

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	Pathfield School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 to 2024 – 2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	S Allman, Headteacher
Pupil premium lead	A James
Governor / Trustee lead	Rosemary Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101 605
Recovery premium funding allocation this academic year	£ 17 500
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	£ 119 105

Part A: Pupil premium strategy plan

Statement of intent

At Pathfield School our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. All pupils at Pathfield School have an Education, Health and Care Plan (EHCP). Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we recognise the importance of using pupil premium funding effectively to achieve our desired outcome: that every child will enjoy school, develop a love of learning, take risks and achieve beyond our high expectations.

For individuals entitled to pupil premium funding at Pathfield School, we have prioritised the following:

- Academic progress and attainment
- Mental health and well-being
- Social opportunities within the wider community
- Preparation for adulthood
- Family liaison support

These have derived from working with all stake-holders to determine the best preparation for our pupils to achieve independence, integration and purposeful engagement within society.

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 and further education guidance is available to all.

Our strategy is integral to wider school plans for education recovery 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.

Challenges

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

Challenge number	Detail of challenge
All students have an Education, Health and Care plan (EHCP) for complex needs and difficulties with communications and interaction. All are working significantly below age related expectations.	
1	Our assessments show that disadvantaged pupils make levels of progress in line with their peers. However, in order to accelerate progress in reading across the whole school, implementation of a new systematic phonics programme is required to ensure a consistent approach with highly trained staff.
2	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 supported by several national studies.
3	Our assessments and observations show that a large proportion of our disadvantaged pupils are likely to need support to manage their mental health and wellbeing needs. Poor mental health and wellbeing significantly impacts on our pupil's ability to engage effectively in their learning.
4	Our assessments, observations and discussions show that a pupil's additional needs including sensory, physical and behavioural can cause further concerns for families. Therefore, pupils and families may require greater support to access, understand and action change within the family home to positively influence their pupil's engagement, progress and attainment at school.
5	Our assessments, observations and discussions show that disadvantaged pupils often require additional support to be able to self-regulate their behaviour and manage their emotions. This directly impacts the pupil's ability to engage in and access learning opportunities fully.

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 progress in reading for all students who require a systematic phonics programme as measured through baseline assessments on the phonics assessment tracker. All staff delivering phonics to receive high quality training – Read Write Inc (RWI)	Disadvantaged pupils will make good progress according to their baseline starting points. Through achievement of EHC plan termly outcomes. 100 percent of staff delivering RWI phonics
Improved progress for disadvantaged pupils in all subjects relative to their starting points as identified through baseline assessments and EHCP targets.	Disadvantaged pupils will make good progress according to their baseline starting points. Through achievement of EHC plan termly outcomes.

	Disadvantaged pupils will access high quality targeted academic support
Pupils will access high quality therapeutic support to promote improved mental health and wellbeing and facilitate increased engagement and learning.	Through observations and discussions with pupils and their families. Progress against set therapeutic outcome measures.
Pupils and families to access appropriate support to overcome challenges in the home that may impact a pupil's learning and engagement at school.	Through observations and discussions with pupils and their families Improved attendance for identified pupils. Progress against outcomes set at Early Help planning. Through observations and discussions with pupils and their families
Pupils will be able to utilise a range of strategies and resources that enable them to regulate their emotions and behaviours more appropriately. This will support pupils to engage more effectively in their learning within school and access wider opportunities in the community.	Progress against EHCP termly targets. Reduction in intensity, duration and frequency of behaviour incidents. Through observations and discussions with pupils and their families

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality reading CPD for teaching staff – Deliver RWI for all stages of the programme</p> <p>Implementation of new phonics programme for all pupils who require it.</p>	<p>The Reading Framework, July 2021 – https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics Programme = + 5 Months</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>Internal data: progress and attainment; pupil engagement</p>	<p>1, 2</p>
<p>High quality Relational Approach CPD for teaching staff.</p> <p>This will provide staff with the appropriate knowledge and skills to support pupils who display behaviours that concern.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>Internal data: Behaviour monitoring data, staff survey</p>	<p>2, 5</p>

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

Budgeted cost: £ 32 849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teach Intervention to be delivered by designated Teaching assistant (Part time)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2
Small group and one to one interventions to be delivered by designated Pupil Premium intervention teaching assistant (Full time)	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>Internal data: progress and attainment; pupil engagement</p>	1, 2

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

Budgeted cost: £ 79 410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional CHROMA Arts Therapy intervention sessions 3 days – Music 2 days – Drama 1 day - Art	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Arts Participation = + 3 months Social and emotional Learning = +4 months</p> <p>Internal Data: Behaviour monitoring data; Student voice</p>	3

<p>Family liaison officer employed full time to engage and support families through the Early Help process</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Parental engagement = + 4 months</p> <p>Internal data: progress and attainment; pupil engagement; attendance</p>	<p>2, 3, 4, 5</p>
<p>THRIVE practitioner to deliver small group and one to one interventions</p>	<p>https://www.thriveapproach.com/thrive-survey-update/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional Learning = +4 months</p> <p>Internal Data: THRIVE assessment; Student voice</p>	<p>2, 3, 4, 5</p>
<p>Provide opportunities for pupils to engage in a wide range of activities and experiences developed through offsite trips and activities e.g. adventurous activities at the Calvert trust, residential stays; sports competitions; creative arts trips</p> <p>Ensure that all pupils have equal access to these opportunities through the removal of financial barriers.</p>	<p>Internal data: Pupil and parent voice; EHCP progress data; Teacher observations and assessment</p> <p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p><i>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (Education Endowment Foundation).</i></p> <p>Ofsted Framework – Cultural capital</p>	<p>2</p>

Total budgeted cost: £ 117 259

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.

Summary of objectives	Outcome
<p>To narrow the gap in each pupil's attainment relative to their own achievements</p>	<p>The school has a clear intent that has been developed by all key stakeholders. Subject leads are in place to monitor pupil progress and ensure that the curriculum is designed and implemented to meet the needs of all Pathfield school pupils.</p> <p>The percentage of disadvantaged pupils achieving expected progress or above is in line with their peers.</p> <p>Teachers and support staff supported pupils via remote learning opportunities during times of school closures due to the pandemic. Funding supported the use of a range of online resources such as Helpkidzlearn. Due to our pupil's additional needs, providing accessible and differentiated support online was challenging.</p> <p>Access to targeted one to one and small group interventions sessions were significantly disrupted during the pandemic.</p>
<p>To improve engagement with learning for pupils where self-regulation of behaviour is not effective and creates additional barriers to meeting developmental and academic milestones.</p>	<p>School systems are established and effective in monitoring behaviour that concerns. This allows the school to make quick and effective changes to environment, curriculum, staffing, class groups where necessary.</p> <p>Identified pupils have Behaviour Care Plans to support them and ensure that this is done in a consistent manner.</p> <p>During the pandemic, leadership and teaching staff worked closely with families to support them during times of disrupted learning and</p>

	<p>limited attendance. Families were further supported by the family liaison officer through the Early Help process. Much of this support focused on engaging with external agencies to help families with attendance issues, behavioural support, funding and access to short breaks.</p> <p>For many pupils the pandemic had a detrimental impact on behaviour and engagement at school due to the loss of routine and structure.</p>
<p>To provide therapeutic interventions which promote healthy mental health and engagement in learning opportunities.</p>	<p>The offer of therapeutic support has grown and now includes music, art, drama delivered by CHROMA. This offer also continues to include THRIVE. Outcome data and pupil/ parent voice indicates that therapeutic intervention offered at Pathfield school is effective at supporting and promoting pupil wellbeing and mental health.</p> <p>Unfortunately, the pandemic has at times significantly disrupted our pupil's access to the school's full therapeutic offer. This has had an impacted on pupils to varying degrees. Where possible, alternative methods of accessing these sessions were provided such as remotely accessing these via Microsoft Teams. However, this was not possible for all our pupils due to their additional needs.</p> <p>During this time, we have seen increasing number of pupils who are seeking this level of support for their mental health. An extensive and robust offer of therapeutic support will continue to be needed to ensure that these needs are met.</p>

Service pupil premium funding (optional)

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Service pupil premium was used to access one to one sessions with our designated Pupil premium intervention worker. This focused on an area of development from the pupil's EHCP targets.</p>

What was the impact of that spending on service pupil premium eligible pupils?	Pupils were able to make expected level of progress within this identified area.
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