

## 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	The Russett School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	57 Pupils = 58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Leach (Executive Head teacher)
Pupil premium lead	Jessica Dennis (Deputy Head of Academy)
LGC link governors	C Rowley / J Cameron

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total: £62,315.00
Recovery premium funding allocation this academic year	£15,370
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	£77,685

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the local governing body at The Russett School accept responsibility for 'socially disadvantaged' pupils, all of whom have Special Educational Needs and Difficulties (SEND) within our setting. We are fully committed to meeting pupil's pastoral, social and academic needs, through a multidisciplinary approach, within a caring and nurturing environment.

Our strategy takes a three tiered approach, which prioritises quality first teaching so that all disadvantaged pupils make progress in line with their peers. Our strategy also addresses the shared and unique challenges faced by our pupils, associated with their complex needs.

Our strategy seeks to empower all staff to support pupils in overcoming barriers to learning as a result of communication difficulties, sensory and physical needs and mental health and emotional well-being needs. It utilises a combination of targeted interventions and wider strategies, drawing on the expertise of specialist staff including: Speech and Language Therapists and Occupational Therapists.

Our strategy also aims to address challenging behaviour as a barrier to learning and further improve parental communication and engagement. We also fully understand the power that a wide range of enrichment opportunities have for our disadvantaged pupils in supporting their personal and academic achievement, and this is also demonstrated through our strategy.

## Challenges

Below details the key challenges to achievement that we have identified among our disadvantaged pupils, however we recognise that due to the complex needs of our pupils, challenges are likely to differ significantly for each individual.

Challenge number	Detail of challenge
1	Increased numbers of pupils with complex needs, including: speech and language difficulties, social communication difficulties, physical and sensory needs.
2	The complex needs of pupils associated with their SEND often leads to challenging behaviour.
3	Impact of the pandemic on pupil's mental health and emotional wellbeing.
4	Difficulties in accessing community enrichment opportunities due to individuals complex Special Educational Needs (SEND)
5	Challenges to parental engagement and communication including: their own needs, impact of the pandemic and limited opportunities to meet face to face, with the majority of pupils arriving on transport.

## 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
All pupils will make at least expected progress against their individual targets.	Subject specific data and Individual Education Plan (IEP) data will show that pupils in receipt of pupil premium funding continue to make progress in line with their peers.
Pupils will further develop their social communication skills and speech and language skills, through the implementation of appropriate school wide strategies, targeted interventions and resources.	All staff feel confident in supporting a Total Communication Approach across school. Achievement data, along with observations from teachers and reports from Speech and Language Therapists (SaLT) demonstrate improved communication skills for pupils.
Physical and sensory barriers to learning and pupil wellbeing are reduced through the implementation of appropriate strategies, interventions and resources.	IEP data, behaviour data, reports from Occupational Therapists (OT) and observations from teaching staff will evidence that pupils physical and sensory barriers to learning have been reduced as a result of strategies and interventions
We will see an improvement in behaviour by equipping pupils with coping strategies to support them in managing their own behaviour and feelings.	The frequency and/or duration and/or severity of challenging behaviour incidents will reduce across school. This will be evidenced through behaviour data and feedback from class teams.
Pupil's emotional wellbeing and mental health will be supported through targeted interventions including ELSA and Music Therapy.	IEP data, pupil surveys and qualitative evidence from staff working closely with pupils will demonstrate that their emotional and mental health needs are being supported.
Pupils will experience a wide range of enrichment experiences both in and out of school.	All pupils will take part in at least one above and beyond educational enrichment experience, annually, as part of our 12x12 initiative as well as at least 3 class enrichment opportunities.
We will provide an improved home/school link to increase parental engagement and communication and support pupils and their families.	We will see an increased number of parents engage with school through parent's evenings, Evisense, communication workshops and other school events. Parent View surveys will demonstrate that parents feel the link between home and school is strong.

## 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: £1159,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All Teachers and Teaching Assistants trained in BILD Positive Behaviour Support approach. (Cost of Training = £1159)</p>	<p>It is widely recognised that Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning (Bennett, 2017). Our chosen Behaviour support approach encompasses many of the recommendations from EEF's guidance 'Improving Behaviour in Schools' across all 5 key areas.</p>	<p>1,2,3</p>
<p>Whole school Communication Training led by Speech and Language Therapists. This will take the form of discrete training as part of Inset and ongoing modelling within classrooms. (Cost of this already included in annual contract and is reflected under targeted support)</p>	<p>EEF (2017) stresses the importance of all practitioners working with pupil's receiving training around early language acquisition and intervention. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p> <p>EEF' Making Best Use of Teaching Assistants' details the importance of training for teaching assistants to enable them to have the maximum impact when supporting learning.</p> <p>Evidence from the Teachers Development Trust shows that this mixed approach to the delivery of CPD has greater impact on pupil outcomes.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 85,311

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group targeted Speech and Language Therapy interventions x 12 hours per week.</p> <p>Cost of Private Speech and Language Therapist x 3 days= £35,086</p>	<ul style="list-style-type: none"> <li>• EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> <li>• High quality small group interventions</li> <li>• Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</li> <li>• Specialists lead CPD sessions and clinics with individual pupils and staff.</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> </ul> </li> </ul>	1,2,3
<p>1:1 and small group targeted Occupational Therapy sessions to reduce barriers to learning from physical and sensory difficulties.</p> <p>Cost of Private OT x 2 days = £ 22,800</p>	<ul style="list-style-type: none"> <li>• Pupil's ability to concentrate and organise information along with their self-control, self-esteem self-confidence and academic learning ability are all directly linked to the sensory integrative process. (Ayre's 1979)</li> </ul>	
<p>Emotional Literacy Support Assistants run 1:1 and small group targeted interventions x 2 days per week. Cost = £19,825</p> <p>Specialist Music Therapist providing 1:1 targeted support and small group intervention for 1x day per week Cost = £7600</p>	<ul style="list-style-type: none"> <li>• EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. The report also found that “the impact of targeted interventions is typically higher than the average SEL approach”</li> <li>• Wigram and Gold (2006) state that improvisational musical activity with therapeutic objectives and outcomes has been found to facilitate motivation, communication skills and social interaction, as well as sustaining and developing attention.</li> </ul>	1,2,3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Training to increase number of mini bus drivers to facilitate a greater number of educational visits taking place.</p> <p>Cost x 5 drivers =£825</p> <p>1 x educational visit and/or enrichment opportunity for every pupil every term.</p> <p>1x 'above and beyond' enrichment activity planned, appropriate to age and stage of pupils each year. More information found in 12x12 initiative document.</p> <p>Sports events promoted to PP pupils, who are encouraged to attend</p>	<ul style="list-style-type: none"> <li>• Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</li> <li>• Learning is contextualised in concrete experiences and language rich environments.</li> <li>• EEF – sports participation increases educational engagement and attainment.</li> <li>• EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence.</li> </ul>	<p>3,4</p>
<p>Provide training for Evisense so parents can be actively involved in learning taking place in school and support this at home.</p> <p>Create resource packs including traffic lights, now and next boards and other</p>	<ul style="list-style-type: none"> <li>• Evisense provides a platform to provide parents with personalised messages linked to learning which is a key recommendation from EEF 'Parental Engagement'</li> <li>• EEF recommendations also include:</li> </ul>	<p>1,2,5</p>

<p>communication aids for parents to support learning at home.</p> <p>Invite parents in to see how communication strategies are used within school to empower them to be used at home.</p> <p>Offer a blended approach to reviews and meetings so transport and own feelings about attending school are not a barrier to parental engagement.</p>	<p>-tailoring communications with parents</p> <p>-providing practical strategies, tips and resources</p>	
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**Total budgeted cost: £ 88,470**

## 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.

#### Impact of Covid-19

1. Emotional Literacy Support (ELSA) was unable to run within the lower school department due to staff allocations and the implementation of 'pods' in order to minimise contact and spread of Covid-19 throughout the school.
2. Emotional Literacy Support (ELSA) ran within the Upper School on a one-to-one basis within well ventilated areas. This however had to cease when national lockdown measures were implemented.
3. 1:1 and small group sessions delivered by Teaching Staff had to be postponed due to the Covid-19 pandemic. In order to minimise contact within the school to protect staff and students, teaching within multiple classrooms was reduced as much as possible.
4. A number of pupils that had been discharged from NHS Speech and Language services were identified as students that needed support and added to the caseload of the school's private Speech and Language therapist. She was then able to get into classes to do assessments with both lower and upper school pupils before more measures had to be put in place due to the ongoing pandemic. She has however, not been able to be in classes delivering specific therapies and workshops to students while the national lockdown has been implemented.
5. Training for staff and enhanced CPD in order to support our most sensory learners went ahead, the targeted intervention sessions with our pupils however was unable to begin due to the Covid-19 pandemic.

#### How we Adapted our Strategy:

1. Initially, focus was put on pupils that have been working from home, these pupils were identified as the students that were most in need as they would not be receiving lots of the tailored support that being in school, even within a reduced provision offers. Each of these students received a bespoke home learning pack based on targets, pupil and parent voice.

2. Speech and language support has been adapted, individual plans have been given to teachers in order to support targets and be implemented, where possible, within class based learning.

3. Training sessions and class support has been ongoing via remote platforms in order to promote pupils learning.

### Impact

- All pupils were able to engage in learning, following the same curriculum content as their peers whether engaging in learning from home or accessing school.
- Progress data for summer 2021 shows that across KS1-KS5 pupils working within P levels, in receipt of pupil premium, outperformed their peers in: reading, writing, number, measure, computing and PSHE. They performed in line with their peers in all other core subject areas apart from science. Please see data report for further information.
- Progress data for pupils following Progression Steps shows that 61% of PP pupils are on track and have met or exceeded their EOY targets across all curriculum areas. This compares to 60% of Non PPG pupils. This is an increase of 14% of PP pupils outperforming their peers when compared to autumn 2020.
- Reports from Speech and language therapists demonstrate that pupils still made good progress towards their speech and language targets.

## 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
N/A	