

## 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
St Piers School	St Piers School
Number of pupils in school	57 students in total 21 residential students and 36 day students
Proportion (%) of pupil premium eligible pupils	24.56%
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	October 2021
Date on which it will be reviewed	July 2022 – Reviewed termly
Statement authorised by	Naomi Bradley
Pupil premium lead	Danny Hulme
Governor / Trustee lead	Gwen Godfrey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7747.50
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6106.43
<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	£13,853.93

# 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 goals and end of year targets by the end of our strategy 2024/2025.</p>
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: £1350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Hirstwood – Phonics for all Enhanced teacher pedagogy development to support early readers</p>	<p>Government guidance suggests that high quality phonics teaching should include ‘extensive teacher-child interaction and involve a multi-sensory approach’ <a href="https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation">https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation</a> This CPD will empower our teaching staff to further develop their skills in teaching phonics with a sensory approach in order to benefit the learning and development of our student’s skills.</p>	<p>3 July 2022 review</p>
<p>Choose it Ready-mades</p>	<p>Choose it readymades provides teaching staff with engaging resources that can be accessed in the classroom as well as being part of home learning opportunities for our students. <a href="https://www.helpkidzlearn.com/shop/online-software/chooseit-readymades">https://www.helpkidzlearn.com/shop/online-software/chooseit-readymades</a> Due to the complex medical needs of our student cohort, it is essential that we can provide learning in different settings our students access to ensure that medical needs are less of a barrier to our students learning.</p>	<p>1 and 3 July 2022 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. <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></p>	<p>1 and 3 July 2022 review</p>

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

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
LEXIA Software	<p>Government recommendation around the teaching of phonics explains that phonics teaching should include, 'extensive teacher-child interaction and involve a multi-sensory approach'</p> <p><a href="https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation">https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation</a></p> <p>LEXIA is a software packager that teaching staff can use to produce personalised and targeted learning activities for students to access. Through a trial period, we were able to identify that student engagement improved an many children were requesting further time using the software, helping to increase their educational progress.</p> <p><a href="https://www.lexialearning.com/">https://www.lexialearning.com/</a></p>	3 July 2022 review
RDA Horse riding sessions	<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>	1 and 2 July 2022 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> <p><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></p>	1, 2 and 3 July 2022 review

## 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

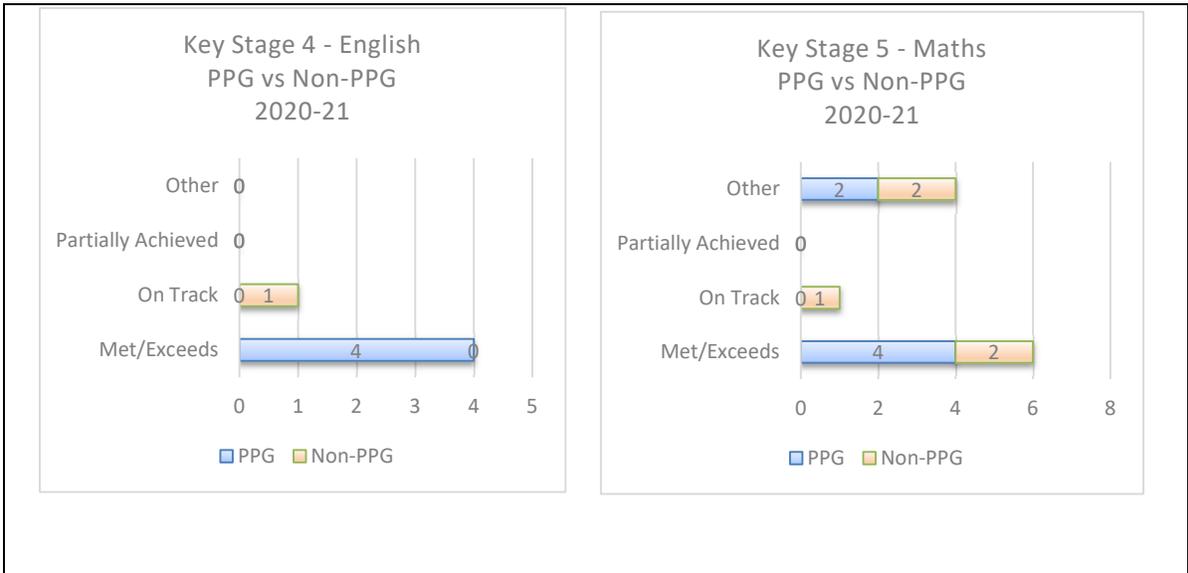
**Total budgeted cost: £13,850**

# 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 2020 to 2021 academic year.





**Externally provided programmes**

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

## Further information

Over the academic year 2020-2021, 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.

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 have now returned to their full time, in school education successfully.