

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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.

- a review of 2020/2021 spending and its impact on pupil premium pupil performance
- a strategy for 2021/2022 including projected costs and intended outcomes

## School overview

Detail	Data
School name	John Watson School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	February 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Stephen Passey
Pupil premium lead	Karen Fourie
Governor / Trustee lead	Lynn Wong

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021/2022	£31,460
Recovery premium funding allocation this academic year	£13,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<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	£44,480
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# Part A: Pupil premium strategy plan

## Statement of intent

We acknowledge that there may be wide ranging barriers for learning and complex family situations that prevent pupils from flourishing. We aim to offer opportunities to develop the relevant skills required to be prepared for adulthood.

- We align our practice with the recommendations set out in the Education Endowment Foundation’s Guide to pupil premium, focusing on good teaching as the most important lever schools have for improving outcomes for disadvantaged pupils.
- Guided by our values (SLICE), we aim to best support disadvantaged pupils through interventions such as Early Help Assessments and Team Around The Family Support as needed.
- To improve attendance of this group to bring it in line with the school average.
- To maintain a continuing focus on communication, ensuring that every student has a voice.
- To provide opportunities that develop cultural capital and independence.
- To provide a bespoke, individualised response to students from a disadvantaged background, responding to repeat behaviours / concerns, by putting effective targeted support in place.

## Challenges

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

Challenge number	Detail of challenge
1	Reduced face to face contact from other agencies due to the pandemic has caused a range of additional work for school leaders and teachers. Pupils in receipt of Pupil Premium have been particularly affected by the reduction in respite and home care, negatively impacting on wellbeing and broader development.
2	This cohort tends to have greater challenges expressing and communicating their needs.
3	This cohort generally has fewer opportunities to develop Cultural Capital outside of school.
4	This cohort tends to need more help to develop independence, for example, in relation to personal care.

5	This cohort tends to need more support maintaining a healthy diet.
6	This cohort tends to have fewer opportunities to develop individual travel skills.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023)**, and how we will measure whether they have been achieved.

Challenge number	Intended outcome	Success criteria would be by end of 2022/2023 school year
<i>The intended outcomes have been slightly changed since the last review due to the impact that Covid has had on pupils on PP, the new curriculum and how leaders are using data to support next steps.</i>		
1.	Improved multi agency work increases support for disadvantaged families	<p>More bespoke Team around the Family support for families whose child is on PP. Multi-agency working to support pupils with after school clubs or respite.</p> <p><b>September 2021:</b> 34 pupil premium students = 31% of our cohort.</p> <p><b>September 2021:</b> 8 / 34 pupil premium = 24% of this group of pupils had some level of support. (TAF, EHA, CIN, CP, CWCF, Mash intervention, CAMHS / LDCAMHS).</p> <p><b>March 2022:</b> 19/34 pupil premium pupils = 56% of pupil premium pupils are being supported (TAF, EHA, CIN, CP, CWCF, Mash intervention, CAMHS / LDCAMHS).</p> <p><b>By July 2023: we would like 25/34 (74%) of pupil premium pupils to be supported</b> (TAF, EHA, CIN, CP, CWCF, Mash intervention, CAMHS / LDCAMHS).</p> <p><b>Impact:</b> greater parental communication, interaction and support, which in turn will support positive EHCP/ILP outcomes for Pupil Premium pupils.</p>
2.	To improve communication skills for disadvantaged pupils	For all Pupil Premium pupils to have a voice during less structured learning e.g. outside play, and to have a range of activities on offer that will meet their

		<p>needs/interests and learning level in line with the curriculum pathways.</p> <p>Achieved when it is evident during playtimes that PP pupils are all engaged and working on their Communication and Language targets.</p> <p><b>- Communication and Interaction individual learning plan outcomes for Pupil Premium pupils to be at least expected progress for 2021/2022.</b></p> <p><b>- We aim for Pupil Premium pupils' Communication and Interaction individual learning plan outcomes to be at exceeding progress (90% or above) for 2022/2023.</b></p>
3.	To further develop the cultural capital of disadvantaged pupils	<p>Pupil premium pupils are prioritised for trips and educational visits. We would like to offer a range of experiences to all our pupils, but also to inspire, motivate and engage our Pupil Premium pupils with a range of non-core subject activities.</p> <p><b>We would like all Pupil Premium pupils to have attended at least 3 non-core Cultural Capital enriching activities in a year.</b> This can include (and is not restricted to):</p> <ul style="list-style-type: none"> <li>● Live concerts, including classical music</li> <li>● Art exhibitions</li> <li>● Experiences around animals (farm animal petting experiences etc.)</li> <li>● Forest School-type offer</li> <li>● Access to public leisure centres</li> <li>● Riding for the Disabled (RDA)</li> <li>● Pets as Therapy (PAT dog)</li> </ul>
4.	To further develop the Physical and Sensory offer for pupils, in line with their EHCPs, SLICE and age-appropriate leisure activities.	<p>We would like our Pupil Premium pupils to benefit from and experience a range of healthy living activities. We aim to have a health target for every pupil in the school (including Pupil Premium pupils) by May 2022.</p> <p><b>We aim for Pupil Premium pupils' Physical and Sensory individual learning plan outcomes to be at least expected progress for 2021/2022.</b></p> <p><b>We aim for Pupil Premium pupils' Physical and Sensory individual learning plan outcomes to be at exceeding progress (90% or above) for 2022/2023.</b></p>

5.	To support the maintenance of a healthy diet	To follow individual nutritional guidance advised by health. Achieved when Pupil Premium pupils have met their health targets:  - <b>Individual learning plan outcomes for Health to be at least expected progress for 2021/2022.</b> - <b>individual learning plan outcomes for Health to be at exceeding progress (90% or above) for 2022/2023.</b>
6.	To adapt travel training opportunities to respond to evolving Covid restrictions	<b>Our success criteria is for all Pupil Premium pupils' Physical and Sensory outcomes to be in line with those of other pupils by July 2023.</b>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year, 2021/2022** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,571

Activity	Evidence that supports this approach and how we intend to spend money in 2021/2022	Challenge number(s) addressed
A new part time DSL admin role (cost £10,289)	We are finding that we have not enough time to complete the required paperwork or chase the support needed. Extra administrative support would give us more capacity to do this and an anticipated increase in pupils, especially from disadvantaged families having the specialist support needed.	1
Purchase of additional iPads and iPods (£3282) supports use of assistive technology enhancing student voice through use of technology (speech support / dictation / typing etc).	We have been using iPods consistently to evidence learning (this is presented in Individual Learning Plans) and this has proven to support both teacher workload and accurately evidence outcomes. Buying more iPods means more opportunities to evidence small group / 1:1 learning, as pupils are mostly taught in small groups / 1:1.	2

	The iPads are used for individual learning targets linked to Communication and Interaction targets set by the Speech and Language therapist. Prolo2go has supported successful speech production and sentence structures for pupils who do not use speech as their main way of communicating. Buying more iPads will support more pupils, including PP pupils to have a bespoke communication approach.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop the cultural capital of disadvantaged pupils	<p>During the annual review cycle in May 2021, leaders noticed repeated discussions with families, especially pupils who are from deprived families, who missed out on a range of extracurricular activities to best support their outcome and to ensure they reach their maximum opportunity to be as independent as possible. Covid negatively impacted all pupils, but PP pupils received even less interaction from services such as Behaviour Support / sports and wellbeing clubs as well as respite.</p> <p>Leaders feel that in line with SLICE, we can support individual pupils' engagement and love for learning, as well as supporting their cultural capital and mental health through offering a range of activities (mentioned in point 4 above).</p>	4
To further develop the Physical and Sensory offer for pupils, in line with their EHCPs, SLICE and	As we believe individual needs should be considered and supported, we have purchased more sensory regulation equipment for Pupil Premium learners with	5

<p>age-appropriate leisure activities.</p>	<p>sensory needs, including autism. This targeted support has enhanced engagement for learning. In 2020/2021 we introduced Sensory Circuits for secondary students, supporting PP pupils with their OT targets. We aim to extend this offer across sites.</p> <p>Budgeted cost for sensory regulation equipment available for PP learners £2500 Budgeted cost for sensory regulation training during staff meetings £1500</p>	
<p>To adapt travel training opportunities to respond to evolving Covid restrictions</p>	<p>We have seen the positive impact trikes and bikes have had on Primary pupils. Because sport premium funding is for primary age only, we invested in more bespoke bikes to meet the range of physical needs of our pupils. We would like to further expand this offer, to be able to support more pupils to learn to ride a bike.</p>	<p>7</p>

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

Budgeted cost: £3580

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>To support the maintenance of a healthy diet</p>	<p>Supporting families in need, and children who are on Care Plans, to purchase uniforms, offering financial support for trips, paying for their RDA/swimming sessions, and or buying food for breakfasts.</p> <p>Budgeted cost for supplementing student meals and presentation £1500</p>	<p>6</p>

**Total budgeted cost: £41,551**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

- a review of 2020/2021 spending and its impact on pupil premium pupil performance

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

### Identified Barriers to Educational Achievement faced by Eligible Pupils in receipt of Pupil Premium

In 2020/2021 we focused on the following barriers and money was used to support the following:

- Significant difficulties in Social Communication and language development which impacts self esteem and well being

Met

- Support for Metacognitive development to apply and generalise learnt skills in a variety of contexts

Met.

- Difficulty accessing community and social events

Partially Met

After the lockdowns and school closures due to the impact that Covid had on our pupils, we used Pupil Premium money to support social interaction and metacognitive development in order to apply learnt knowledge and skills. We arranged a petting zoo experience, which benefited all pupils, alongside PP pupils. This event was held on the primary site. There was high engagement from pupils and it supported their communication, interaction skills, as well as their physical development. For 2021/2022 we will extend this offer to one day for Primary and one for Secondary aged pupils. Pupil Premium pupils will have repeat sessions with the animals on the day. Difficulty accessing community and social events - we will continue to build on this in 2021/2022. See challenge number 3.

- Literacy and Mathematical skills require specialist interventions

Partially Met.

We planned bespoke 1:1 SRS phonics sessions for pupil premium pupils. Due to staff absence and covid related absences, this was not consistently followed through. This is now being addressed through our curriculum pathways for Cognition and Learning.

- A variety of Physical impairment/needs which limit experiences

Not met in 2020/2021, but it is being addressed in 2021/2022 through the above mentioned travel and Bike-Ability.

- Post school - Life preparation

Partially met.

Due to Covid, the Activate Careers Team cancelled school visits to school and secondary age pupils did not have access to external careers advice, so we devised our own bespoke programme instead.

## 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
Not applicable	

## 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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

Not applicable
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