

Samuel Cody School - Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	287
Proportion (%) of pupil premium eligible pupils	33.6%
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	30/09/2023
Statement authorised by	S Chinnappa
Pupil premium lead	S Chinnappa
Governor / Trustee lead	S Preece

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,689
Recovery premium funding allocation this academic year	£31,141
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	£147,830

Part A: Pupil premium strategy plan

Statement of intent Samuel Cody Primary & Secondary

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 Samuel Cody Primary and Secondary

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

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
<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>To ensure that all pupils receive access to an intervention programme which is monitored by the Lead HLTA.</p>	<p>End of summer 2022, 2023 and 2024 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> <p>New literacy and numeracy and reading interventions have been embedded.</p> <p>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.</p> <p>Every pupil leaves with qualifications in maths and English and 5 other areas.</p> <p>There is no gap between the progress of PP and non PP students.</p>
<p>Pupils have a wide range of experiences that help them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>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.</p> <p>There are residential opportunities on offer for each year group in the secondary department.</p> <p>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.</p>
<p>Pupils with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Family support workers and mental health leads will be available at both the main site and Cody Oaks to help identify and support pupils and work to alleviate barriers to learning.</p>

	<p>Several classes of TEACCH stations will be used in the primary department and at Cody Oaks where appropriate with positive impacts on reducing the number of behaviour incidents for this cohort.</p> <p>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.</p> <p>Private counselling is made available in school time to those pupils and students 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>
<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>

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: £98,296

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. 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>Recruitment of HSLW for Cody Oaks and HSLW for Samuel Cody to improve safeguarding and attendance</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>Part of a tiered approach proven to have positive benefits (EEF) Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</p>	1
<p>Some interventions are now run by departments and our Student support team as well as the HLTA</p>	<p>Part of a tiered approach proven to have positive benefits (EEF) Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)</p>	1

Continuation of Sam Learning	Student have access to more work they can complete at home when not able to access school for various reasons including long term illness.	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Art Therapy for Cody Oaks Two days a week Provision of specialist Music intervention for Cody Oaks –one day a week	Evidenced by ELKLAN UK. Oral language interventions rated very highly on EFF framework. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/first-thing-music	4

<p>1:1 interventions in key subject areas such as Mathematics, English and Science.</p> <p>1:1 support for students in lesson time allowing them to be able to access the curriculum, stay focused, complete work set and make academic progress</p>	<p>https://www.twinkl.co.uk/news/what-impact-do-one-to-one-teaching-assistants-have-on-pupils-school-experience</p>	<p>3 and 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,700

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
<p>Enrichment Programme</p> <p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This also includes swimming.</p>	<p>Part of a tiered approach proven to have positive benefits (EEF)</p> <p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales</p>	2

	https://healthyschoolscp.org.uk/wp-content/uploads/2020/07/ASA-School-swimming-guide.pdf	
Residential experiences for students in different Key Stages	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 Gym Equipment for Cody Oaks	Encourages self-regulation and improved metacognition as detailed in EEF guidance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3
School Trips including Butchers, Dockyard, Windsor Castle and Woodland Conversation Projects	https://activelearningcentres.co.uk/blog/why-students-should-go-on-educational-school-trips/	2
Forest School Development	https://www.forestschoolltraining.co.uk/forest-school/the-benefits/	2 and 1

Part A: Pupil premium strategy plan

Statement of intent Cody Oaks

Our core aim is to raise the attainment and progress of pupils eligible for Pupil Premium funding so that their performance compares favourably with Non-Pupil Premium peers. We do not only measure progress in relation to academic success, but in relation to both social and emotional development as well as against a pupil's effort and engagement in their education.

Barriers to attainment for our pupils are complex due to their social, emotional and mental health needs. Poor attendance, breakdown of family relationships, cultural, social, financial concerns and health issues are all factors that impact upon our pupil's ability to engage in their learning.

At Cody Oaks, we judge our progress from point of entry; we use previous information as well as baseline assessment to generate this judgement. Our skilled staff provide every pupil with a personalised opportunity to become the best version of themselves and address inequalities in the education of pupils from low-income families.

We recognise the important part that a partnership between the school and a pupil's parents have in the success of our work and seek to engage parents in the work we do with our pupils eligible for Pupil Premium funding.

We have identified a variety of approaches and strategies as being the most appropriate for pupils at Cody Oaks and these are outlined below.

Challenges

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

Challenge number	Detail of challenge
1	Poor Attendance (PP=57%; Non-PP=79.2% in 2022-2023)
2	Number of Behavioural Incidents (PP =70% of all recorded incidents in 2022-2023)
3	Lack of Skills for Learning e.g. executive functioning, resilience
4	Poor Literacy Skills
5	<p>Pupil and Year group specific deficits created by the pandemic</p> <p>Year 5 (disrupted Year 2 & 3): reduced levels of reading input; social communication and skills from learning with peers; ability to separate from parents; building relationships with adults away from home</p> <p>Year 6 (disrupted Year 3 & 4) missed increased rigour of Year 3 leading to deficits in resilience</p> <p>Year 7 (disrupted Year 4 & 5)</p> <p>Year 8 (disrupted Year 5 & 6) resilience; independence and role modelling of being eldest in the school</p> <p>Year 9 (disrupted Year 6 & 7) resilience; independence and role modelling of being eldest in the school; SATs removal resulting in lack of motivation for learning</p> <p>Pupil specific difficulties include:</p> <ul style="list-style-type: none"> • Lengthy period away from school with little learning opportunity

	<ul style="list-style-type: none"> • Increased comfort at home • Feeling of rejection • Reduced confidence in the sanctity of education • Loss • External agency input was limited
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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
Improved Attendance	The difference between attendance for PP and non-PP students will have reduced by at least 12%
Reduced Number of Behavioural Incidents	The difference between number of behavioural incidents will have reduced by 20%
Skills for Learning Developed	<p>Staff will report that they are confident in the explicit teaching of executive function, metacognition and emotional literacy (e.g. growth mindset and resilience)</p> <p>The time spent in class by pupils will have increased as measured by the out of lesson tracker</p>
Improved Literacy Skills	All pupils will have significantly improved their standardised reading score by
Pupil and year group specific deficits created by the pandemic addressed and reduced	Staff will have identified individual deficits created by the pandemic and have a plan in place to reduce these deficits

Year group deficits will have been addressed so that the deficits are reduced

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: £ 6,900

Activity	Lead staff	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc. training and resources	LDO	EEF Phonics +5 months	1, 2, 4, 5
Executive functioning CPD & implementation EF Questionnaire Parent - Parenting Course (pointerpro.com) What are executive functions ? - Connections in Mind	RBR	Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old	2, 3

Module 2: Understanding Executive Function – Neuro Trauma Training (ed.ac.uk) Executive Function Skills and Neurodiversity Traits (thesendcast.com)			
Lego Therapy CPD and implementation	Pastoral lead	A scoping review of the role of LEGO® therapy for improving inclusion and social skills	1, 2, 5
Metacognition CPD and implementation	GCO	EEF metacognition +7 months	2, 3
Reading Comprehension through reciprocal reading CPD and implementation	LDO	EEF Reading Comprehension +6 months	4

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

Budgeted cost: £24,700

Activity	Lead staff	Evidence that supports this approach	Challenge number(s) addressed
Baseline and end of intervention testing for all pupils	RBR	Step 1 and Step 5 of EEF PP Guidance	2, 4, 5

Canine Assisted Learning 1 day a week	LDO		2, 4, 5
Social and emotional learning resources for small group and class use	RBR	EEF SEL +4 months	2, 5
Access to laptop	SMO	EEF Digital Technology Guidance Report	1, 3, 4

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

Budgeted cost: £41,500

Activity		Evidence that supports this approach	Challenge number(s) addressed
Attendance incentives and rewards	Pastoral lead	EEF Attendance REA Report	1
Parental Engagement <ul style="list-style-type: none"> • Workshops • Letters home • Student and Family Support Officer 	RBR	EEF Parental Engagement +4 months	1
Zones of Regulation Implementation	Pastoral lead	EEF Improving Behaviour in Schools	1, 2, 3, 5

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.

Samuel Cody Primary

Data from our Read Write Inc. assessments indicates that pupil premium children who were able to access the Read Write Inc. phonics reading programme made progress in reading at a similar rate to their peers.

Many children within the primary department have specific sensory needs. Therefore a range of resources have been purchased to meet these pupils' sensory needs and enable them to access the school day more fully.

These resources include:

- Weighted blankets
- Thera-putty
- Squeeze toys
- Visual timers
- Chews

There are many children within the primary department who have limited experiences beyond their home life. This means that they had fewer opportunities to explore both the local and wider community and develop their social and communication skills in real world situations. We addressed this with a range of opportunities added into the school year. Many of the children have had the opportunity to take part in the following:

- Short walking trips in the local area to parks, shops and post boxes

- Swimming lessons at the local leisure centre
- Visits to the local library
- Pony riding
- Trips to Pizza Express restaurants to make their own pizzas
- Trips to the local cinema
- Day trips to Windsor Castle, The Living Rainforest and Winchester Science Centre
- Zoo lab (tropical animals brought into the school)
- Wonder Dome (mobile planetarium)
- Kapes (themed sensory play sessions)
- Dance sessions (run by an external provider)
- Forest School (outdoor learning experiences)

Samuel Cody Secondary

The strategy has been reviewed from 2022-2023 and the first challenge of low level literacy and numeracy is students has started to be addressed. Pupil Premium students in Year 7, 8 and 9 were assessed at the same level at non pupil premium students or higher in their average reading ages. Key stage 4 students were slightly lower as those cohorts are still recovering from the disruptions caused by the Covid19 pandemic.

Mathematics follows a different pattern with pupil premium students doing just as well or better than non-pupil premium students in years 7 and 10. There is still work to be done in years 8, 9 and 11 and we continue to use a range of strategies to support those year groups.

The average figures of the whole school shows pupil premium students slightly outperform the non-pupil premium students in Reading, Mathematic, English and Science. Continuing support from our LSA's placed in mathematics and the 1:1 interventions they lead in these subject area have helped eliminate the difference between pupil premium students and non-pupil premium students.

Year 11 pupil premium students at Samuel Cody performed just as well or better than non-pupil premium students in their GCSE exams last summer and also just as well in other qualifications such as entry level subjects and the AQA award scheme.

The second challenge reviewed looked at the students limited experiences beyond their home life. This meant students had fewer opportunities to develop their cultural capital. The school has addressed this with a range of opportunities added into the school year. Students have had the chance to attend a residential activity in years 7, 8, 9 and 11. Plans have been drawn up to increase this to all years with year 10s now been offered the opportunity to attend a residential to the Jurassic coast. As well as residential activity the school has run lots of trips including the local Butchers, Art Galleries, Zoos, Farms and Theatres. School clubs continue to run allowing students to experience activities they would not normally access. Finally the forest school creation has enable students to experience learning outdoors with a range of sessions from building shelters to cooking on open fires.

Challenge 3 was students who are often dealing with social and emotional difficulties including mental health. Some of this is a consequence of the pandemic and this in turn has impacted upon their education in school. In order to address this the school has further strengthened its family support network and put in place a Mental Health lead. This has allowed the school identify and support students with a range of therapy sessions throughout academic year. Mental Health is taken seriously with students having access to support when needed. Students' surveys highlighted the importance of this service and that its availability when needed was excellent. Access in school to this service has enabled students to start to attend more lessons and this in turn has helped address gaps in learning.

The final challenge looked at low levels of speech, language and communication skills which were making access to the curriculum difficult for some students. To alleviate this problem the school trained up a number of staff to use ELKAN. This was then cascaded down to all departments allowing staff to communicate more effectively those students who were having trouble accessing the curriculum due to language difficulties. As well as this, sessions were held for staff by our speech and language specialist to further develop more effective staff communication with students.

Cody Oaks

Read, Write, Inc. representative completed audit and provided support to Cody Oaks staff and information fed in to the literacy strategy for 2024-2025 academic year. Phonics support was delivered to students from Year 5 to Year 9. There has been excellent engagement with reading to the school dog, which has helped students with sound phonics knowledge but poor reading skills to be motivated to read in school. The gap in standardised scores for word recognition and reading fluency reduced by 6%.

Every student attending Cody Oaks has had the opportunity to participate in a range of social, cultural, enrichment and sporting experiences including swimming lessons at RAF Odiham, watersports at Horseshoe lake, and team building at Runways End. These have been linked to the curriculum and our skills development framework and aim to develop students' cultural capital, self-identification as a member of society, life skills, social skills and/or increased knowledge and understanding of the world and society around them.

Our Family Support Worker has supported families navigate the cost of living crisis, completed safeguarding visits to pupils who have not been able to engage in school and supported the transition of new pupils in to Cody Oaks. This has enabled us to forge closer relationships between parents and the school and helped to maintain attendance levels for students for attending Alternative Provision.

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
Sam Learning Home Learning	Sam Learning

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.

