

## Pupil Premium

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged learners.

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.

### What is Pupil Premium?

Pupil Premium was introduced in 2011. It was allocated to children from low-income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months. The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is allocated to the local authority, and it is at their discretion to pass it on to the education setting or to hold it back to manage it centrally for the benefit for whom it is responsible.

Schools are responsible for how they use the additional funding to support learners for whom it is intended. The use is monitored by the LAC Designated Teacher and Virtual School through the PEP system and appropriate targets and progress must be evidenced in the PEP.

## School overview

Detail	Data
Number of learners in school	21
Proportion (%) of pupil premium eligible learners	80%
Proportion (%) of learner's pupil premium is received for	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2019/2020, 2021/2022 to 2022/2023
Date this statement was published	08 <sup>th</sup> November 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Beverley Doran Headteacher
Pupil premium lead	Lorna Deakin Learning Coordinator
SAS Board Lead	Lorna Deakin

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### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4789.22
Recovery premium funding allocation this academic year	£1525
<b>Total budget for this academic year</b>	<b>£6314.22</b>

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# 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 learners.

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

Although our strategy is focused on the needs of disadvantaged learners, it will benefit all learners in our school where funding is spent on whole-school approaches, such as Music Therapy, Horse riding other group activities. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged learners will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged learners 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 learners.

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged learners generally have made less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged learners experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged learners.
2	Our assessments, observations and discussions with learners show that disadvantaged learners generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with learners and their families, we find that disadvantaged learners generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and conversations with learners indicate that disadvantaged learners often require additional support to develop personal skills and daily living skills e.g., independent travel and how to cook basic foods.
5	Our assessments, observations and conversations with the therapy team and families indicates that disadvantaged learners often have emotional difficulties linked to trauma, Adverse Childhood Experiences and medical diagnosis to name but a few. This means our learners can find emotional regulation very difficult and require significant input from the therapy department and additional resources to support strategies in place.

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# 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 attainment for disadvantaged learners in all subjects, 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.
Improved language comprehension for disadvantaged learners so that they can independently communicate their needs and wishes through verbal or non-verbal means. Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Assessment through learner's IEPs with a consistent increase in the CPG scores for Communication and Interaction and through achievement of EHC plan termly outcomes by the end of our strategy in 2024/25.
Disadvantaged learners have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Assessment through the completion of Life and Living Skills qualifications linked to preparation for adulthood.  Learners successfully accessing work experience.
Disadvantaged learners feel better prepared for career progression opportunities through mentoring, work experience and opportunity.	All disadvantaged learners can access high quality work experience and careers mentoring.  By the end of 2024/25, disadvantaged learners are progressing to higher qualifications or FE opportunities at college.
Disadvantaged learners feel better prepared to express both their basic and more complex emotions and begin to self-regulate or accept co-regulation from an adult.	Assessment through learner's IEPs with a consistent increase in the CPG scores for Social, Emotional and Mental Health and also Sensory and Physical.  Through achievement of EHC plan termly outcomes by the end of our strategy in 2024/25.

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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.

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

Activity	Evidence that supports this approach	Challenge number addressed
<p>Targeted phonics session to progress reading as required.</p> <p>This includes the creation of phonics bags with real items to motivate engagement for all learners and specifically those with hearing and sight impairments.</p> <p>Phonics apps for iPad and literacy software.</p>	<p>For learners with SEND, technology can be a useful tool to support teaching. This training will also support learners' literacy skills, and help to deliver the curriculum:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Adult led Intensive Interaction and Attention Autism lessons with motivational content.</p> <p>(Regulation tools/fidget toys to support attention and engagement skills).</p>	<p>For learners with SEND, highly motivational content is very important to engage them in learning activities.</p> <p><a href="https://www.ginadavies.co.uk/parents-services/professional-shop/">https://www.ginadavies.co.uk/parents-services/professional-shop/</a></p> <p><a href="https://www.intensiveinteraction.org/">https://www.intensiveinteraction.org/</a></p>	1, 2, 5

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### Wider strategies (for example, supporting learner's social, emotional and behavioural needs, wellbeing and meeting learner's sensory needs)

Activity	Evidence that supports this approach	
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including Autism.</p>	<p>We have observed that sensory equipment and resources such as lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our learners with sensory needs. This also supports their emotional wellbeing and ability to engage and maintain focus in learning activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	2,5
<p>Enhancing gross and fine motor skills equipment, including daily living skills equipment available for PP learners with specific individual needs, including Autism.</p>	<p>We have observed that specific equipment and activities can develop essentials skills and also muscle tone to support independent living skills, writing, use of essential equipment such as communication aids etc...</p> <p>Tummy Time:</p> <p><a href="#">Tummy Time and Infant Health Outcomes: A Systematic Review   Pediatrics   American Academy of Pediatrics (aap.org)</a></p>	4,5
<p>Developing communication, regulation, gross and fine motor skills through Horse riding.</p>	<p>Although there are various studies being conducted, many articles discuss that the 'research shows that Equine-Assisted Therapy is effective for treating adolescents experiencing depression, anxiety, and/or trauma-related symptoms, as well as ADHD, autism, dissociative disorders, and other mental health diagnoses. In one representative study, adolescents showed increased confidence, self-esteem, assertiveness, emotional regulation, and resourcefulness as a result of this form of therapy'. This activity also develops fine and gross motor skills.</p> <p><a href="#">What Is Equine Therapy and Why Does Equine-Assisted Therapy Work? (newportacademy.com)</a></p>	1,2,3,5
<p>Developing communication and regulation and engagement through Pony Therapy.</p>	<p><a href="#">What Is Equine Therapy and Why Does Equine-Assisted Therapy Work? (newportacademy.com)</a></p>	1,2,3,5

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged learners**

This details the impact that our pupil premium activity had on learners in the 2022 to 2023 academic year.

Based on all the information above, the performance of our disadvantaged learners met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the learners have made progress in the areas expected within their IEP's.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Examples of PP spend	Impact of this
Pony Pals Horse riding	One learner has accessed this consistently every week and their IEP shows that they have made 3-point increase in the Continuum over the last academic year for the Social, Emotional and Mental Health and Sensory and/or Physical targets fully achieving these at a 10 on the continuum to learning. They have been able to access this on occasions when dysregulated but able to attend and this has helped them to regulate.
Sensory resources such as:  iPad with cause-and-effect apps.  Projectors, water wiggle and water fountain toys.  Rainbow wall mirrors, manipulative Wall Panels and a Light up Mirror Infinity Circle.  Touchable squares, sensory circles and busy books.	One learner is now able to identify things they like and don't like through body language and rejecting items, they fully achieved a 10 on the continuum to learning and are now working towards a target to actively engage in sensory activities for 5 minutes which is a significant increase for them.  This learner has also made 1 point progress in their new target of using a sensory choosing board, this learner would historically just grab resources they wanted.  This academic analyses for this learner also demonstrate increased progress in their computing, math, speaking and listening and PSHE.



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<p>Movement toys such as friction cars, spinning drums.</p> <p>Senseez pillow, light up pillow, sequin pillow and massagers.</p>	
<p>Sensory exploration items.</p> <p>Various puppets including emotions puppets and themed puppets: cook, wizard, Kermit, animals, superheroes, robot, dinosaur and girl.</p>	<p>This learner is making about 2 to 3 points progress across all IEPs. They are now tolerating items being in their vicinity and are developing curiosity to look at items and also touch items. The puppets have been a real asset in this progress as their curiosity began with the puppets and they would watch lessons involving these. They are now watching lessons with other resources in, and this continues to develop. This learner has moved up to the yellow band in the curriculum and is making steady progress within this.</p>
<p>Sunshine Pony Therapy</p>	<p>Although this has only run for a short time, learners are responding well to the presence of Bryan (the pony). They are watching him, touching, grooming and also taking him for walks using the lead. Bryan responds to the mood of the learners and will at times, just stand next to the learner or give them a gentle nudge. Once he is better, the learners progress will be assessed through the STARs system that Sunshine Pony therapy use as well as IEPs.</p>

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# What has the impact of the Pupil Premium spending in previous years?

### 2019/2020

- Music Therapy has been funded for 3 learners, this has been a great success and all learners have accessed this and remained in the sessions for up to 40 minutes. Due to the success within these sessions some equipment has been purchased on the Music Therapists recommendation, this included musical items i.e., Ocean drums and Djembe drums, SKOOG Ball/IPad and Bluetooth speakers. **Progress:** This is being measured through the Music Therapist who is producing annual reports. Staff have reported that they learners are really engaged, interaction has increased including back and forth interactions. The musical instruments have helped engage learners in class for longer as they have been used at different times of day and also integrated into Attention Autism.
- Weighted blankets and jackets have been used to support regulation and to meet sensory needs. There are a lot more individual weighted items now and this has meant that items belong to the individual student and can be used at any time required. Some weighted items have been upgraded to heavier weights as learners have grown. **Progress:** Student are showing a greater independence in initiating the use of weighted items to regulate their emotions and are returning to learning after a shorter period of time. Some of these items are now being built into sensory choosing boards and Tools for Zones of regulation.
- A mini-Trampoline were purchased to enable a student to gain the sensory input they required without having to go for a walk to the sunken trampoline within the grounds. The student is able to access this to support self-regulation and it can be used as an interaction tool with adults. This has been a success, and another trampoline has been purchased for their family room.
- Further sensory items have been purchased to update and also create sensory boxes for existing and new learners. These have been duplicated into the individual's family rooms to promote a 24hr curriculum, interaction, engagement, regulation and communication is built through playing with the sensory items with the student. **Progress:** We are seeing an increase in self-regulation, curiosity and exploration. Staff and learners are having more interactions together, including back and forth interactions. Motivational items have been identified and some of these are being built into sensory choosing boards.
- Nail files (electric) were put into one sensory box to work on desensitising the student to the feel of the files to enable them to complete self-care routines with less distress. **Progress:** this has supported the sensory regulation of this student, they have now been able to have their nails cut and filed. This means they are less able to hurt themselves at times of dysregulation. They are also able to tolerate more experiences and activities presented to them in the classroom.
- One student was identified as struggling with their English work both written and their spellings due to their dyslexia. Following discussions with the teacher and parents it was agreed that a personal laptop with a dyslexia program to adapt the screen would be helpful. **Progress:** the student has shown a keen interest in using the laptop and this is used in a lot of cross curricular work. They also use this in their free time to do writing and research. It has made the student more independent in their learning and more confident.

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- Two learners have had cameras purchased. One has been to aid transitions, they would take a photo of where they had transitioned to and then download and print them into a scrapbook. The second student had shown an interest in photography and it was felt this would enable them to have a greater independence in their learning whilst developing their interests and curiosity in the world around them. **Progress:** Student one was able to transition around the grounds with less anxiety and was beginning to transition into the community at times. Student two has begun to take photos and is learning to use ICT to download them independently.

## 2020/2021

### Impact of Therapy interventions and pupil premium spend

Intervention	Progress	Link to IEP's
Music Therapy	<p>From Spring 2021, Overley Hall has increased the amount of sessions available; the music therapist is now with us for 1 full day and 1 half day per week. This has enabled us to offer music therapy to 10 learners.</p> <p>Music therapy has been supporting learners to develop their back and forth interactions, emotional wellbeing, engagement and play skills.</p> <p>Music Therapy has increased learner's attention, engagement, choice making, ability to express themselves, reciprocal interactions for extended periods and supports emotional regulation and wellbeing.</p> <p>Music Therapy is also developing social skills and play skills.</p>	
Examples of Impact of music Therapy	<ul style="list-style-type: none"> <li>One learner is now providing their own rhythms which can be complex. The therapist copies these and engages back and forth with them, they will also laugh when she states in a playful manner that the rhythms are too hard.</li> <li>One learner's emotional regulation is supported through their art which has been incorporated into the music, this has helped them to regulate to a stage where they are able to engage.</li> </ul>	<p><i>Social, Emotional and Mental Health</i></p> <p>Learner has increased their CPG by 1 point in each section of their IEP.</p>
	<ul style="list-style-type: none"> <li>One learner is sharing musical experiences with the therapist, they are presented with instruments to share and explore, there is now increased eye contact, smiles and a sense of play</li> <li>The learner has begun to seek extended interaction on the keyboard with the therapist and they have '<i>moved in synchronicity</i>'</li> <li>Their vocalisations have increased and the therapist commented that the learner '<i>appears to express pleasure towards certain sounds</i>'</li> </ul>	<p><i>Sensory and Physical</i></p> <p>Learner has increased their generalisation score in expressing likes and dislikes through accepting and rejecting.</p> <p><i>Communication and Interaction</i></p>

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		Engages in Intensive Interaction and notices actions of the communication partner (therapist). Learner has increased their CPG score by one point in each section of their IEP.
	<ul style="list-style-type: none"> <li>Learner will choose to participate in these sessions. They have initiated interactions and making choices of songs</li> <li>Learner will place the therapist hands on the keyboard to get her to play and also put their hands over hers whilst she is playing, this supports their emotional wellbeing and regulation</li> <li>Learner is accepting new material being introduced by the therapist</li> <li>They are using their voice to say “play, sing, yes that one, no, no thankyou and tickle” they will also sing fragments of songs and follow melody’s</li> </ul>	<p><i>Community Inclusion</i></p> <p>Learner has moved up 1 point on the continuum showing early awareness of initiating spontaneous interactions using objects in their environment.</p>
	<ul style="list-style-type: none"> <li>Learner has been engaging through taking turns, mirroring and matching. They will also participate in sessions when the adult is directing</li> <li>Learner explores the Djembe drum and keyboard and will seek eye contact and responds well to positive reinforcement and praise</li> <li>Learner uses their voice to express emotions and Zones are modelled in the session</li> </ul>	<p><i>Employment</i></p> <p>Learner has increased their CPG by one point in all sections of their IEP whilst engaging in back and forth interactions.</p> <p><i>Community Inclusion</i></p> <p>Learner has increased their CPG scores by 1 point in all sections in their IEP, they are also generalising some of these skills over to the music session.</p>
Equipment purchased	<p>In the Spring term we have purchased a musical percussion exploration basket.</p> <p>In class the percussion basket has been explored by all learners in the group in a structured session. It has supported one learner to want to wear their cochlear implants at times and they will explore the sounds of instruments, this is also supporting the programme of work supplied by the teacher for the deaf.</p>	

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2021/2022

<p>Equipment purchased:</p> <ul style="list-style-type: none"> <li>• Floor projector</li> <li>• Sensory exploration toys</li> <li>• Fidget toys</li> <li>• Bean bags</li> <li>• Posture wedges</li> <li>• Sensory books</li> <li>• Massagers</li> <li>• Sand timers</li> </ul>	<ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Fans</li> <li>• Freezer packs and cool patches</li> <li>• Cut resistance sleeves</li> <li>• Arm protectors</li> <li>• Helmet</li> <li>• Mini rocking board</li> <li>• Punch bag</li> <li>• iPad and Gift Card for phonics.</li> </ul>
<p>Overview:</p> <p>Music therapy continued to work well for our learners that accessed the sessions. Engagement, curiosity and ability to focus for longer was evidenced through their IEP's.</p> <p>Music therapy has ceased now as the Therapist moved to other ventures, there is a national shortage of Music therapists and a replacement cannot be sourced at this time.</p> <p>Personal sensory boxes and individual equipment has developed the curiosity of learners to explore new experiences and has also supported their regulation. As learner's interests are developed these sensory items have been used within strategies such as sensory choosing boards and Zones toolboxes.</p> <p>Personal safety equipment has been trialled with learners to reduce self-harm when dysregulated. If successful these would also be integrated into strategies for regulation.</p> <p>An iPad has now been purchased and is being set up to support phonics sessions for one learner to work alongside the teaching of reading in class. Targeted individual and/or small group work for phonics has started.</p>	
<p>What has the impact of the Pupil Premium spending?</p>	
<p>Equipment/Intervention</p>	<p>Impact</p>
<p>Dual resources for Intensive Interaction.</p>	<p>Communication and Interaction IEP:</p> <p>Learner is more aware of their environment and what others are doing, they are exploring items with the adult and turn taking when exploring books. Learner was working at the Active Involvement (5) stage of the Continuum to learning characterised by recognition, anticipation and proactive responses at the beginning of this academic year and is now</p>

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	working at the Exploration (7) stage characterised by concentration, recall and observation. The learner is less prompt dependent and is beginning to generalise skills learnt.
Weighted Blanket and sensory regulations items.	<p>Sensory and/or Physical IEP:</p> <p>Learner is accepting the weighted blanket being used. Learner will now tap the symbol linked to the weighted blanket to initiate and request the item at times. Learner was working at the Active Involvement (5) stage of the Continuum to learning characterised by recognition, anticipation and proactive responses at the beginning of this academic year and is now working at the Initiation stage (8) characterised by the formation of skills knowledge, concepts and understanding. Minimal prompting is required, and they are able to generalise the skills in new situations.</p>
Sensory exploration toys to encourage play and interactions.	<p>Cognition and Learning IEP:</p> <p>Learner is now proactive in reciprocal interactions on occasions. Learner is beginning to follow the adults modelling of back-and-forth interactions, play and also turn taking. Learner was working at the Early Awareness (2) stage of the continuum to learning characterised by fleeting attention and inconsistent responses at the beginning of the academic year and is now working at the Active Involvement (5) Stage characterised by recognition, anticipation and proactive responses. Prompting levels are reducing gradually and learner is beginning to generalise skills learnt.</p>
Posture wedge, resistance tunnels and sensory play items.	<p>Sensory and/or Physical IEP:</p> <p>Tummy Time activities which provide learner with opportunities to develop muscle tone in their extensor limbs and will encourage low arousal. Learner was working at the Interest Stage (3) of the continuum to learning characterised by consistent and differentiated reactions at the beginning of the academic year and is now working at the Development stage (6) characterised by remembered responses and intentional communication. Learner is now proactive in engaging in these activities and is exploring the movements and developing balance.</p>

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### Externally provided programmes.

Programme	Provider
Therapy Pony	Sunshine Therapy Pony
<p>Impact:</p> <p>Bryan the therapy pony has only had a short time with us and was going into classes with learners or meeting them in the grounds at Overley. The learners are showing anticipation of him coming on the Thursday and will also request to put his picture on the visual timetable. Learners are beginning to interact more with him, through touching him, stroking him, brushing him and leading him on walks. This has helped to develop interaction, engagement and also communication. Some learners are asking appropriate questions to the supporting adult, and some are also using symbols to request more or stop. Bryan is very popular at Overley, and we look forward to his leg being better so that he can rejoin us.</p>	
Horse Riding	Pony Pals
<p>Impact:</p> <p>This programme has provided weekly consistent sessions for specific learners that have benefited from the regulation aspect of this intervention. For another learner it has developed their core strength, gross and fine motor skills and they are cantering on the horse and engaging really positively in this activity.</p> <p>It has also provided the opportunity for other learners to experience this on a rotational basis and this is to develop cultural capital outside of school.</p>	

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# Further information

### 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 SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables learners to have first-hand experience of work, such as external and internal work experience.