

# Pupil premium strategy statement Lady Zia Wernher 2022- 2023

Before completing this template, read the Education Endowment Foundation’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.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	161
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	
Date this statement was published	02/02/23
Date on which it will be reviewed	02/02/23
Statement authorised by	Hilary Davies
Pupil premium lead	
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,259.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£36,830.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94,089.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium to support disadvantaged pupils. All our pupils have severe or profound learning difficulties which create cognitive and physical disadvantages to neurotypical born pupils. We do see variance in outcomes for disadvantaged pupils in our setting particularly in social opportunities, attendance, socio-economic/ home life conditions and culture capital opportunities.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is 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 pupils life skills, opportunities for their voice to be heard, cultivate curiosity in their community, use experiences to grow independence and promote happiness today and tomorrow.

Staff training at LZW is key to successful pupil outcomes. Knowledge of SEND, barriers to learning, differentiation curriculum, and SEMH strategies to enable engagement are key features of induction and continuous professional development.

It is important pupils, parents and families are safe. We believe in positive home/ school partnerships and we invest heavily in bridging the disadvantage gap with active engagement, positive challenge and professional curiosity to understand a child's barriers to full educational participation.

Pupil premium is used for staffing, training and curriculum opportunities.

### 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 monitoring shows that disadvantaged pupils have erratic & low attendance due ill-health and therefore have less opportunity to progress.

2	Internal and external monitoring shows that disadvantaged pupils have erratic & low attendance due difficult home circumstances and therefore have less opportunity to progress.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital.
4	English as second language and low literacy competency therefore unable to access benefits, communications from school and professionals
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to experience broad and balanced learning opportunities and life experiences

## 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
To improve attendance rates in line with non pupil premium pupils. To improve punctuality rates in line with non-disadvantaged	Analysis for individual pupils and specific cohorts, case studies. Improved punctuality – lateness declining annually for pupils eligible for pupil premium. Fewer pupils eligible for pupil premium that are persistently absent.
To understand the barriers to bringing children to school.	Successful travel assistance application Successful EH, DLA application Improved attendance
More opportunities for children to engage in cultural capital activities.	All pupil premium pupils attend at least 1 enrichment activity per term such as dance, storytelling, visiting theatre production, riding or community visit
Offer a broad and balanced curriculum with quality resources and facilities	Curriculum resources are available for all lessons, learning and playing spaces are of at least good quality. Staff training schedule is offered and implemented into classroom practise
Improve parental engagement in pupil learning for homes where EAL	Improved attendance at consultations and home school communications Accessing Parentmail app

## 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: £1,100 + £8,106 + £1195 = £10,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of sensory story teller for Class sessions 1 day a week – 38 weeks a year.	<a href="https://senmagazine.co.uk/content/activities/multi-sensory/18029/multisensory-storytelling/">https://senmagazine.co.uk/content/activities/multi-sensory/18029/multisensory-storytelling/</a> <a href="https://www.thesensoryprojects.co.uk/sensory-stories">https://www.thesensoryprojects.co.uk/sensory-stories</a>	3,5
Dance practitioner Class sessions 1 day a week – 38 weeks a year.	<a href="https://synergydanceoutreach.co.uk/2022/05/09/what-are-the-benefits-of-dance-for-send-children/">https://synergydanceoutreach.co.uk/2022/05/09/what-are-the-benefits-of-dance-for-send-children/</a>	3,5
Bamboozle theatre performances x1	<a href="https://bamboozletheatre.co.uk/about-us/">https://bamboozletheatre.co.uk/about-us/</a>	3,5

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

Budgeted cost: £18,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a music therapist 1 day a week – 38 weeks a year.	<a href="https://www.bamt.org/music-therapy/what-is-music-therapy">https://www.bamt.org/music-therapy/what-is-music-therapy</a>	3,5

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

Budgeted cost: £ 28,000 + £500 + £6,900 + £30,183= £75,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
To pay up to 40% of the Family Workers salary. Regular home visits to pupils missing education, work in conjunction with EWO team. Deliver monthly parent coffee mornings, inviting professionals to attend as appropriate. Family workers lead safeguarding meetings and training updates. Provide interpretation. Liaison with multi agencies.	Example description of impact of role <a href="https://www.bcu.ac.uk/education-and-social-work/about-us/school-blog/what-does-a-family-support-worker-do">https://www.bcu.ac.uk/education-and-social-work/about-us/school-blog/what-does-a-family-support-worker-do</a>	1,2,4
Purchasing of resources & furniture for story boxes/ bags, storage, reading material and musical instruments.		3,5
Bamboozle project involves 10 days of contact time with students and staff – in five, two-day rounds of sessions throughout the year to develop engagement & environment shaping skills for staff and learning opportunities for children	<a href="https://bamboozletheatre.co.uk/about-us/">https://bamboozletheatre.co.uk/about-us/</a>	3,5
Sensory Garden – development of the outside area to access high quality teaching outside the classroom.	<a href="https://www.autismeducationtrust.org.uk/blog/importance-bespoke-outdoor-spaces">https://www.autismeducationtrust.org.uk/blog/importance-bespoke-outdoor-spaces</a> Ofsted recommends that schools evaluate the quality of learning outside the classroom to ensure that it has maximum impact on learners' achievement, personal development and well-being.	3,5

**Total budgeted cost: £ 94089.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Enhanced the provision of music in the school therefore improving the culture capital within the school. Music is a medium that offers opportunities to communicate with their world around them. To make choices to and communicate their needs. Offered pupils with complex behaviour de-escalation spaces. Development of group skills – turn taking, sharing, listening.

Maintained effective links with families, supporting vulnerable and chaotic home situations building greater understanding between home and school to improve attendance and engagement in pupil's learning. Supported families to access services to improve family opportunities. For families to meet and exchange ideas and support each other. Supported families with medical appointments improving pupil health and well-being. Worked in partnership with professionals to provide multi-agency support creating effective teams around the family thus improving pupil's outcomes.

Feedback from theatre performances illustrate high and positive pupil engagement and joy as a result of attending the events/ activities.

Dance and storytelling sessions feedback from teachers – high engagement, concentration, regulated behaviour and positive communication skills and appropriate target achieved within sessions delivered.

Attendance improvement for 10 individual pupils, 4 accessed personal travel budget as a result of family worker involvement and 4 pupils accessed full travel support, therefore becoming punctual and improved overall attendance.

8 coffee mornings held with 6 outside professionals. Parent numbers varied from 2 -12 over the school year.

Demonstration of a variety of practical, creative learning sessions for students to participate in and staff to observe initially and then feel empowered to take an active role in.

Spent time looking in depth at different aspects of Bamboozle's Approach and analysed the effect on students and on the learning environment.

Learnt how to create a safe space in which to experiment with different techniques and ideas and explore how they might be applied to every-day practice.

Spent time discussing techniques, sharing ideas, looking at how strategies can be implemented and how learning sessions can be developed for further work.

Used newly resources to aide delivery of quality teaching and learning sessions of a creative nature, promoting communication, literacy, expression and engagement of pupils at all levels of learning.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider