Danecourt School

Pupil premium strategy statement – Danecourt School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	44.8% (112 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Cathryn Falconer
Pupil premium lead	Louise Rimes
Governor / Trustee lead	Sam Ojeme

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,400

Recovery premium funding allocation this academic year	£24,940
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£141,340

Danecourt School

Part A: Pupil premium strategy plan

Statement of intent

Danecourt is a vibrant and happy school with a hardworking, enthusiastic and dedicated staff team. Throughout the school there is an ethos of high expectations and positive outcomes for all pupils.

Danecourt is an average sized special school located in Gillingham which is a large town in the unitary authority area of Medway. The school caters for children aged 4-11 years. All of the children attending Danecourt have an Education Health and Care Plan (EHCP). The majority of the children attending Danecourt have a diagnosis of Autism and speech, language and communication needs. The children attending Danecourt are becoming increasingly more complex in their needs, which can be seen in the difference of needs within KS1 and KS2.

Staff working at Danecourt School are totally committed to the development of all children. Children are offered the best start to their education, through a provision that is rich in opportunities and experiences; whilst being relevant and positively influencing and promoting lifelong learning, broadening the aspirations, values and opportunities for every child as they grow to fulfil their highest potential whatever their starting point. Every child at Danecourt is recognised as a unique individual and therefore the curriculum design and construction is flexible, appropriately adapted and personalised to meet the wide range of need and differing abilities of the children. The curriculum is designed to provide challenge, encouraging children to try new experiences and take risks within a controlled and safe environment whilst ensuring children maximise their progress and personal achievements.

At Danecourt pupil premium funding is focused on achieving and sustaining positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge our pupils face and we are proud at Danecourt School that our assessment shows that variance in outcomes across the school for most areas for our disadvantaged pupils compared to their peers is minimal. Progress data from 2022/23 identifies the only gap in attainment between pupil premium and non-pupil premium pupils was within PSHE.

At the heart of our approach is high-quality teaching focussed on the development of a functional, personalised curriculum for each pupil with outcomes and targets from each individual's EHCP embedded into the curriculum. This is delivered through a track system across the school which further supports personalisation and access to the appropriate support. Our well being curriculum is a key area of support and whilst activities offered through this are available for all pupils who need it, a higher proportion of disadvantaged pupils access this.
Although our strategy is focused on the needs of disadvantaged pupils, it adopts a whole school approach where it will benefit the whole school community through funding whole-school approaches, such as high-quality teaching or embedding new ways of learning such as a new phonics system. This continues to be relevant this year as new

staff join the school and the satellite provisions that opened in September 2021 continue to embed ways of learning consistent with the rest of the school. 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.
Our vision set out in our School Development Plan (see below) demonstrates the importance that we as a school are placing on the quality of teaching and learning alongside the development of personalised learning relevant for all pupils.

Vision:

1. That the curriculum is ambitious and coherent, built upon a holistic and collaborative approach to planning that allows all pupils to make significant and sustained progress from their individual starting points.
2. That all staff have the knowledge and confidence to deliver a relevant, meaningful and personalised curriculum that will support the development of communication, personal, social, physical and cognitive skills, to all pupils, including those with the most complex needs.
3. That there are high levels of engagement and participation from all stakeholders so that our visions and values are embedded and inform practice and the decisions that are made.

A key focus for this year will be the embedding of a total communication approach throughout the school to facilitate access to communication for all pupils along with the development of a personalised approach to the teaching of reading skills, acknowledging that each pupil in the school is on a reading journey and will be supported to make progress through this journey. The starting points for our pupils may be very different and the development of reading and pre-reading skills will look different across our tracks and for individuals which links with our provision of a personalised curriculum.

As stated in our SDP vision we have a holistic approach and aim to develop skills across communication, personal, social, physical and cognitive areas. Our well-being curriculum continues to be embedded and is a central part of supporting all pupils, but particularly those identified as disadvantaged, with a higher number of pupil premium pupils accessing support through this curriculum.

Our strategy is driven by the needs and strengths of each individual pupil, is based on formal and informal assessments, conversations with the pupils, their families and information contained within the pupils EHCPs. This will be reflected in each pupil's Person Centred Learning Plan (PCPL's) and the focus areas for pupil premium children will be added to this alongside information relating to any specific enrichment activities that they are accessing. The learning and outcomes for pupils receiving pupil premium will be discussed at pupil progress meetings termly. It is the responsibility of the class teacher to know who those pupils are in their class and be aware of what is being provided for them. The pupil premium lead supports the class teachers in delivering effective strategies to meet individual needs and monitor the progress of disadvantaged pupils. The Pupil Premium Lead will also work collaboratively with the Parent Partner Lead to support families and encourage engagement particularly for those pupil premium pupils and will maintain an overview of strategies used for individual pupils and the impact of these.

Danecourt School

Challenges

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

Challenge number	Detail of challenge
1	**SEND** All pupils have an Education, Health and Care Plan (EHCP) as a result of their special educational needs. Although the breadth of need is wide, the vast majority of the pupils attending Danecourt have severe and complex needs and are functioning a minimum of three years behind their chronological age.
2	**Communication** The vast majority of pupils attending the school have complex communication needs which can significantly impact on their learning. Pupils can be verbal or non-verbal and use a variety of methods to communicate their needs. For some pupils, including those with ASD, social communication difficulties also create a barrier for learning.
3	**Engagement and communication with parents/families** The majority of our pupils arrive on school transport which removes the opportunity for daily informal contact with parents/carers at the beginning and end of the school day.Some families, for a variety of reasons, can struggle to engage with school activities and this can impact their ability to support their children at home.
4	**Poor self regulation skills** Many pupils lack the skills to support their self regulation, which can provide challenges when planning, monitoring and evaluating learning. This can also lead or be attributed to wellbeing, emotional and self confidence issues.
5	**Cost of Living Concerns** The pandemic increased uncertainty and hardship for many families and we continue to see the impact of this on well being and wider development outside of school. This is further compounded by the current cost of living concerns. Observations have suggested that well being and wider development outside of school may have impacted our disadvantaged pupils more than others. This is also supported by several national studies.

6	**Attendance and persistent absence** Historically attendance for all pupils has been extremely strong, however this has changed post pandemic with an increase in the rate of PA. The proportion of pupils with PA is proportional in terms of disadvantaged and non 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
To increase personalisation of curriculum for all pupils fully embedding targets and outcomes from the pupils EHCP into planning. This will be reflected in each pupil's PCLP, which will include information about Pupil Premium and specific focus areas related to this for the pupil.	• There is a clear picture of how children's needs are being met across the school and clear evidence that learning is personalised appropriately for each individual child across all curriculum tracks. • The PCLP is a working document and shows clearly whether a pupil receives Pupil Premium and what the focus areas are for them.

To decrease the barriers to learning created by specific SEND / medical needs by providing:
• appropriate equipment
• access to appropriate therapeutic input and advice
• support from staff who are highly skilled and have the knowledge and skills to support and facilitate learning
all of which will support each pupil's personalised curriculum.
	• Pupil progress improves as a result of
	  ○ Pupils are more easily able to access learning
	  ○ Pupils receive high quality support from staff as a result of the skills and the knowledge they possess
	  ○ a multi agency approach that addresses the whole child

To improve the teaching of pre-reading and reading skills.	• All staff are confident in teaching reading

To ensure that all children have access to a range of high quality books that are appropriately matched to their levels. To assist parents/carers in supporting reading at home.	• Concerns around progress are raised at pupil progress meetings so swift action can be taken • Little Wandle Letters and Sounds Revised phonics introduced for pupils where relevant and increased knowledge of how we develop Pre-reading skills and phonological knowledge for pupils working at Phase 1. • Reading Leads have a clear picture of what the development of Pre-Reading and Reading skills looks like in different Tracks and an overview of which children are accessing Little Wandle. • All Reading scheme books are decodable and matched to the Little Wandle progression • Purchase of Collins digital library for parental access at home and parents carers supported to access and use this. • Teachers use appropriate texts for whole class reading. • Improved levels of engagement with parents to support reading at home. • Pupil progress data demonstrates improved levels of attainment in Reading for disadvantaged pupils.
To continue to engage parents in all aspects of their child's school life with a particular focus on reading and encouraging reading activities at home as appropriate.	• Stay and play sessions throughout the year, to include a focus on reading. • Parents/carers feel more positive to support children with the teaching of reading and phonics as a result of attending training. • Increased levels of parental/carer engagement
To embed the well being curriculum across the school and to monitor how disadvantaged pupils are accessing it. The development of a nurture hub in the bungalow.	• Referral process for children requiring extra support embedded and regular meetings with relevant staff to discuss the impact of what pupils are accessing. This will also be discussed at Pupil Progress meetings. • Impact of the well being curriculum is that pupils are better able to self regulate their behaviour and access learning.

To close the current gap in attainment for PSHE between Pupil Premium and non-pupil premium pupils.	• The gap is closed between the progress levels of Pupil Premium and non-pupil premium pupils.
To increase attendance for all pupils, including those who are identified as being disadvantaged.	• 94% attendance and reduced levels of persistent absenteeism. • Processes and procedures in place support swift action to be taken and parents / carers are supported in ensuring good levels of attendance for all pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **in 2023-2024** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for teachers to construct personalised curriculum for all pupils with EHCP outcomes at the centre in order to provide high quality teaching and learning. Mentor support for ECT's and Unqualified Teachers relating to the above. Further development of Curriculum Driver Teams to support a clear vision of how we will improve the quality of teaching and learning in each driver area and highlight needs for CPD. Driver Teams will know the strengths and areas for development in each Driver.	The DfES commissioned investigation of personalised learning approaches used by schools by the Universities of Sussex and Cambridge evidences the fact the use of personalised learning with a strong focus on skills for learning, not content, that is pursued through a strong emphasis on life skills and communication can have an impact on learning that goes beyond school and is integral to life-long learning by giving pupils the skills to learn and motivating them to succeed in their own interests and aspirations.	1,2

A programme of CPD for all Teaching Assistants to include face-to-face from specialist trainers and self directed training using TT Education. The focus is to develop further understanding of how children learn and the strategies they can use to support learning.	They also noted that effective practice in personalised learning includes effective assessment for learning, curricular flexibility and multi professional teams, all of which we are continuing to address through this Pupil Premium Policy and in the activities we are focussing on this year.	
Continued development of Little Wandle Letters and Sounds revised. Induction training for all new staff and time for new Teachers to complete the Little Wandle Training. Appointment of Reading Lead to enable a greater focus on Early Reading and developing a love of books. The Reading Lead will also focus on the development of the Phase 1 phonics activities for pupils working at this stage of their reading journey. This will then be clearly reflected in the planning A target for this year will be to increase levels of engagement from parents with their children's reading and develop a more comprehensive understanding of what Reading looks like in the different Phases at Danecourt school and how parents can support their children with this.. Ongoing purchase of resources to support delivery in the classroom and engagement of the pupils.	The Education Endowment Foundation considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. Little Wandle is a Government validated scheme, is close to the Letters and Sounds that the school has previously used and is also developing a SEND pathway.	1,2
Development of the use of multidisciplinary guidance for Teachers on Pre-Writing and Pre-Reading skills and how this relates to practical activities in the classroom. Increasing knowledge and confidence in identifying where pupils are in their reading journey.	This includes input from the therapies team including OT and SALT. Communication and Learning pyramid models were used when creating the checklists.	1,2

	The Developmental Journal 2021 for SEN is also used and has a range of supporting documents listed within it. https://councilfordisabledchildren.org.uk/sites/default/files/uploads/files/NO9%2520-%2520early_years_developmental_journal2013_0.pdf	
Continuing the development of the Scerts team, assessments carried out and targets set. Approximately 30% of the pupils who access this support receive pupil premium. Pupils are selected for assessment through pupil progress meetings and a referral system.	The Scerts programme is Evidence based practise as recommended by National Research Council Commitee. https://www.bing.com/ck/a?!&&p=632c3a544a2a95eeJmltdHM9MTY2NDkyODAwMCZpZ3VpZD0zZjVlOTJlZS1iMjFiLTY0NWQtMmUzMy04M2NjYjM3ODY1OWMmaW5zaWQ9NTE5MA&ptn=3&hsh=3&fclid=3f5e92ee-b21b-645d-2e33-83ccb378659c&psq=scerts+model&u=a1aHR0cHM6Ly9zY2VydHMuY29tLw&ntb=1 This approach is also supported by the SALT team.	1,4 and 5
Peer observations to support development and provision of high quality teaching and learning. A focus area for peer observations is identified for each occasion.	There is a wide range of evidence to support the idea that good feedback can be a powerful way to help teachers to become even more effective. Research shows that when teachers receive regular feedback and support, their performance can improve dramatically (Stanulis & Floden, 2009). Stanulis and Floden found the greatest impact on teacher effectiveness comes from feedback that is frequent and consistent. There is a large body of evidence to support the coaching and mentoring approach and teachers are feeding back that they are finding peer observation useful both in sharing good practice and reflecting on their own practice.	1

High quality CPD available for all staff. CPD in specialist teaching strategies, for example, TEACCH , Rebound Therapy Positive handling training is to be delivered by in-house trainers and will be bespoke for pupils in our school with an emphasis around positive behaviour and proactive strategies. Comprehensive programme of training for middle and senior leaders with external trainers and succession planning is being used to identify leaders for the future and to support retention Middle Leaders and some Senior Leaders are undertaking coaching training. A comprehensive induction training programme will continue to be developed for all new staff.	The school has identified a number of strategies that have been effective in supporting pupil progress. Access to high quality CPD is important to enable these strategies to be implemented appropriately. Feedback from staff regarding the new approach to induction has been positive and that staff are far more prepared when they access the classroom.	1,2,4 and 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the impact of the therapy team by developing a more integrated approach between therapy and Education.	This is to support the development of personalised learning, for example, through meeting sensory needs. Teachers are telling us that they would appreciate more support with this as the number of pupils presenting with complex sensory needs increases.See also notes on Activity relating to the Embedding of the personalised curriculum in the Teaching area of this strategy.	1,2,4,and 5

Purchase of specific equipment to support with the reduction of barriers to learning	This will be based on multidisciplinary recommendations and professional conversations with Teachers.	1,2,3,4 and 5

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

Budgeted cost: £71,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to partially fund Parent Partnership and Safeguarding Lead role.	Parental engagement strategies show moderate impact for low cost based on extensive evidence. Parents also tell us that they want to be involved and value the support and information received from the school. Some parents find this engagement more difficult and require additional support to be involved in their children's learning. This can impact on the pupils' wider experience outside of school.	3,5
TA responsible for outdoor learning running groups and individual sessions. Work being done with OPAL to increase learning opportunities in our outdoor spaces to support the well being of pupils. There will be a focus on developing the quality of play in the available time and space.For example, playtimes and lunchtimes.Quality CPD for all staff will be a part of this initiative.	The evidence suggests that learning in natural environments may be of particular benefit to specific groups such as children suffering mental distress, those with low self perceived social and personal skills, children on the autistic spectrum and those with other special needs. There is now a substantial body of evidence which tends to demonstrate a positive association between learning which takes place in the natural environment and delivery of a diverse range of learning	1,2,3,4 and 5

	processes and outcomes, including cognitive outcomes and attitudinal, social and developmental outcome - Natural England Research shows that children's mental and physical health is getting worse and that great play can make it better. During seven years at primary school, children spend 1.4 years at play. Opal works with schools to develop strategy around play and use of outdoor spaces and to increase skills of all staff in facilitating quality play. https://outdoorplayandlearning.org.uk/research-and-evidence/	
HLTA in place as nurture lead and bungalow to continue being developed as a Nurture hub in particular to support pupils with SEMH needs. HLTA now ELSA trained and an additional ELSA trained member of staff will be joining the Nurture team. HLTA trained in the use of Zones and able to support Teachers with the use of this in the classroom where appropriate to ensure consistency. Activities offered include Friendship sessions, circle times, lego therapy, zones of regulation sessions, cooking, Art Groups, Playtime support groups, team building activities and learning activities at the woods. Currently just over 50% of the pupils that access these sessions receive pupil premium. Sessions will be linked with pupils SCERTs targets and behaviour data monitoring will be used to support assessment of impact. There is a referral process in place and pupils can also be identified at Pupil progress meetings.	Evidence from the Teaching and Learning Toolkit supports the use of collaborative approaches. Impact is described as consistently positive. Positive approaches include the promotion of talk (or other appropriate form of communication) and interaction between learners. Many of the activities delivered through the nurture hub will include this approach. We have been awarded the Well-being award in school. This contains evidence of the positive impact of promoting social and emotional well being in schools	

The use of Zones of Regulation and the Alert programme to continue to be embedded across the school. Resources should be consistent, displayed and used in classrooms.	This will be part of continuing to develop our positive ethos towards behaviour across the school which aims to continue to support engagement in learning. Teaching and Learning Toolkit supports the use of social and emotional learning approaches as having positive impacts on learning. Alert programme literature, research and resources also highlights evidence used in this approach.	
Enrichment Groups currently provided for all KS2 pupils. Groups offered include Dance, Football, Therabox, Rebound therapy, horse-riding and outdoor learning in the woods.	Enrichment activities play a crucial part in enhancing the experience of vulnerable students and building their capacity as learners-Ofsted Enrichment gives children the opportunity to try new and varied activities that develop motivation and resilience.It helps to teach life skills that benefit children beyond the classroom. Research by the Education Endowment Foundation has also found a link between Enrichment and higher attainment in English and Maths.	
Continued expansion of Breakfast/transition club to meet increasing levels of need and enable access for more pupils.	The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.- see Gov.uk Guidance for Breakfast clubs programme 2021-23. In addition, for some of our pupils this can provide a space for pupils to transition between home and school routines with less anxiety, particularly if they have had a long bus journey to school.	

Play therapy will run across the Gillingham and Bligh sites this year. Pupil questionnaires, parent/teacher questionnaires will be used to triangulate evidence and show impact.	This is an integral part of our work on meeting the SEMH needs of our pupils and forms part of the pupils personalised curriculum. Decisions are often made through multi-disciplinary meetings.	

Total budgeted cost: £141.340

Danecourt School

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching:

We have analysed the progress of our Pupil Progress Pupils compared to our non Pupil Progress Pupils using Pupil Asset Data and our own internal assessments. A higher percentage of Pupil Premium Pupils are achieving Expected or Above for their individual targets across all subjects except Number where there is an 8% difference. The Maths lead will make this a focus for the coming year to investigate why there is this difference and how pupils can be supported to close the gap. New assessment systems will be implemented this year.

A new style Person Centred Learning Plan, Scerts support through a mentor , support from the therapies team and feedback from Learning walks , peer observations and Lessons observations relating to personalisation have all contributed to teachers being more effective in creating a personalised curriculum with EHCP outcomes at the centre of planning. Long term and short term targets are created directly linking back to the EHCP and are taken into account when planning. Monitoring has shown that this is becoming more embedded across the school. EHCP focus areas are now tagged in our Evidence for Learning tool meaning that evidence of progress in an individual's EHCP targets can easily be seen. Pupil Premium Pupils have one EHCP area highlighted on their PCLP as a particular focus.

The development of the SCERTS programme continues to be a focus. We have a team of SCERTS assessors and a SCERTS coordinator in place. Pupils are identified at Pupil Progress meetings as needing support with engagement with specific learning targets and they will then be allocated to a member of the SCERTS Team for support. This is often in the areas of SEMH and Attention. In the Year 2022-23, 26 pupils were identified and assessed for SCERTS support and 38% of these were pupils in receipt of Pupil Premium. Targets were set and reviewed at the Annual review meeting and have been forwarded to new classes for the current academic year. The SCERTS team are able to support class staff with planning learning linked with the targets The impact of this is that class staff are more able to target the learning to very specific targets and increase personalisation of the curriculum which in turn impacts positively on engagement and on what and how the pupil is able to learn. Evidence for this can be seen in Evidence for Learning. Scerts targets are now also included in the EHCP reviews and reviewed as part of the Annual Review meeting. This has increased consistency for the pupils as they move to different classes in September.

The new Systematic Synthetic Phonics (SSP) scheme, Little Wandle Revised Letters and Sounds has been introduced across the school this year. We have pupils accessing Reading from Phase 1 of phonics up to Phase 5 of the Little Wandle Scheme with a few pupils beyond Phase 5 and accessing the Fluency and Spelling programme. All staff completed the Little Wandle training and staff new to the school since September 2022 complete phonics training as part of the induction process.

The impact has been that consistency of teaching and resources has greatly improved across the school. Evidence can be seen in learning walks and Peer Reviews, one set of which had a Reading focus in 2022-23. Teachers have identified an increase in confidence with delivering phonics although there is still further work to do and some teachers have identified that they would like further support. Data for the Year 2022-23 showed a significant increase in the percentage of pupils working at Expected or Above Expected level for their individual targets for Reading. The percentage of Pupils receiving Pupil Premium who are achieving Expected or Above for their targets for Reading is 5% higher than for non pupil premium pupils.

Targeted Academic Support

The Therapies Team is now made up of a Speech and Language Therapist, Occupational Therapist and two Therapy Assistants. Makaton Mondays have been introduced to boost the knowledge and use of signing across the school in support of our total communication approach. Signs linked to topics are also shared with parents to support communication at home. In addition the Speech and Language Therapist has supported with class based knowledge for the total communication approach and has carried out assessments for receptive and expressive language skills. She has also supported pupils who use Augmented and Alternative Communication. This may be through PECS, Communication books and VOCA

The Occupational Therapist has supported developing class based knowledge linked with Coordination, Movement, Sensory skills and Sensory Processing needs and difficulties. She has also set up programmes for individual pupils which are supported by class teams and the Therapies assistants.

The Therapy Assistants have provided staff with training in how to use the sensory room, swing room and sensory cube spaces as well as delivering Rebound therapy and supporting hydrotherapy, working with class teams to embed therapy programs into pupils personalised curriculums. They also support with devising personalised visuals and social stories. Recent learning walks highlighted that there was an increase in the use and consistency of visuals across the school thus supporting the pupils communication and independence needs.

Specific Resources have been purchased to support the personalised offer for pupils, for example, sensory equipment , highly motivating toys to support motivation and engagement, specific chairs to support posture etc. The impact of this can be seen in the pupils engaging more meaningfully with their environment and is evidenced in Evidence for Learning and through Pupil Progress Meetings.

Wider Strategies

More so than ever it has been and will continue to be vital to support families to ensure that all pupils have access to services, interventions, support and resources they require. This year we have provided families with school uniforms and resources to support the continuous provision between home and school such as items to support emotional

regulation and/or communication. The Parent Partnership Lead has provided an increasing number of families with vital support and advice to access and liaise with school and outside agencies and is able to signpost to further support services.

Breakfast club has been expanded during 2022-23 to offer breakfast to more pupils. It now operates from two bases one in KS1 and one in KS2. A takeaway service has also been added for those pupils who need the familiarity of their classroom for breakfast. We are part of the National School Breakfast programme and have been part of the working party for SEN schools working with them to develop what we offer in terms of food. The impact of this should be that our pupils will access a more appropriate range of food for them. Breakfast has been opened to all pupils this year as we know that there are families struggling whose children are not eligible for Pupil Premium. The impact has been that teachers are telling us that pupils are arriving in class calmer and more ready for learning.

A HLTA has been appointed as the Nurture Lead and has completed her ELSA training. She has implemented friendship groups, circle times, Zones of Regulation work, Playtime support groups and individual support for pupils when required. Her work has contributed to the consistency of the Zones of Regulation work across the school which has impacted on pupils ability to identify the emotion they are feeling and develop a toolkit for support thus impacting positively on readiness for learning. Behaviour data shows a decrease in the number of incidents reported on sleuth.

Play therapy has continued to be delivered across the two sites for pupils with a specific SEMH need and reports have shown positive impact for this. Further work will be completed next year on including parents in the feedback.

Outdoor learning: The Outdoor Learning Assistant has started her forest school training. Impact last year was less than we had hoped due to her being required to work in classes. A focus for this year is to maintain her ability to work with groups and individuals in the outdoor areas working on specific targets for each pupil.

Attendance: This is being led by the Office Manager who works closely with the Parent Partnership Lead. Reasons for absence are monitored and telephone calls are used to ensure we have a reason for absence. Pupils with attendance below 90% were discussed with the external Attendance Advisor and parents of pupils with persistent absence were invited in for a conversation and to discuss ways in which the school could support or signpost parents to improve attendance. The majority of parents invited to attend an attendance meeting attended and the attendance of the pupils of those parents increased in all cases. The impact of this has been that attendance across the year for pupil premium pupils was 90.2% which is above the national average for special schools. Attendance for pupil premium pupils is only slightly below that of non-pupil premium pupils.