

## Pupil premium example statement (special)

*The pupil premium statement below is an example, created for a fictitious special school. Its purpose is to help you populate the [DfE pupil premium strategy statement template](#). All schools that receive pupil premium (and recovery premium) are required to complete and publish their pupil premium statement on their school website by 31 December.*

*Before completing the template, read the Education Endowment Foundation's (EEF's) guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*This example statement is not intended to demonstrate any expectations regarding:*

- *The length of your statement*
- *The volume and type of activity that you spend your funding on*
- *The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement)*
- *The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example*

### **Referring to evidence**

*As per the pupil premium (and recovery premium) conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.*

*The evidence cited in this example is primarily from the EEF, as the What Works Centre for educational achievement. As above, you should consult the EEF's guide to using pupil premium before drafting your statement, but you can also draw on additional sources of evidence to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.*

### **Funding allocation and pupil eligibility figures**

*Where you are required to enter the amount of pupil premium funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when allocations for the following financial year are published.*

*Where you are required to state the percentage of pupils eligible for pupil premium, you should provide the figure you have at the time you complete your statement.*

## Pupil premium strategy statement – [Ernest Cookson]

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	88.24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>name</i> , Headteacher
Pupil premium lead	<i>Jack Conboy</i>
Governor / Trustee lead	<i>Kirsty Gordon</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,110
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£82,110

# 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 all our pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils at our school (90% pupil premium) compared to other special and mainstream schools. Our school is primarily an SEMH school with all our pupils using an EHCP to access learning. Particularly in terms of:

- Academic progress
- Attendance
- Social opportunities
- Progression to mainstream provisions

At the heart of our approach is high-quality teaching focussed on areas where 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 will benefit all pupils in our school with funding spent on whole-school approaches, such as high-quality teaching. We will provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high quality teaching, therapeutic support and social opportunities are available to them.

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, support and experience they require to be prepared for each day.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that our pupils generally make less progress from their starting points when entering the school compared with non-disadvantaged pupils in other schools. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in

	most subjects compared to other pupils. This trend is most recognisable in all outcomes ( <b>Overall academic progress is lower</b> ).
2	Our assessments, observations and discussions with pupils show that our pupils are generally more likely to have reading and language comprehension difficulties than other pupils ( <b>Reading and language difficulties</b> ).
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties ( <b>Speech and language difficulties</b> ).
4	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.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., a day out in a shop.
6	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 affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.
7	Our assessments, observations and discussions show that disadvantaged pupils have a lower school attendance percentage than other pupils.
8	Our assessments, observations and discussions show that disadvantaged pupils are generally more likely to have social, emotional and mental health problems as detailed in their EHCP plans compared to other pupils.
9	Our assessments, observations and discussions show that disadvantaged pupils have a lower maths attainment level than other pupils.

## 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 for disadvantaged pupils in all subjects, relative to their	Through achievement of improved performance, as demonstrated by our end of year assessments, observations,

starting points as identified through baseline assessments and EHCP plans.	<p>EHCP reviews and pupil voice at the end of our strategy in 2026/27.</p> <p>Staff provide high quality teaching evidenced through learning walks, observations, staff training, pupil/parent voice, governor learning walks.</p> <p>An increase in the percentage of disadvantaged pupils entered for SATS examinations. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers in other schools.</p>
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	<p>Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between this will be measured independently via the pupils EHCP and teacher assessments by the end of our strategy in 2026/27</p> <p><b>(Objective 10% to work independently).</b></p>
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<p>SALT interventions and SALT assessments. A reduction in behavioural incidents due to better expressive communication.</p>
<p>Pupils can regulate their feelings, reducing the number of negative/behavioural incidents.</p> <p>Disadvantaged pupils to access interventions daily to support them in regulation so they are able to access the full curriculum.</p> <p>For pupils to have strategies in place to support them in calming down in incidents and situations they find tricky.</p>	<p>CPOMS data, through staff observations, communication with parents. All this information should come together to show a decrease in incidents. Boxhall profiles, SDQs, pupil voice and zones of regulation should equip the pupils with the tools to regulate and communicate independently.</p>
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Through observations and discussions with pupils, families and a team around the school system. Evaluation of school trips, clubs, assemblies, events.</p>
Improved attendance for all disadvantaged pupils developing a love for learning.	<p>Through improved communication between school, pupils, parents and other facilities (eg. school nurse, social worker, etc). Arbour attendance data to inform EWO/pastoral team support. <b>(80% of our pupils to improve their attendance).</b></p>

Disadvantaged pupils to access the maths curriculum by using manipulatives, pictorials and small steps.	Through the use of programs such as White Rose Maths, TT Rockstars, Numbots and 1-1 support. <b>(20% of our pupils to independently complete and get over 50% in end of term assessments).</b>
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## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of school councillor.	There is a strong evidence base that pupils with SEMH needs can benefit from counselling sessions. <a href="https://www.sec-ed.co.uk/best-practice/effective-in-school-semh-and-counselling-support-mental-health-pastoral-wellbeing-covid-pupils-families-emotional-1/">https://www.sec-ed.co.uk/best-practice/effective-in-school-semh-and-counselling-support-mental-health-pastoral-wellbeing-covid-pupils-families-emotional-1/</a>	6, 8
CPD for teaching staff on developing pupils' zones of regulation, Trauma informed classrooms.	Evidence constantly shows that supporting a child's PSED is extremely effective in their social and emotional learning. <a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development</a> <a href="https://zonesofregulation.com/index.html">https://zonesofregulation.com/index.html</a>	3, 6, 8
Purchase of an additional half day per week of Speech and Language Therapist (SALT) time. (SHINE THERAPY) £372.75 per day (geraldine)	SALT supports pupils with a range of needs such as difficulty communicating, eating, drinking, swallowing, problems with speech or slow speech develop. Sessions support pupils to find strategies to help them communicate and manage everyday task more easily. <a href="https://www.shinetherapyservices.co.uk/">https://www.shinetherapyservices.co.uk/</a>	2, 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Develop a specialist workforce to ensure our provision continues to maintain high standards for all children. Develop subject expert through professional development.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: <a href="#">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>	1, 2, 9.

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

Budgeted cost: 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours for ICT technician to help our disadvantaged pupils (apps, learning programs, maintenance).	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: <a href="#">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 7, 8, 9
RWI interventions for pupils who are unable to complete the assessment and need help learning to read.	Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced barriers to learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3, 6, 7, 8
Online maths interventions/ 1-1 LSA maths boost.	To boost pupil's maths attainment extra interventions that can be conducted in school with a trained LSA or at home. This can help consolidate learning each day.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</a>	5, 7, 8, 9
Reading comprehension support using software.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	1, 2, 5, 7, 8

(RWI comprehension, Ready, steady, write).	<p>These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide additional support through enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3, 8
Programme working with parents and carers to develop effective home learning environments and increased self-expressi	<p>The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p>	3, 4, 5, 6



on. School family support service and pastoral team.		
Employ a family liaison officer within the school to help families work with other agencies and improve attendance. A team around the family approach.	Data is still being collected by the EEF if employing a FLO in a school can improve attendance. Data shall be presented in Spring 2023. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance</a>	7

**Total budgeted cost: £82,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Education outcomes for primary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

Focusing on our pupils' social and emotional health the school monitored and worked with pupils using play therapy, in house counselling and the school nurture base. Survey data taken from the pupils from the end of the 22/23 academic year found that high proportions of pupils enjoyed school, felt safe and felt heard. This also correlated with CPOM behaviour data over the 3 year period.

Our school nurture base, over the 3 year period of 2020/2023 has taken 27 pupils through its doors, helping these pupils re-integrate into class. Questionnaires had originally been completed by pupils before they went into the base and when they graduated. CPOMS data also showed the effects our school nurture base had on pupils before and after they attended, which has been positive.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

#### Wider outcomes, for primary pupils:

Our assessments and observations during 2022/23 suggested that wider development outcomes for our disadvantaged pupils varied significantly. Our analysis of the reasons for this pointed primarily to the ongoing impact from COVID-19.

Most pupils demonstrated an improvement in social-communication skills, and attendance over time as we were able to provide more opportunities to support them with activities in 2022/23. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

### Externally provided programmes

Programme	Provider
Swimming	SIL
Forestry School	Internal Facilitator

Beacon Course	Merseyside Fire Service
First Aid	Internal Facilitator

## 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 charities to offer our pupils other therapeutic opportunities such as the integration into school of a therapy dog.
- Merseyside Fire Reduction Champions who speak about the dangers of gangs and talk about safety in an appropriate way to the vulnerable pupils in our school.

### **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.