

## Pupil premium strategy review 2022-2023

Summary information					
<b>School</b>	St Piers School, Young Epilepsy				
<b>Academic Year</b>	2021/22	<b>Total budget:</b>	<b>£15,151.39</b>	<b>Date of most recent PP Review</b>	September 2022
		<b>Pupil Premium:</b>	£9355		
		<b>Pupil Premium Plus:</b>	£0		
		<b>Recovery Premium:</b>	£4500		
		<b>Pupil Premium carried over:</b>	£1296.39		
<b>Total number of pupils Residential Day</b>	59 18 41	<b>Number of pupils eligible for: Pupil Premium</b>	12	<b>Date for next internal review of this strategy</b>	July 2023

### Review of expenditure

<b>Previous Academic Year</b>	2021/22				
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>	

<p>Pupils make expected or better progress in their reading and literacy targets with the use of Lexia software.</p>	<p>All students to access LEXIA as a literacy intervention to enable more participation and engagement of students in order to further develop their literacy skills.</p> <p>Individual and group games with literacy focus to create fun and exciting opportunities for learning.</p>	<p>Due to the pupil's complex needs this intervention programmes need to be personalised to ensure targeted support is relevant and specific to the individual. Teachers are able to set relevant tasks and activities to support individual student learning needs</p> <p>All students in receipt of PPG are meeting or exceeding their targets.</p> <p>LEXIA provided training to staff on how to use the software. Key staff have been able to deliver training to the teams and provide support.</p>	<p>This has been a successful approach and will be ongoing during 22/23 with targeted support for individual pupils to increase attainment.</p> <p>Increased engagement and achievement</p> <p>Students are able to access LEXIA at home which has been positive in supporting students to continue their learning when not in school. Parents have fed back that students enjoy the software and have been assessing the programme during weekends.</p>	<p>£3890</p>
<p>RDA sessions have been beneficial to many of our students in the past in helping them to develop their physical skills and working towards their EHCP targets, where physiotherapy is an identified need. It has also benefitted on student behaviour and has had a calming effect on students who find it challenging to self-regulate.</p>	<p>RDA Horse riding sessions</p> <p>Identified students in receipt of PPG have been accessing horse riding for the disabled through an external company.</p> <p>This has had a positive impact on physical development and helped to support physiotherapy programmes.</p> <p>Students have also presented calmer</p>	<p>Access to a designated space for individual or group sessions has allowed students to receive ELSA input.</p> <p>Development and promotion of pupil's emotional wellbeing through ELSA and a therapeutic approach.</p>	<p>Students have benefitted from blocks of weekly sessions with RDA and we have seen an improvement in physical abilities for those who have attended.</p> <p>It has also been evident that times of challenging behaviour have decreased for 2 of the students attending, allowing them to be calmer and happier in their learning environment.</p>	<p>£1,200</p>

	after horse riding sessions, leading to less challenging behaviour being exhibited			
Pupils to make expected or better progress in communication and social interaction.	<p>Focus groups for identified pupils.</p> <p>Promotion of tactile and sensory resources for all students.</p> <p>Graffiti stars visit to school.</p>	<p>Students have developed their communications skills as evidenced by our literacy trackers in Earwig.</p> <p>Students have shown better engagement with the sensory items purchased.</p> <p>Due to the complex needs of the pupils this approach offers targeted support with appropriate resources.</p> <p>All classes were involved in the graffiti stars project which allowed them to demonstrate involvement in their school community and promoting its values.</p>	<p>The use of tactile and sensory resources have been key in lesson delivery at an early level and in focus groups to support progress.</p> <p>Sensory resources have helped our students regulate themselves and to be able to access activities in a more productive way. This has been seen in a reduction in behaviour incidents.</p> <p>Some students now have a better understanding of the values in school.</p>	£1000
Pupil engagement in learning using sensory approaches to improve their concentration, regulation and engagement.	iSandbox	Class groups have access to the interactive sandbox which provides a sensory learning base for cross-curricular learning, including, geography, literacy, numeracy, scientific curiosity, and exploration.	Students that have accessed the iSandbox have been able to engage for longer periods of time and have been able to demonstrate transference of skills. It has been clear that students are enjoying using such a modern interactive device.	£6000

<p>Encourage pupil's physical development through therapeutic approaches</p>	<p>Adapted bicycles and horse-riding sessions</p>	<p>Some pupils have accessed new adapted bicycles or horse-riding sessions to support their physical development and physiotherapy targets from their EHCPs. Alongside physical development, these activities have given our students therapeutic and sensory input that has benefitted their self-regulation and improved their mental health.</p>	<p>Access to better physical exercise opportunities have had a positive impact on the behaviour and mental health of those using them, evident through their increasing independence when participating the activities. This has also provided a positive impact when used in their homes; parents have reported better quality time with their young people.</p>	<p>£1500</p>
<p>Increased engagement in home learning activities.</p>	<p>Home learning resources provided for the family homes and to promote additional learning on the residential homes.</p>	<p>Whilst we know that to receive the best education students should be at school. During these covid times some of our students have needed to have alternative resources sent home to allow access to learning.  Staff produced sensory packs for our young people which were sent home to help parents work alongside the teachers to meet EHCP targets. Parents were able to discuss progress of each young person with their teachers which could then be added to earwig.</p>	<p>Home learning continues to be a successful intervention with a focus on literacy, numeracy and PSHE. Improved understanding of the pupils' level of work and outcomes and how they are able to transfer skills.  A greater understanding of what works and how to use a wide variety of new technologies and resources to provide home learning where needed.</p>	<p>£400</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Pupils to make expected or better progress in the core subjects.	<p>Development of pupil specific resources in phonics, early reading and writing.</p> <p>Extended learning opportunities in literacy.</p> <p>Purchase of sensory and tactile resources.</p>	<p>Individualised learning is enhanced through engaging and interactive opportunities. Pupil's attainment increases following targeted intervention.</p> <p>All students with the exception of two in KS5 are meeting or exceeding their targets and the two students in KS5 maths are still working towards some areas of their targets with further interventions in place.</p>	<p>This has had a positive impact and will be continuing in the same form with targeted support in literacy focusing on phonics, numeracy and PSHE.</p> <p>All students with the exception of two in receipt of Pupil Premium are on or above target in literacy and numeracy.</p>	£345
Pupils to have access to targeted support in key areas of mathematics to enhance engagement and learning.	<p>Promotion of tactile and sensory numeracy resources</p> <p>Mathletics subscription to support in school and at home/house where needed via catch up funding.</p>	<p>Individualised learning is enhanced through engaging and interactive opportunities.</p> <p>Pupil's attainment increases following targeted intervention</p>	This has had a positive impact on engagement and progress with access to targeted intervention and access to tactile and sensory resources and home learning	£1,500

<p>Pupil access to specific and specialised equipment to Develop independence</p>	<p>Pupil specific</p>	<p>Increased independence and confidence  Increased accessibility to learning</p>	<p>The pupil has been successful in increasing their independence and positive mental health in cycling around site without relying on staff. This has led to an increased confidence and accessibility to different areas of the campus  This has also supported transitions for our students when moving between areas. This is something we have already continued with to good impact</p>	<p>£1,450</p>
<p>Facilitating pupils to access the curriculum through specific and individual ICT equipment.</p>	<p>Purchase of aniPad, protective case and communication App.  Purchase of a laptop with case and stand. Using catch-up funding, we were able to provide students with laptops and internet dongles to have access to learning.</p>	<p>Increased access to ICT within the curriculum, has helped to develop our students' abilities when using technology and accessing their individual learning as set by the teacher  Enhancement of engagement and communication through interactive literacy, numeracy, science and PSHE resources</p>	<p>This has been a positive intervention where pupils have had their own ICT equipment to access the specific software or teaching resources with 1:1 support  Increase in communication, independence and engagement by accessing a communication programme</p>	<p>£600</p>