content/primary/series/numicon/series/?region=uk">https://global.oup.com/education/content/primary/series/numicon/series/?region=uk</a>.</p>	
Tutoring using the National Tutoring Programme – pupils receive additional intervention either 1:1 or part of a small group from a member of staff in their class	EEF says: "There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial."	<p>£4,230.00</p> <p>1,2 and 3</p>
Transition to Year 1 curriculum	A Year 1 transition plan embedded to allow children to complete the EYFS curriculum and achieve GLD before moving on to the KS1 curriculum building on solid foundations, including parents and carers.	<p>£1,567.50</p> <p>1,2,3 and 4</p>
Class support allocations in each class allow for targeted, therapeutic and personalised support aligned with pupils EHCP and Personalised Intervention Plans (PIPs)	Class team structure enables pupils to receive personalised support to ensure pupils needs and wants linked to EHCP targets. Class support team provide targeted support to work with pupil and teacher to deliver on speech and language, and occupational therapist recommendations, including providing a SALT, OT, leadership and Positive Behaviour support link.	<p>£7,240.48</p> <p>1,2,3 and 4</p>

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

Budgeted cost: **£9,803.34**

Activity	Evidence that supports this approach	Challenge number (s) addressed
To build and maintain positive home-school relationships, to best understand pupils and families - including challenges they may face that lead to low, or fluctuating, attendance/ punctuality.	<p>Case studies of key pupils - with a previous trend of low attendance/punctuality - now with supportive strategies in place, demonstrating an improvement.</p> <p>76% of pupils arrive to and from school via Brent SEND transport.</p> <p>44% of pupil have the support of Brent social care and a care-package in place (applications made by the school) - supporting the home and wider life of the family, including pupils' routine and sleep.</p>	<p>£4,039.88</p> <p>1,2,3,4 and 5</p>

	<p>Pupils with medical needs have good attendance: no persistent difference in attendance, when compared to peers without medical needs.</p> <p>Work with families and Brent SEND transport service, to ensure all pupils are supported in getting to school each day/on time.</p> <p>Refer families to/ liaise with social care (children with disabilities team), in order arrange a suitable care-package, to support needs of pupils and families (affecting day to day life/routine).</p> <p>Work with NHS/school nursing team, to address and support pupil's wider needs - including health.</p>	
Focus on supporting mental health for pupils and assistance with managing medical conditions in school.	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood <a href="#">Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</a></p>	<p>£2,019.94</p> <p>1,2,4 and 5</p>
Promoting partnership working between home and school. Ensuring outstanding home learning offer.	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p> <p>Booth, Keenan &amp; Gallagher, 2018; Lafasakis &amp; Sturmey, 2013; Reitzel, et. al., 2013</p>	<p>£1,371.76</p> <p>1,2,4 and 5</p>
1:1 support for pupils to engage in opportunities to access the community and build towards independent travel training in the future to PfA.	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: <a href="#">Department for Education(publishing.service.gov.uk)</a></p>	<p>£1,371.76</p> <p>1,2,4 and 5</p>
Educational visits	<p><a href="https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf">https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf</a></p> <p>Educational visits are activities that are planned for and arranged by the class teacher in agreement with the Headteacher. These activities take place outside of school and support the personal, social and emotional development and life-skills of our students and enhance the understanding and learning of the curriculum. They provide a wider range of experiences for our pupils and enable them to learn and practice learnt skills in new environments.</p> <p>Educational visits have learning intentions for each pupil and these are evaluated regularly to show progress.</p> <p>The Joseph Rowntree Foundation, 2007 identified that young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers. Through their lack of participation in out-of-school activities, young people in poverty are denied important learning experiences, which may affect their engagement in the more formal learning in school</p>	<p>£1000</p> <p>1, 4 and 5</p>

**Total budgeted cost: £64,948.90**

## 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.

This year 11 pupils were eligible for the National Tutoring Programme and a further 23 pupils were identified to receive the support provided by this grant. These pupils were selected on the basis of need which was identified as suitable for catch up support. Tutoring support included:

- Training in pairing
- 1:1 and 1:2 small group tutoring
- PIP training
- Verbal Behaviour Training
- Data recording

Foundation for Phonics continues to be developed across the school with further staff training planned for 2023-2024, including providing parents and carers with information to support pupils at home. Foundation for Phonics was fully implemented in September 2023 and is delivered to all pupils across the school. Further staff training is planned for February 2024 to ensure integrity to the programme and ongoing staff development and expertise. Leaders have invested time, resources, and expert support to adapt the programme to suit our pupils' special needs and to ensure they can access e.g., planning has been modified and realigned to support the needs of pupils whilst using the core elements of Foundation for Phonics.

Attendance over the year indicates positive impact of pupil premium activity with 90% of attendance of PP pupils significantly broadly in line with non-PP pupils.

*All people who work in this school do so with much enthusiasm and tremendous care for every pupil. Pupils' working relationships with adults are exemplary. Staff celebrate with pupils whenever they succeed in gaining knowledge and skills. As a result, pupils learn to enjoy studying, and they make a big effort to achieve. The school has created a unique approach to managing behaviour. It is sharply focused on helping pupils to engage positively with their work and gain the skills to socialise effectively. As a result, there is a highly purposeful atmosphere across the school. (Ofsted 2023).*

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### Further information

Our Pupils Premium strategy forms only a part of the support we are providing to our disadvantaged pupils and their families. The Team often host workshops for families to enable them to support the learning and engagement of their children at home. The value of this support has been recognised by parents and carers and other stakeholders. Disadvantaged pupils are at the forefront of the safeguarding officers to ensure their emotional wellbeing is being supported.

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working with organisations that will provide community enrichment activity such as horse-riding, skiing, swimming
- Community access activities e.g. shopping, visiting cafes

In reviewing and planning our 2022/23 pupil premium strategy, we continue to consider the intersection between socio-economic disadvantage and SEND.

We continue to put in place strong expectations around areas of effective practice, notably the provision of feedback (identified by the EEF Toolkit). We continue to have sharp focus on supporting teachers to develop their professional practice, train in specialist areas, and enable them to develop expertise and share this with other staff.