

# 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	Chiltern Wood School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rachel Chapman, Headteacher
Pupil premium lead	Hayley Lomax
Governor / Trustee lead	Ann Waterman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,020
Recovery premium funding allocation this academic year	£64,056
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	£121,076

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

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

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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require 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	Our assessments show that disadvantaged pupils generally make less progress within the overarching area of special educational need related to social, emotional and mental health.
2	Our assessments show that disadvantaged pupils generally make less progress within the overarching area of special educational need related to reading and writing
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted

	by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
5	Provision of high quality teaching and learning for children with Profound and Multiple Learning Difficulties is dependent upon excellent understanding of their multi-sensory needs. A quality-first approach includes all staff accessing Intervenor training.

## 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
Improved progress towards EHCP outcomes for disadvantaged pupils related to social, emotional and mental health outcomes	Improved progress in PPP outcomes (Pupil Provision and Progress document, breaking down EHCP outcomes into termly chunks) over the 3 year period
Improved attainment for disadvantaged pupils in reading and writing, relative to their starting points as identified through baseline assessments	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.  No attainment gap should be evident within reading or writing in the assessment report for 2024-25
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring.  By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.

## 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: **£20000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a new department focussed on meeting the needs of children with complex SLD/ medical needs using Equals (Semi-formal) curriculum	EEF guidance – schools' should build teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials. <a href="#">Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2 and 5 (£15000)
Teaching staff in Woodland department who have not had Intervenor training to access this	Intervenor research supporting this approach to those with multiple sensory impairments: <a href="https://documents.nationaldb.org/dbp/pdf/sept04.pdf">https://documents.nationaldb.org/dbp/pdf/sept04.pdf</a>	5 (£5000)

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

Budgeted cost: **£55980**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Additional Physio/Occupational Therapy support	The Royal College of Occupational Therapy is a source of multiple studies that recommend its benefit: <a href="https://www.rcot.co.uk/">https://www.rcot.co.uk/</a>	1 and 4 (11700)
Music therapy	There are multiple sources of research supporting this approach, including this: <a href="https://journals.sagepub.com/doi/abs/10.1177/1362361309105660">https://journals.sagepub.com/doi/abs/10.1177/1362361309105660</a>	1 (£26280)
Chef's club	Benefits of cooking with children with a range of needs: <a href="https://mable.com.au/newsroom/cooking-kids-right-ingredients-benefits-inviting-kids-kitchen/">https://mable.com.au/newsroom/cooking-kids-right-ingredients-benefits-inviting-kids-kitchen/</a>	1 (£18000)

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

Budgeted cost: **£45096**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Lead	The Forest Research Group reference the benefits of this approach here: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	1(24000)
Employment of a Parent Ambassador	The 'Securing Success' organisation details the benefits of parent ambassadors within schools: <a href="http://www.securingsuccesssupportingachievement.com/ParentAmbassadors.html">http://www.securingsuccesssupportingachievement.com/ParentAmbassadors.html</a>	1 and 5 (£7500)
Funding for trips out of school	Equity cite the benefits children gain from school trips: <a href="https://www.equityschooltravel.co.uk/about-equity/benefits-of-a-school-trip">https://www.equityschooltravel.co.uk/about-equity/benefits-of-a-school-trip</a>	3 £2000
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	4 £5000

Increased hours of school counsellor to support pupils	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_menu_evidence_brief.pdf.pdf">Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1 and 5
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**Total budgeted cost: £121076**

## 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 2021 to 2022 academic year.

This academic year is the first year since the pandemic where the school and pupil learning has not been interrupted by lockdowns or other restrictions due to COVID, apart from the occasional Covid illness, which is to be as expected.

One of our aims for this academic year were to ensure all pupils were using a range of communication systems to aid their understanding and to develop expressive communication skills. Through our assessments and observations, this has been successful for the majority of the pupils at Chiltern Wood. Technology has been purchased to facilitate this for specific pupils along with training and support from Speech and Language therapists who have worked alongside the Music therapists to design a bespoke program to support our pupils. This priority will continue into the academic year 2022-23.

Employment of our Parent Ambassador this year resulted in lots of our disadvantaged pupils and their families having greater confidence and independence to help them engage more with the wider community and prepare for adulthood. The Parent Ambassador end of year report details that 34 events were held for parents where 38% of parents engaged with 1 or more of the parent events and 100% of parents fed back positively. Planning for a professional's fayre is underway for next year to support more pupils and families to feel better prepared for career progression and work experience.

Improved progress towards EHCP outcomes for our disadvantaged pupils related to social, emotional and mental health outcomes is a key area in our School Development Plan. The increased OT provision has also resulted in more joint therapy working to develop a Body Awareness program that was delivered to multiple classes who were not able to access Zones of Regulation. Evidence gained through observations and feedback from staff indicates that these sessions are having a positive impact on the pupils' ability to regulate and express their emotions. This will be reviewed again at the end of the academic year 2022-23.

### Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The social and emotional needs of our service children's families were such that we initiated a weekly coffee morning for their parents with our school counsellor.
What was the impact of that spending on service pupil premium eligible pupils?	This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning.



## Further information (optional)

### **Additional activity**

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 in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.