

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 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	Sir Charles Parsons
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	66.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2 years
Date this statement was published	15 <sup>th</sup> December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	K. Hamilton
Pupil premium lead	K. Hamilton
Governor / Trustee lead	A. Ferguson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105 570
Recovery premium funding allocation this academic year	£86 664
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	£192 234

# Part A: Pupil premium strategy plan

## Statement of intent

Data provided by the school's assessment and monitoring systems demonstrates that the attainment for students who are eligible for pupil premium funding is not significantly different from that of all students within the school; however, the difference between levels of attainment for students within the school and that of their mainstream peers is very significant. This difference is a direct consequence of their special educational needs and is the same for all students at the school.

The school recognises that for all students who attend Sir Charles Parsons, the key barriers to attainment are each individual's special educational needs. Student's education, health and care plans identify these needs, the provision they require and sets aspirational aims and outcomes for each individual.

The school will use the pupil premium funding and recovery premium to support and further develop the provision for these students to support the attainment of the aspirational aims and outcomes identified in their EHC plans.

## Challenges

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

Challenge number	Detail of challenge
1	Individual student's SEND as described in their EHC plans, impacting on their ability to make and maintain progress.
2	Developing independence and practical life skills
3	Wider family issues which impact on attendance, engagement and readiness to learn.
4	Self-regulation and understanding of emotions
5	The ability to interact appropriately with peers and adults and to develop and sustain meaningful relationships with others.

## 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
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Students emotionally ready to access and engage with learning	<p>Thrive action plans in place and progressing for all pastoral classes. Individual plans in place and progressing for all students identified as requiring Thrive support.</p> <p>Thrive group sessions taking place on a regular basis.</p> <p>Staff skills in using and applying Thrive theory and practice developed across staff team.</p>
<p>Red and Orange pathway students at KS4 and 5 have developed independence skills appropriate to their ability level, accessing community based real –life, learning opportunities.</p> <p>Red and orange pathway students are able to access a wider range of opportunities after school due to their increased skills and confidence.</p>	<p>Life skills curriculum fully in place. Initial curriculum offer reviewed and evaluated, changes made and embedded. Red and orange pathway students making and maintaining progress and accessing increased range of opportunities outside of school post 16 and post 19.</p>
Staff across the school are confident and competent in meeting the learning needs of learners of all abilities.	<p>Learning observations, progress records and work scrutiny will show that students of all abilities are being provided with the appropriate level of challenge and support enabling them to access a broad balanced and enriched curriculum.</p>
Students will be make progress with all areas identified in their EHC plans, accessing high quality individualised learning opportunities.	<p>Students across all pathways have access to appropriate, targeted learning through a personalised learning programme to address their specific areas of need.</p>
Students are supported by emotionally literate adults who have a deep understanding of the link between experience, emotion and action and will support students to develop positive strategies to manage difficult situations.	<p>Staff know, understand and apply thrive concepts when supporting young people who are experiencing emotional difficulties or may be acting in a way which is challenging for staff or peers.</p>
Students and their families are supported by school to address issues impacting on the student's current or future outcomes.	<p>Students and their families are able to talk honestly and openly with school about difficulties they are experiencing. The school is able to provide help and support either directly or by signposting to other agencies.</p>

## 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: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff in the delivery of the life skills curriculum and time for review and redevelopment after initial trial.	EEF research shows the importance of regular review as part of curriculum development.	1,2
Providing support and training to staff to develop skills working across the full ability range.	EEF research into peer supported learning for staff. Highlights importance of observing others teaching and working alongside more experienced staff when developing skills.	1,2
Thrive training and development for staff across the school.	Evidence from a range of sources – EEF, Thrive, MIND, illustrates the importance of emotional regulation for maintaining positive emotional and mental health and supporting young people to be ready to learn.	1,2,4,5

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

Budgeted cost: £ 95 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of personalised learning programmes, including rebound therapy, hydrotherapy, literacy, numeracy, life skills and independent travel training.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	1,2

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> Independent Travel Training is likely to enhance pupils' social and employment opportunities: <a href="#">Department for Education (publishing.service.gov.uk)</a>	
Delivery of Thrive sessions for individuals and small groups to support emotional and social development.	Students cannot attend to learning if they are not emotionally ready to learn. Social and emotional needs impact on ability to attend and engage with learning. Evidence links- thriveapproach.com	1,4,5

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

Budgeted cost: £ 55 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student support team developed to include family and multi-agency team.	Impact of wider family issues on ability to engage with school and on future outcomes has been documented by NSPCC, Barnardo's and EEF. <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a>	3
Thrive awareness for whole staff team to support emotional wellbeing and readiness to learn and engage appropriately with peers.	Students cannot attend to learning if they are not emotionally ready to learn. Social and emotional needs impact on ability to attend and engage with learning. Evidence links- thriveapproach.com	1,4,5

**Total budgeted cost: £ 190 000**

## 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 2022 to 2023 academic year.

#### Teaching:

The development of the life skills curriculum continued, moving forward to the review and develop phase for year 11 and 6<sup>th</sup> form and extending opportunities in year 9 and 10.. This is a relatively new curriculum area and ongoing review and development is important to ensure that all students are provided with an appropriately broad, balanced and engaging curriculum which meets their individual needs. Evidence shows all students making and maintaining progress in this area. This curriculum links directly with students EHC plans through the preparing for adulthood section and progress for individuals was evidenced during the EHC review process.

#### Targeted academic support:

The school delivered an increased number of personalised learning sessions, providing students of all abilities with opportunities to make and maintain progress in areas of need described in their EHC plans. The expansion of this programme allowed more students to access more sessions. The personalised learning programme includes Thrive, delivered either as an individual intervention or in small groups. The increase in available sessions allowed more interventions to be delivered, supporting more young people to make more sustained progress with their emotional readiness to engage with learning, leading to increased engagement and progress across all aspects of the school day.

#### Wider strategies:

The school employed a family support worker, increasing the time and expertise available to support families who are struggling. This has led to improved attendance for some young people and increased engagement with school for other families who previously found this difficult.

The continuing focus on developing staff awareness and understanding of Thrive and its use to support students to be emotionally ready to learn has continued. Staff confidence in supporting students to manage emotional difficulties and to regulate has grown, increasing the support available to students at all times.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Thrive	Thriveapproach.com

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*