

Pupil premium strategy statement

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	Pathfield School
Number of pupils in school	168 (Primary and Secondary)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 to 2023 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	S Allman, Headteacher
Pupil premium lead	A James
Governor / Trustee lead	Katie Pettman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92 210
Recovery premium funding allocation this academic year	£ 68 632
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	£ 160 842

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 English CPD (Phonics)</p> <ul style="list-style-type: none"> - <i>RWI</i> training for primary/ KS3 staff. - <i>Fresh Start</i> training for KS4/ KS5 Staff - Development days with RWI Trainer <p>Increase Reading Leaders capacity to deliver coaching, weekly staff practice sessions and parent workshops.</p> <p>High Quality Maths CPD</p> <ul style="list-style-type: none"> - Maths for life - Equals <p>Subject Leadership Projects linked to SDP</p> <ul style="list-style-type: none"> - Physical Resources to support Maths and and English. - Staff/ cover costs. - Subscriptions to online learning platforms. 	<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 CPD to support staff to develop understanding of therapeutic and attachment based approaches.</p> <ul style="list-style-type: none"> - 6 X CHROMA CPD sessions. 	<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>

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

Budgeted cost: £ 64 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention teaching assistant to provide additional support to pupils – One to one and small group sessions.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2
Designated Pupil Premium intervention teaching assistants To deliver 1:1 and small group support to identified pupils.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Internal data: progress and attainment; pupil engagement	1, 2
Individual resources To support and enhance a pupil's access to learning. - Communication aids/ devices - Sensory regulation equipment		

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

Budgeted cost: £ 91 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health & Wellbeing	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	3

<p>CHROMA Arts Therapy intervention sessions 3 days – Music 2 days – Drama 1 day – Art</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Arts Participation = + 3 months Social and emotional Learning = +4 months Internal Data: Behaviour monitoring data; Student voice</p>	
<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 Parental engagement = + 4 months Internal data: progress and attainment; pupil engagement; attendance</p>	2, 3, 4, 5
<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 Social and emotional Learning = +4 months Internal Data: THRIVE assessment; Student voice</p>	2, 3, 4, 5
<p>Curriculum Enrichment 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 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 <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> <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> Ofsted Framework – Cultural capital</p>	2

Total budgeted cost: 160 500

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 2021 to 2022 academic year.

Summary of objectives	Outcome
To introduce and embed high quality programme for all students requiring a systematic phonics programme.	<p>Staff received high quality training Read, Write Inc.</p> <p>Read Write Inc is now effectively embedded across the school. Reading Lead is responsible for assessment and monitoring of this provision.</p> <p>Development days have supported the Reading Lead to identify good practice, provide coaching/ staff support and identify areas for development.</p> <p>High quality resources are available to pupils to support their learning during phonics sessions.</p> <p>Precision Teach (whole word reading) intervention sessions supported pupils to make good progress.</p>
To improve progress for disadvantaged pupils in all subjects relative to their starting points.	<p>Pupil premium intervention TA provided 1:1/ small group sessions.</p> <p>Objectives for intervention identified through school's internal data and a pupil's progress towards EHCP outcomes.</p> <p>Progress meetings between teachers and SLT considered PP progress and identified appropriate intervention support for individuals.</p>
<p>To provide access for pupils to high quality therapeutic support to promote improved mental health and wellbeing and facilitate increased engagement and learning.</p> <p>To support pupils to access a range of strategies and resources to regulate their emotions and behaviour more appropriately</p>	<p>In 2020/2021, 402 arts therapies sessions were delivered by the team to 28 pupils; this increased to 444 sessions to 41 pupils in 2021/2022</p> <p>In 2021/22 the Arts Therapies Team was shortlisted for the award category 'AHPs working with people who have mental health</p>

	<p>problems' at The Advancing Healthcare Awards 2022</p> <p>The Arts Therapy team provided virtual dop-in sessions for staff, inter-professional liaison and attended annual reviews to ensure professional are updated with relevant knowledge and to promote consistent approaches for individual pupils.</p> <p>48 pupils received THRIVE assessments with 28 pupils receiving 1:1 sessions across the year.</p>
To support families to be able to quickly and effectively access Early Help support through the role of the Family Liaison Officer.	During 2021-2022, the number of families requiring Early Help support have continued to increase. The family liaison officer role ensured that the school was able to meet this need effectively.
To ensure all pupils have equal access to curriculum enrichment opportunities and	<p>A range of enrichment activities were provided for primary and secondary pupils, including:</p> <p>Trips to the theatre</p> <p>Visits to the local area & attractions</p> <p>Zoo visits</p> <p>Science centres</p> <p>School-based Dance and Theatre group projects</p> <p>Opportunities for our pupils to access offsite activities at home and school had been greatly reduced during the pandemic.</p>

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?	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.

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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