

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Shepherds Down School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	45/159 = 28%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Debby Gooderham
Pupil premium lead	Ed Potterton
Governor lead	Bev Jewkes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,985
Recovery premium funding allocation this academic year	£5655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20266
<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	£79906

# Part A: Pupil premium strategy plan

## Statement of intent

*The ultimate objective for all our children is to ensure that they all make progress from their individual starting points in all areas, including cognitive, communication and emotional regulation skills and are enabled to be as independent as possible in their life. This strategy supports this objective by providing the necessary staff training, small group teaching, targeted support, necessary resources and equality of opportunities and access to the community to all children, to ensure any challenges to progress are addressed.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1.	Behaviour issues linked to attachment, low self-esteem and self-confidence
2.	Communication difficulties, non-verbal, limited language and understanding, social communication difficulties
3.	Challenges with implementing communication and behaviour strategies and generalising skills, such as reading in the home
4.	Challenges with sensory regulation, following adult direction, attention skills and engagement in learning due to particular learning needs.
5.	Extra-curricular opportunities and access to the community beyond the school environment being inaccessible/ limited, including limited access to outside spaces/gardens
6.	Access to enrichment activities in school such as residential, limited due to finances

## 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 ensure all the adults have the necessary skills and knowledge to implement key teaching strategies and support the development of communication and manage behaviour which is challenging	Every child makes progress from their starting points on the recommendations from their annual review in the aspects of cognition, communication, PSD and physical/sensory processing.
To provide targeted support to develop communication, behaviour and emotional literacy skills	
To provide the necessary resources to support emotional regulation and to motivate and engage children in their learning.	
To support the generalising of skills into the home, particularly reading or communication.	Parents feedback increased generalising of reading/communication skills within the home.
To ensure all children have access to outside spaces, opportunities to participate in trips, and extracurricular activities.	All children are able to access learning outside and enrichment activities within the school

## 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a staff training twilight programme which covers all the key teaching strategies used within the school.	Teaching Assistant Intervention <b>+4</b>	1 & 2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group and individual teaching of communication skills by a highly skilled LSA, including support for communication within the home	Individualised Instruction <b>+4</b> Oral Language Interventions <b>+6</b>	2 & 3
Provide targeted support to develop sensory processing skills and emotional literacy	Behaviour Interventions <b>+4</b> Social and Emotional Learning <b>+4</b>	1 & 4
Provide 1:1 music therapy	Arts Participation <b>+3</b>	5
Provide opportunities for Forest School activities	Collaborative Learning <b>+5</b> Initial findings suggest it can contribute to the development of collaborative learning skills and appears to equip children with practical skills and an appreciation for being outdoors, which they can then transfer to family activities outside of school.  J. Coates and H. Pimlott-Wilson (2017)	5

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £24,906

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Replenish home reading books which match the child's reading ability to support the generalisation of their skills	Phonics <b>+5</b> Reading Comprehension Strategies <b>+6</b>	3
Fund access to opportunities throughout the year, such as trips out, cooking, residential so that children can share experiences and develop social skills	Arts Participation <b>+3</b>	6
Fund resources to motivate and reward individual children as part of Individual behaviour management plan	Behaviour Interventions <b>+4</b>	4
Fund resources which provide an 'irresistible invitation for learning' and develop attention skills of all children, particularly those who are resistant to adult direction	Attention Autism <i>AA may be regarded as an 'evidence supported' approach, as it draws on evidence-based strategies, (Robinson, Bond &amp; Oldfield, 2018).</i>	4
Provide waterproof clothing and additional resources to enable all children to access learning outside throughout the year.	Physical Activity <b>+1</b>	5
Provide resources for learning and physical activity outside e.g. resurface Woodland walk so it is safe to use, sufficient number of bikes, Early Years outside environment	Physical Activity <b>+1</b>	5

*Most of the evidence is from the teaching and Learning Toolkit Accessible Summary of Education Evidence and identifies the number of months gain for each intervention, if the particular strategy is not included external evidence quoted.*

**Total budgeted cost: £79906**