

Priestley Smith Specialist School

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	Priestley Smith Specialist School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	33/74 - 44.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	22.12.2022
Date on which it will be reviewed	30.9.2023
Statement authorised by	Joanna Garvey
Pupil premium lead	Joanna Garvey
Governor / Trustee lead	Annie Bearfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39705
Recovery premium funding allocation this academic year	£9965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7077
Total budget for this academic year	£56747
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

All children at Priestley School have an Educational Health Care Plan and the school has a higher proportion of students that are eligible for pupil premium funding than National Average (25.2% 21-22). Our aim is to use this funding to help students to achieve and sustain positive outcomes. We aim to close the attainment gap between our disadvantaged and non-disadvantaged students and will do so through effective quality first teaching as well as planned expenditure to provide access to resources needed. Due our students having a severe vision impairment as well as a significant number having additional needs, our pupil premium cohort have significant additional barriers to learning, in addition to their vision impairments, these included communication and cognition as well as attendance due to complex medical needs. They may also have lower levels of wellbeing, specifically an increased unhappiness score in relation to their school work, compared to their peers without SEND,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/636465/DfE_SEN_Support_Case_studies.pdf

Our intention is to narrow gaps in attendance, progress and attainment and provide a range of experiences and wider school opportunities for our pupil premium students.

To overcome these barriers our pupil premium strategy focuses on ensuring all disadvantaged pupils are:

- Taught by experienced teachers, many of whom Qualified Teachers of the Vision Impaired (QTVI accredited).
- Provided for by our adoption of the National Curriculum Framework for Vision Impaired Children and young People (CFVI) to support their compensatory skills, self-advocacy, social interaction skills and independence.
- Provided with any additional equipment or assistive technology to support their disability.
- Supported to access enrichment experiences and opportunities outside school.
- Provided with timely support to meet social, emotional and mental health needs.
- Receive sharply focused teaching intervention as appropriate, to address any gaps in learning.

- Able to develop their self- esteem and confidence through our specialist Habilitation support.
- Our aim is that 100% of our disadvantaged pupils:*
- Progress to their next stage in education, training, employment or supported living
 - Make strong progress in line with their education and health care plans
 - Gain qualifications to support access to their next stage in education, training or employment.
- Develop as individuals with a firm sense of self-worth and identity with skills in place to prepare them for the transition to adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Students have a severe VI which impacts their learning
2	Well being, mental health and safeguarding concerns
3	Access to technology and educational materials
4	Gaps in reading knowledge, skills and/or phonological awareness due to VI, additional SEND and/or support with practise at home.
5	Reduced opportunities to access enrichment in and out of school e.g. cultural, arts and community events, musical instrument tuition

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
Attainment – the impact of severe Vision impairment on learning is reduced	Children with a VI are on average, 2 years behind their sighted peers due to the lack of incidental learning that sighted peers benefit from. Access to the curriculum and learning is supported through a variety of mediums. Students are supported by experienced teacher of Vision Impairments and benefit from the knowledge and guidance of QTVIs.
Well being, mental health and safeguarding concerns are identified and supported effectively	Vulnerable pupils well being needs, including poor attendance, supporting mental health and supporting pupils exposed to safeguarding concerns, are met. As part of the Attendance Strategy, attendance data is analysed regularly and effective actions and interventions shared between SLT and form / class teachers. Support with behaviour through targeted support from a behaviour specialist and through additional SaLT, OT and EP support
Curriculum - Children have access to technology to support their accessibility	Pupils can access a range of assistive technology and PP pupils are not disadvantaged because they do not have IT hardware or technology or connectivity required to access the school’s educational learning materials.
To support and close the gaps in reading knowledge, skills and/or phonological awareness due to VI, additional SEND and/or support parents in enabling children to practise at home.	PP pupils are not disadvantaged as a result of a potential lack of their parents to support and consolidate learning outside of school (e.g. daily reading practice in school). Use of connecting Steps as an assessment tool will help to identify gaps and target interventions across all subjects to the end of KS3, Thrive and Aspire and through tracking documents in KS4&5
Disadvantaged pupils will be provided with high quality access to the arts.	Disadvantaged pupils will gain access to a range of arts and cultural activities throughout the year. These will include access to music tuition, the allotment, opportunities to attend residential in upper juniors and secondary school as well as the opportunity to participate in trips and visits to art galleries, places of historical interest and an opportunity to gain a greater understanding of the world around them through experiential learning.

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: £20119 + £12007+ £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual literacy and communication support	Targeted literacy and communication interventions (reading, writing, spelling and phonics) provided by two experienced teaching assistants in regular 1:1 teaching sessions. Ongoing all year.	4
Purchase of 8 Toshiba Dynabook - 15.6", Core i5, 8GB RAM, 256GB SSD and Windows 10 P Purchase of Braillenote to support children's development of braille skills utilising technology	Specialist ICT purchased for individual use to enhance .skills i.e. touch-typing, Jaws, Zoomtext, BrailleNote. ICT access skills of targeted students will improve, enabling greater independence in accessing ICT and increased fluency in written work. Levels achieved in touch-typing improve. Continue to increase the number of Braillenotes available to students t support their learning and interaction with tech	1 & 3
Weekly support from experienced SENCO	Providing individual tutoring and interventions for groups of students	1&4

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

Budgeted cost: £14000 +£600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy and Occupational Therapy support	Specialist SALT input to support the assessment of communication skills and provide supporting programmes to develop receptive and expressive language skills across the whole school. Speech and language therapist one day per week-and 7 days in Primary to train and oversee TA. Utilisation of Wellcomm package through targeted support	2
Additional Educational Psychology Support	2 PP Students with specific learning difficulties supported by EP and strategies developed in classroom utilising sensory curriculum to support profound ASC needs	2

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

Budgeted cost: £2049+£3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support of Steve Brown, Behaviour Consultant and ASC Specialist (social, emotional, mental health and behavioural needs)	Steve Brown to work directly with students and parents of 6 Pupil Premium children with complex social, emotional and mental health needs. Targeted work to continue for twelve months with 6 Pupil Premium students.	2
Use of the allotment, residentials and wider trips and visits, swimming in KS3	The impact of horticulture in school was assessed in the NFER report, 2010 : https://www.nfer.ac.uk/impact-of-school-gardening-on-learning/ Positive outcomes for pupils included: <ul style="list-style-type: none"> Enhanced literacy and numeracy, including the use of a wider vocabulary Increased confidence, resilience and self-esteem Development of physical skills, including fine motor skills 	5

	<ul style="list-style-type: none"> • <i>Development of a sense of responsibility</i> • <i>Improvements in emotional well-being</i> <p>Residential, swimming and connections with the arts and opportunities to participate in experiential learning helps to develop cultural capital and is especially beneficial for VI students to participate in activities where they can experience things as they do not benefit from incidental learning in the same way as a sighted child would.</p>	
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Total budgeted cost: £ 56775

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.

<p>Despite Covid-19 disruption to learning continuing for many pupils during the year the resource was used by the ALG in their PFA modules and showed progress in understanding how food is grown and the understanding, alongside the development of the sensory garden, of the world around them. Linked to science and food tech curriculum improving experiential learning and independent living skills</p> <p>Despite Covid-19 continued disruption to learning for many pupils during the year, 2021-22 End of Year progress data showed good progress against baseline levels by students receiving targeted 1:1 literacy / communication and numeracy support</p> <p>Behaviour and ASC specific support continued to be provided for 6 Pupil Premium students and families over the 12-month period. Success seen with regard to school and home situation all of whom have ASC, ADHD or attachment disorder diagnosis or have SEMH issues as part of SEND. Strategies in place at school and home to support them and self-control strategies being developed. Only one student within this group had any fixed term exclusions during 2021-22. Staff training delivered 14/3/22</p> <p>SALT support delivered for two days per week, part funded by Pupil Premium and part by Covid Catch up.</p> <p>Secondary Pupil premium students received support in 2021-22, with assessments made and programmes in place. Primary interventions were stilted due to availability of staff. Therefore, investment made into a practitioner to deliver the Wellcomm package in the summer term with assessments to PP students. Programmes tackled expressive, receptive language difficulties, social use of language issues and articulation of sounds</p> <p>Good progress seen by students undertaking specialist music sessions, not only in actual music skills but also in overall confidence and self-esteem. Students performed in class music sessions as well as many performing alongside the Orchestra of the Swan when they came to visit.</p> <p>The residential to Blackwell court went ahead with great success. Students were seen to develop in confidence, and for a few this was their first time away from home. They demonstrated great resilience and developed independent living skills away from home with support of staff.</p> <p>A great deal of funding was spent on ICT infrastructure. Computers from the DfE were not fit for purpose and as periods of lockdown persisted, investment was made in more robust laptops to run Jaws and other software as well as the purchase of braille notes and Brailants to interface with laptops to increase students abilities in interactive ICT. Specialist tuition focused on utilisation of assistive tech and was provided from school resources.</p>

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
SaLT	West Midlands Speech and Language Therapy

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.