

Samuel Cody School - Pupil Premium Strategy Statement 2021-2022

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	Samuel Cody School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	17/12/2021
Date on which it will be reviewed	30/04/2021 and 30/09/2022
Statement authorised by	S Chinnappa
Pupil premium lead	S Chinnappa
Governor / Trustee lead	R Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,072
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,407

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 pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

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

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.

We will also provide disadvantaged pupils 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 is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

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. At Samuel Cody school we want all of our children to achieve their full potential by achieving their ambitions and aspirations. We believe that in order to do this they need to acquire the necessary skills and values to succeed.

All of our pupils are disadvantaged in some way, and we at Samuel Cody School are determined to provide the support and guidance that they need to help overcome these barriers.

This is in addition to creating a safe and inclusive learning environment in which pupils experience a broad and balanced curriculum. We intend to focus on these measure for the next three years.

Challenges

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

Intended outcomes

Challenge number	Detail of challenge
1	<p>Low levels of literacy and numeracy amongst all pupils due to their cognition and learning disabilities. With disadvantaged pupils this gap is widened between them and their peers.</p> <p>Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.</p>
2	<p>Pupils have limited experiences beyond their home life and immediate community. Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>
3	<p>Pupils are often dealing with additional social & emotional difficulties, including medical and mental health issues.</p> <p>Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p>
4	<p>Low levels of speech, language and communication skills creating difficulties in accessing the broader curriculum.</p> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school. Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.</p>

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
<p>Disadvantaged pupils at least maintain the level of progress they achieved last year in reading, writing and maths.</p> <p>Those who have fallen behind make accelerated progress and catch up lost learning from last year.</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p>

To ensure that all pupils receive access to an intervention programme which is monitored by the Lead HLTA.

New literacy and numeracy curriculum has been embedded.

Explore reading package has been used to baseline all new students and those in YR 7.

Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.

Every pupil leaves with qualifications in maths and English and 5 other areas.

There is no gap between the progress of PP and non PP students.

Pupils have a wide range of experiences that help them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.

Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.

There are residential opportunities on offer for each year group in the secondary department.

Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day, as well as STEM days, Forest School and visits from external providers.

Pupils with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.

Family support worker and mental health lead, identify and support pupils and work to alleviate barriers to learning.

A class of TEACCH stations will be used in the primary department with positive impacts on reducing the number of behaviour incidents for this cohort.

Identified pupils are invited to FEIPS, ELSA, sensory room support and Lego Therapy sessions with support staff for those needing to have support with the acquisition of social skills.

Private counselling is made available in school time to those pupils who are experiencing issues with mental health. As a result, pupil questionnaires will show that they feel supported and additional barriers alleviated where possible.

<p>Pupils are taught by staff who are equipped to use ELKLAN speech and language strategies to improve accessibility to the curriculum.</p>	<p>Each curriculum area will have a qualified ELKLAN lead.</p> <p>Pupils will be able to evidence enhanced speaking and listening skills.</p> <p>Pupils display enhanced expressive language and this has a positive impact on their ability to engage in matriculation.</p>
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of Lead HLTA role – Interventions to work with targeted group of children whose reading ages are below 8 years or more.</p> <p>Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by Assistant Head and Lead HLTA</p> <p>Interventions to be carried out by experienced teachers (via the National Tutoring Programme)</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2021/24.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.</p> <p>Provision of mastery curriculum and effective challenge for children identified as needing to catch-up. www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully.</p>	<p>1</p>

	Part of a tiered approach proven to have positive benefits (EEF) Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN Training. Training of 10 staff covering whole curriculum. Each area of curriculum to have its own ELKLAN Lead. ELKLAN Leads train departmental staff in speech and language principals.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2023/24. Evidenced by ELKLAN UK. Oral language interventions rated very highly on EFF framework. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4
Purchase of additional IT equipment	Greater accessibility for students to new literacy and numeracy curriculum	1
iExplore Reading software	Quicker and more in depth testing of reading	1

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

Budgeted cost: £41,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
STEM days, external visitors	Visits from external agencies such as the Navy Education Team	2
Enrichment Programme All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.	Part of a tiered approach proven to have positive benefits (EEF) https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	2
Residential experiences	Enhancing opportunities for Cultural capital	2
Private Counselling	Part of our targeted support strategy as evidenced as good practice in the EEF guidance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3
Purchase of Sensory Room Equipment	Encourages self-regulation and improved metacognition as detailed in EEF guidance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3

Total budgeted cost: £73,068

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.

Due to the Coronavirus pandemic and a change in Headteacher, the pupil premium strategy was carried over to this academic year. Most of the funding received was used to provide support for students during lockdown including the provision of IT equipment, the installation of a Forest School, recruitment of a catch up literacy and numeracy HLTA and access to online learning.

Our internal assessments during 2020/21 indicated that disadvantaged pupils' academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources such as those provided by our online package – SAM Learning. However, it was challenging to provide differentiated support to our pupils with SEND online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

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
iExplore Reading Assessment package	iExplore

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Monies were spent on giving students access to laptops so that they could engage with online learning during lockdown.
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to keep in touch with school and learning.

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.