

# Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium and recovery premium 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
St Piers School	St Piers School
Number of pupils in school	59 students in total 18 residential students and 41 day students
Proportion (%) of pupil premium eligible pupils	5.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023 – Reviewed termly
Statement authorised by	Gill Waceba
Pupil premium lead	Danny Hulme
Governor / Trustee lead	Gwen Godfrey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4975
Recovery premium funding allocation this academic year	£4500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1296.39
<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	£10,771.39

## Part A: Pupil premium strategy plan

### Statement of intent

St Piers is a mixed, 5-19, non-maintained, residential and day special school for children and young people with epilepsy and a range of related co-morbidities such as complex medical and psychological disorders. Our students have a range of needs from moderate learning difficulties to profound and multiple learning difficulties.

At St Piers, we main aim to provide specialist support for all our students in order to help them to develop their skills in learning and independence to give them the quality of life they deserve. PPG enables us to target our approaches on a personalised level and provide resources to help our students in their daily lives for them to progress well.

Our students who are looked after (CLA) have termly PEP meetings, enabling professionals to come together in planning support needs and resources that will be best placed to help them achieve and develop.

The funding has enabled us to close gaps in attainment in core subjects, as well as supporting our CLA students in developing their personal skills and independence, overcoming their barriers to effectively learning. This could be through therapeutic approaches, sensory regulation resources and learning packages designed to engage those who struggle to focus.

Current data shows that students in receipt of PPG are either achieving or exceeding their current targets. This has been supported by the personalised resources we have been able to provide our students through PPG and by the team around the child working closely together.

We recognise that our students may face a number of barriers to their learning and we pride ourselves on using PPG funding in innovative ways to support our students and their families. PPG enables us to minimise the impact of, or potentially even eliminate some of the barriers to learning our students may face. We hold high expectations for all of our students and aspire to do all we can to ensure those most in need, receive the levels of support they deserve, in order to progress academically, socially and work towards a more independent future.

The PPG strategy focusses on the main areas of

- Attainment
- Enrichment
- Wellbeing
- Mental Health

St Piers aims to focus on these areas to ensure our students have a wide variety of experiences and opportunities to help them grow and develop their skills. Staff at all levels of St Piers are dedicated to ensuring PPG funding is spent with maximum impact on the progress and personal development of our students.

## Challenges

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

Challenge number	Detail of challenge
1	Complex educational, medical and behavioural needs of students that impact on attainment and progress
2	Social, Emotional and Behavioural (mental health) barriers to progress and attendance
3	Communication Difficulties i.e., pupils who are non-verbal, those with limited language and pupils with social communication 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
Pupils make expected or better progress in their reading and literacy targets with the use of Lexia software.	Pupils eligible for Pupil Premium make accelerated progress by the end of the year assessments so that they reach or exceed their literacy and reading targets at the end of our strategy in 2024/25.
Reduction in social, emotional and behavioural (mental health) barriers to progress.	<p>Pupils equipped with the strategies to support themselves in managing challenging situations.</p> <p>Providing necessary sensory and calming resources to those students who need them in order to self-regulate.</p> <p>Through professional development and training, teaching staff further develop their understanding and skills to support these additional needs.</p> <p>Pupils eligible for Pupil Premium reach or exceed their termly ECHP small steps/Annual</p>

	goals and end of year targets by the end of our strategy 2024/2025.
Pupils to make expected or better progress in communication and social interaction.	Pupils eligible for Pupil Premium make accelerated progress by the end of the year in their specific expressive and receptive communication targets and therefore reach or exceed their end of key stage targets by the end of 2024/25.
Student's learning is not impacted due to financial disadvantage	By the end of 2024/25 Students receiving PPG will have learning enriched through visits to the community, working with other professionals as part of a transdisciplinary team and further access to home learning opportunities.

## 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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Very Special Maths – Les Staves – Early numeracy for all.</p> <p>Enhanced teacher pedagogy development to support early numeracy skills</p>	<p>Research School suggests ‘Developmental progressions connect research to practice, children to mathematics, and teachers to children, according to Clements and Sarama (2014). Their learning trajectories contain probably the most well-known and comprehensive developmental progressions for early mathematics. Knowledge of developmental progressions enable educators to build on what a child already knows and support them to learn at their own rate, avoiding moving on too quickly before conceptual understanding is secured. Children enter educational settings with significant variation in their mathematics experiences and prior learning.’</p> <p><a href="#">The Vital Importance of Early Maths   Research Schools Network</a></p> <p>This CPD will empower our teaching staff to further develop their skills in teaching early maths with a sensory approach in order to benefit the learning and development of our student’s skills.</p>	<p>3</p> <p>July 2023 review</p>
<p>RDA Horse riding sessions</p>	<p>Research carried out by RDA states that, ‘horse riding with RDA delivers physical benefits, boosts confidence, improves communication skills and helps to build relationships.’</p> <p><a href="https://www.rda.org.uk/impact/">https://www.rda.org.uk/impact/</a></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>1 and 2</p> <p>July 2023 review</p>
<p>First News Subscription</p>	<p>First News newspapers provide age-appropriate reading material to engage our students in further engaging with reading in order to develop their skills. The newspapers provide a beneficial resource which has shown to be enjoyable to our students. Government guidance suggests that an enjoyment of reading helps students to become better and more confident readers.</p>	<p>1 and 3</p> <p>July 2023 review</p>

	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>	
Twinkl phonics training	<p>DfE validated, Twinkl phonics is the reading scheme used in the school.</p> <p>CPD for all staff provided by Twinkl to ensure teaching staff are competent and confident in the correct delivery of phonics to our learners.</p> <p><a href="https://www.twinkl.co.uk/resources/twinkl-phonics/level-2-twinkl-phonics">https://www.twinkl.co.uk/resources/twinkl-phonics/level-2-twinkl-phonics</a></p>	1, 2 and 3 July 2023 review

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

Budgeted cost: £4700

Activity	Evidence that supports this approach	Challenge number(s) addressed
SPARX maths Software	<p>Reviews from educational providers has said that SPARX maths software can significantly improves student attainment and can save up to 200 hours of teacher time per year. The software covers ages 11-16 which would help our higher attaining students to achieve to their potential. SPARX Provides powerful, actionable insights for school leaders and teachers and is the market leaders in maths</p> <p><a href="#">Sparx Maths</a></p> <p>Ofsted has previously identified the need for us to stretch our higher attaining students and with a change in our cohort, we are now working with students of a higher ability, meaning we have needed to adapt our ways of teaching to ensure high success rates for all students.</p>	3 July 2023 review
STEM and Enrichment Day activities	<p>STEM and Enrichment activities have shown to benefit our student's ability to transfer their skills and learning in different contexts.</p> <p>Government research suggests that enrichment and extended timetable activities benefit all students in their learning.</p>	1, 2 and 3 July 2022 review

	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635002/Extended_Activity_Provision_in_Secondary_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635002/Extended_Activity_Provision_in_Secondary_Schools.pdf</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory and self-regulation equipment	<p>Sensory equipment has been shown to benefit learning with SEN and sensory processing needs in their learning and day to day lives.</p> <p><a href="https://tlcpediatrictherapy.com/posts/therapy/how-sensory-toys-help-children-with-special-needs/">https://tlcpediatrictherapy.com/posts/therapy/how-sensory-toys-help-children-with-special-needs/</a></p> <p>Our own experience as a school and in working alongside therapy teams has shown that sensory items can benefit many of our students to self-regulate and be in a calm from of mind, enabling them to be more effective learners.</p>	1 and 2 July 2022 review
Laptops or iPads to support home learning for those who need access	<p>Research has shown that children with SEN benefit from the use of technology to aide their learning and can be an engaging tool to help students remain focussed on their activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	1 and 2 July 2022 review
Museum, theatre and community trips for enrichment and engagement	<p>It has been evidenced that school trips can play a beneficial role in the learning and development of all students in school. It has been shown that, ‘educational trips provide pupils with real life experiences and help them develop the necessary skills to enable them to lead an independent or semi-independent life in adulthood.’</p> <p><a href="https://senmagazine.co.uk/content/education/school-trips/7850/school-trips-for-all/">https://senmagazine.co.uk/content/education/school-trips/7850/school-trips-for-all/</a></p> <p>Many of our students benefit for more from real-life, situational learning opportunities in developing their understanding of the world around them and their place within it.</p>	1, 2 and 3 July 2022 review

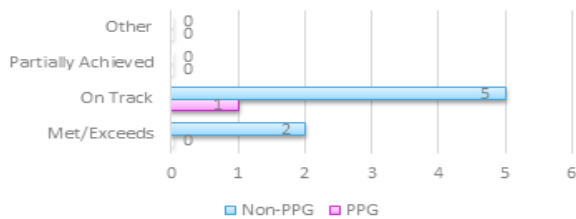
**Total budgeted cost: £10,700**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

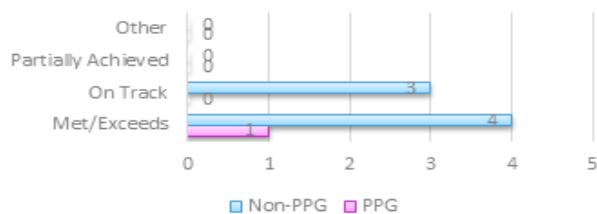
Key Stage 1 My Communication	LfL	SfL	SS
Number of Students on Framework	01/41	0/41	0/41
Number of students in <b>KS 1 with PPG funding 0/1</b>	0/0	0/0	0/0
Key Stage 2 My Communication	LfL	SfL	SS
Number of Students on Framework	2/41	8 /41	2/41
Number of students in <b>KS 2 with PPG funding 1 /08</b>	0/8	1 /8	0/8

My Communication KS2  
PPG vs Non PPG  
SfL Autumn 2022



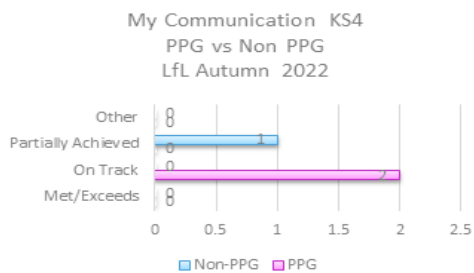
Key Stage 3 My Communication	LfL	SfL	SS
Number of Students on Framework	3/41	08/41	4/41
Number of students in <b>KS 3 with PPG funding 1/41</b>	0/0	1 /8	0/0

My Communication KS3  
PPG vs Non PPG  
SfL Autumn 2022

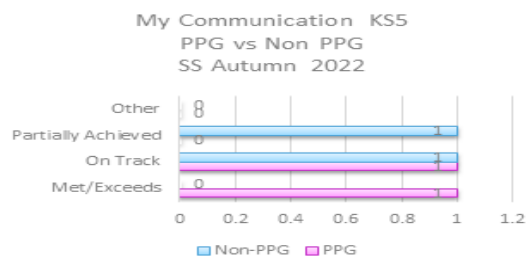
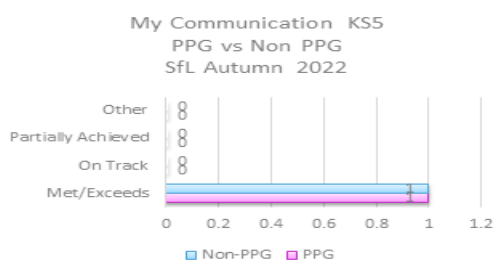
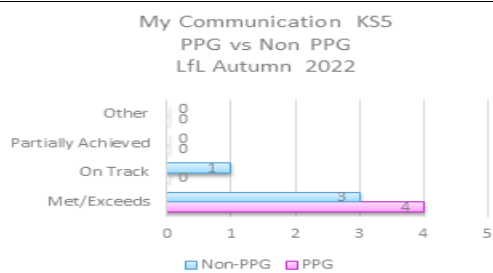




Key Stage 4 My Communication	LfL	SfL	SS
Number of Students on Framework	3/41	0/41	0/41
Number of students in <b>KS 4 with PPG funding 2/41</b>	2 /3	0/3	0/0

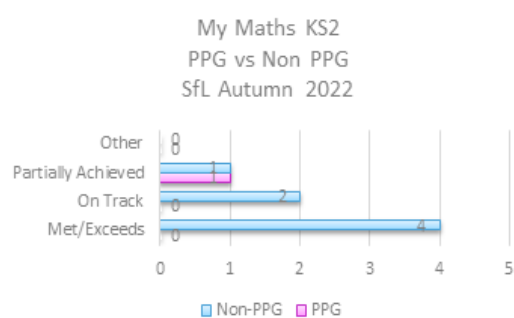


Key Stage 5 My Communication	LfL	SfL	SS
Number of Students on Framework	8 /41	2 /41	4 /41
Number of students in <b>Key stage 5 with PPG funding 7/59</b>	4 /8	1 /2	2 /4

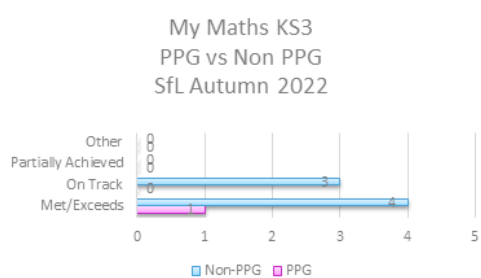


Key Stage 1 My Maths	LfL	SfL	SS
Number of Students on Framework	01/41	0/41	0/41
Number of students in <b>KS 1 with PPG funding 0/1</b>	0/0	0/0	0/0

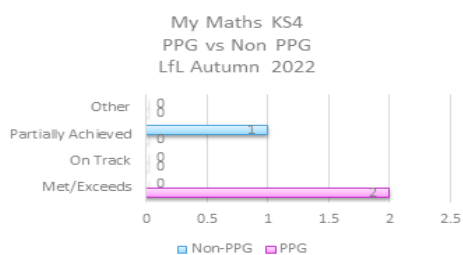
Key Stage 2 My Maths	LfL	SfL	SS
Number of Students on Framework	2/41	8 /41	2/41
Number of students in <b>KS 2 with PPG funding 1 /08</b>	0/8	1 /8	0/8



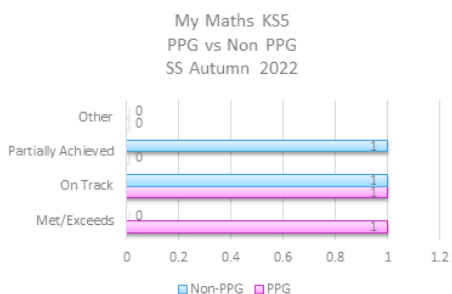
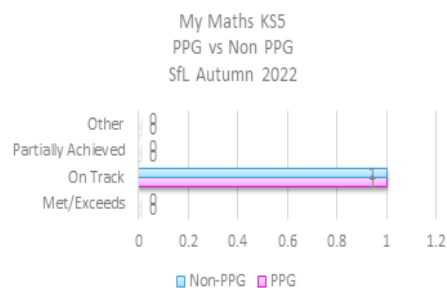
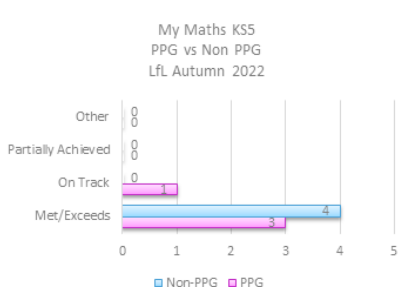
Key Stage 3 My Maths	LfL	SfL	SS
Number of Students on Framework	3/41	08/41	4/41
Number of students in <b>KS 3 with PPG funding 1/41</b>	0/0	1 /8	0/0



Key Stage 4 My Maths	LfL	SfL	SS
Number of Students on Framework	3/41	2 /41	0/41
Number of students in <b>KS 4 with PPG funding 2/41</b>	2 /3	0/3	0/0

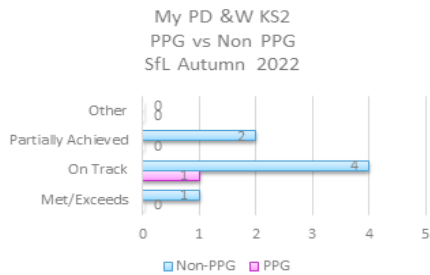


Key Stage 5 My Maths	LfL	SfL	SS
Number of Students on Framework	8 /41	2 /41	4 /41
Number of students in <b>Key stage 5 with PPG funding 7/41</b>	4 /8	1 /2	2 /4

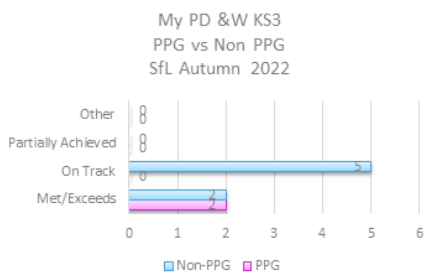


Key Stage 1 My Personal Development	LfL	SfL	SS
Number of Students on Framework	01/41	0/41	0/41
Number of students in <b>KS 1 with PPG funding 0/1</b>	0/0	0/0	0/0

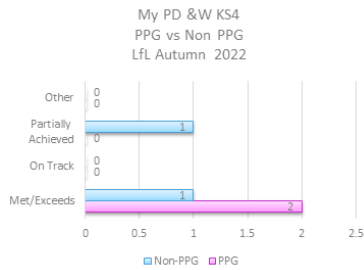
Key Stage 2 My Personal Development	LfL	SfL	SS
Number of Students on Framework	2/41	8 /41	2/41
Number of students in <b>KS 2 with PPG funding 1/08</b>	0/8	1 /8	0/8



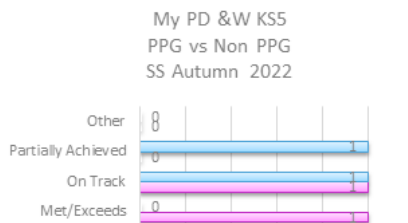
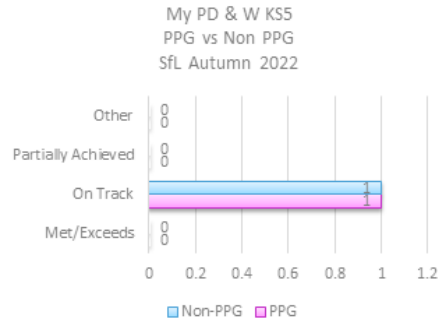
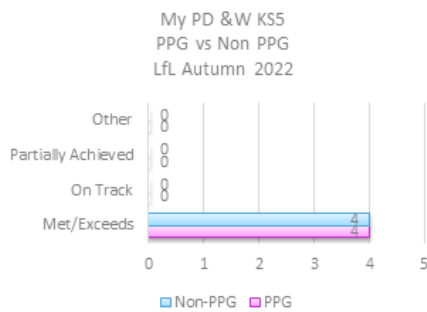
Key Stage 3 My Personal Development	LfL	SfL	SS
Number of Students on Framework	3/41	08/41	4/41
Number of students in <b>KS 3 with PPG funding 1/41</b>	0/0	1 /8	0/0



Key Stage 4 My Personal Development	LfL	SfL	SS
Number of Students on Framework	3/41	2 /41	0/41
Number of students in <b>KS 4 with PPG funding 2/41</b>	2 /3	0/3	0/0



Key Stage 5 My Personal Development	LfL	SfL	SS
Number of Students on Framework	8 /41	2 /41	4 /41
Number of students in <b>Key stage 5 with PPG funding 7/59</b>	4 /8	1 /2	2 /4



This above data details the impact that our pupil premium activities had for our pupils in the 2021 to 2022 academic year.

Each chart represents a key stage area in either My Communication, My Maths or My Personal Development, with a comparison against those that are not in the PPG category.

As you can see in all but one case, the PPG students have either met or exceeded their targets, indicated by the pink lines. The one students who have not yet fully achieved all targets are already having further input to support them this year.

## Externally provided programmes

Programme	Provider
Therapeutic Horse Riding	Riding for the disabled(RDA)

## Further Information

Over the academic year 2021-2022, recovery funding was used to support students from low-income families who did not have the resources needed to access home learning effectively. Laptops and office packages were purchased to allow students to access the internet and home learning set by the class teacher while not in school along with work packs that were sent home to use and resources purchased for classrooms to enable catch up on return to class.

This has enabled many of our students to continue to access appropriate learning and make progress towards their targets. It has also provided many of our students with the opportunity to remain in touch with friends and staff at school, so they felt less isolated and continued to feel part of our school community. This has been a great support in transitioning our students back into school and all