

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 to 2023 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	S Allman, Headteacher
Pupil premium lead	A James
Governor / Trustee lead	Vicki Russell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89 415
Recovery premium funding allocation this academic year	£ 71 252
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	£ 160 667

# 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
<b>High quality English CPD (Phonics)</b> <ul style="list-style-type: none"> <li>- RWI</li> <li>- Fresh Start</li> <li>- Talk Through Stories</li> <li>- Development days</li> </ul>	<p>The Reading Framework, July 2021 – <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> <p>Phonics Programme = + 5 months</p>	1, 2

	<p>Reading Comprehension Strategies = + 6 months</p> <p>Oral Language Interventions = + 6 months</p> <p>Teaching Assistant Interventions = + 4 months</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>(EEF Teaching and Toolkit)</i></p> <p>Internal data: progress and attainment; pupil engagement</p>	
<p><b>Intensive interaction CPD</b></p> <p>To increase staff knowledge, understanding and confidence when communicating with pupils.</p> <p>This will support positive behaviour and relational practice and Policy.</p>	<p>Social and emotional Learning = + 4 months</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>(EEF Teaching and Toolkit)</i></p> <p>Internal data: Behaviour monitoring data, staff survey, pupil voice</p>	2, 5

## 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
<p><b>Reading intervention</b></p> <p>To provide additional support to pupils – One to one and small group sessions.</p> <ul style="list-style-type: none"> <li>- Oracy</li> <li>- Fresh Start/ Talk Through Stories</li> </ul>	<p>Reading Comprehension Strategies = + 6 months</p> <p>Oral Language Interventions = + 6 months</p> <p>Teaching Assistant Interventions = + 4 months</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>(EEF Teaching and Toolkit)</i></p>	1, 2
<p><b>Additional Speech and Language support</b></p> <p>To provide additional support to pupils – One to one, small group and in class modelling.</p> <ul style="list-style-type: none"> <li>- Attention All</li> <li>- Elklan</li> <li>- Delivery of SaLT programs</li> </ul>	<p>Internal data: progress and attainment; pupil engagement</p>	1, 2

- Total Communication support		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 91 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Mental Health &amp; Wellbeing</b> CHROMA Arts Therapy intervention sessions 3 days – Music 2 days – Drama 1 day – Art	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending  Arts Participation = + 3 months Social and emotional Learning = +4 months <a href="https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> <i>(EEF Teaching and Toolkit)</i>  Internal Data: Behaviour monitoring data; East Kent Outcome System; Student voice	2, 3, 4, 5
<b>Family liaison officer</b> employed full time to engage and support families through the Early Help process	<a href="https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> <i>(EEF Teaching and Toolkit)</i> Parental engagement = + 4 months  Internal data: progress and attainment; pupil engagement; attendance data	2, 3, 4, 5
<b>THRIVE</b> practitioner to deliver small group and one to one interventions	<a href="https://www.thriveapproach.com/thrive-survey-update/">https://www.thriveapproach.com/thrive-survey-update/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Social and emotional Learning = +4 months <a href="https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> <i>(EEF Teaching and Toolkit)</i>  Internal Data: THRIVE assessment; Student voice	2, 3, 4, 5
<b>Behaviour support role</b> To support the implementation of the school's	Behaviour Interventions + 4 Months <a href="https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> <i>(EEF Teaching and Toolkit)</i>	2, 3, 4, 5

<p>Positive behaviour and Relational Practice Policy.</p>	<p>Internal Data: Behaviour monitoring data; Student voice</p>	
<p><b>Additional support for outdoor and physical learning activities</b></p> <ul style="list-style-type: none"> <li>- Forest school</li> <li>- Swimming (Hydro pool)</li> </ul>	<p>Physical Activity = + 1 month</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>(EEF Teaching and Toolkit)</i></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>2, 3, 5</p>
<p><b>Adventure/ cultural curriculum</b></p> <ul style="list-style-type: none"> <li>- Outdoor adventure activities: Surfing, climbing etc</li> <li>- Residential (Key stage 3 &amp; 4)</li> <li>- Implementation of adventure challenges (Adventure curriculum)</li> </ul>	<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>Internal data: Pupil and parent voice; EHCP progress data; Teacher observations and assessment</p>	

**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 2022 to 2023 academic year.

<b>Summary of objectives</b>	<b>Outcome</b>
<p>Improved progress in reading for all students who require a systematic phonics programme as measured through baseline assessments on the phonics assessment tracker.</p> <p>All staff delivering phonics to receive high quality training – Read Write Inc (RWI)</p>	<p>Systematic Phonics programme- Read Write Inc/Fresh Start Read - All students within the school are screened by the highly trained Reading Leader ensuring consistency in the delivery of assessment (see assessment data). Students are then placed into small groups alongside those with the same decoding ability and taught daily by a trained member of staff in either Read, Write Inc or Fresh Start depending on age and appropriateness of the materials. Reading books are matched specifically to reading ability and are well resourced. The Reading Leader has developed a regular bespoke training/coaching package for staff and the school has invested in a termly development day whereby an external trainer can assess the impact of its implementation.</p> <p>The average number of new sounds acquired for each Key Stage shows that students are making good progress with their reading. The average number of new sounds peaks at KS2 which is to be expected. As students move along the scheme, the emphasis is to blend sounds as all the initial sounds are secure. The most important data is the average level progress which demonstrates students are making progress at each Key Stage. At KS3, students have moved up on average two whole levels.</p>
<p>Improved progress for disadvantaged pupils in all subjects relative to their starting points as identified through baseline assessments and EHCP targets.</p>	<p>Pupil Premium support – High quality teaching alongside tailored interventions and support delivered by teaching assistants. This focuses on / Language/ Literacy/Reading interventions and supporting wellbeing.</p> <p>Maths for Life resources support the areas of learning within the Maths curriculum. There has been a trial of a sequential plan redefining the frequency in which maths areas are revisited and this is now being implemented across the school. Training sessions have been held in January and June by Maths for Life. The curriculum pathways are tailored for our Sensory, Semi-</p>

	<p>Formal and Informal learners leading to appropriate accreditation in KS4 and KS5.</p> <p>At Pathfield School, pupils eligible for pupil premium make expected progress in line with their peers across all strands of their EHCP.</p>
<p>Pupils will access high quality therapeutic support to promote improved mental health and wellbeing and facilitate increased engagement and learning.</p>	<p>44 pupils received arts Therapies input</p> <ul style="list-style-type: none"> <li>- 95% of pupils evidenced a positive outcome following their engagement with an arts therapy, achieving more than 70% of their objectives as set out at the start of their therapy</li> <li>- Pupils attended &gt; 90% of their therapy sessions</li> </ul> <p>51 pupils accessed individual Thrive action plans and support</p>
<p>Pupils and families to access appropriate support to overcome challenges in the home that may impact a pupil's learning and engagement at school.</p>	<p>24 pupils have been supported through Early Help on The Rights For Children system. The Family Liaison Officer acts as Lead Professional for the school.</p>
<p>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.</p>	<p>Additional staffing support provided to enhance outdoor learning and curriculum enrichment.</p> <p>This equated to an additional (per week):</p> <ul style="list-style-type: none"> <li>- 4 ½ hours – forest school</li> <li>- 2 ½ hours – Hydro therapy</li> <li>- 4 hours – Thrive sessions</li> <li>- 5 hours – Transition/ behaviour support</li> </ul> <p>A four-night residential trip was completed by Key stage 4. This took place at the Calvert Trust.</p>