

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	St John's Special School and College
Number of pupils in school	181 NOR
Proportion (%) of pupil premium eligible pupils	65/181 = 35.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1-year plan
Date this statement was published	09.12.21
Date on which it will be reviewed	September 2022
Statement authorised by	Catherine Assink
Pupil premium lead	Antonia Drysdale
Governor / Trustee lead	Simon Broomfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,175
Recovery premium funding allocation this academic year	£40,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£106,975

Part A: Pupil premium strategy plan

Statement of intent

St John's Special School and College is a special school for pupils with severe, profound, and multiple learning difficulties that focuses on pupils' individual needs. Its strength is working with pupils on a personalised level in order to promote optimum pupil progress for all. In order for this pupil-centred approach to be effective, it is necessary for staff to work as part of a cohesive team with families and other professionals. SJS strives to develop pupils' communication, social and life skills in order to work towards independence, fulfilment, and to prepare for adulthood.

Our aim is to use pupil premium funding to address the challenges faced by disadvantaged pupils at St John's Special School and College and to promote positive outcomes and optimum pupil progress for all. SJS faces a range of diverse challenges due to the complex needs of the cohort of pupils, therefore, funding will be used to address barriers to learning and to improve and enhance school for all pupils.

The key objectives of our strategy plan are as follow:

- To ensure that pupil premium funding is allocated to the required areas in order to address challenges faced across the school and target areas for improvement
- To ensure that funding is used to have significant impact for those pupils who are disadvantaged
- To ensure that pupil premium funding has focal points that relate to the School Development Plan (SDP)

Although our strategy will target disadvantaged pupils, the funding will also benefit all pupils across SJS, as it will be spent on whole-school approaches, such as improving the learning environment, the curriculum, and staff Continued Professional Development (CPD)

The global pandemic of Covid-19 has had a significant impact upon St John's Special School and College whereby both staff and pupils are now striving to recover. Our strategy plan will be able to overcome challenges faced by the school by focusing upon:

- The school environment including resources and equipment
- The curriculum, teaching and learning, and pupil progress
- Staff CPD
- Wellbeing

Our strategy is pupil-centred and is driven by the needs and strengths of each young person, including those who are disadvantaged. We will focus upon high quality

teaching and learning at the centre of an accessible and appropriate curriculum which enables every pupil to meet their fullest potential.

Challenges

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

Challenge number	Detail of challenge
1	Our reading assessments indicate that 100% of all pupils are below age appropriate level for reading and literacy. This is for both disadvantaged and non-disadvantaged groups of pupils due to the cohort of pupils that attend St John's school, and the additional learning needs and disabilities that they present with.
2	We are currently redeveloping the school's curriculum in order to make it increasingly appropriate in meeting pupils' complex needs. Therefore, these changes have resulted in a lack of related resources and equipment the support and enhance the new curriculum and schemes of work.
3	The recent Covid-19 global pandemic has caused significant challenges across St John's Special School and College. Particularly at the forefront of our difficulties have been: staffing levels in classes, challenging behaviour due to unpredictable changes, and a decline in physical and mental health. The pandemic has affected opportunities for exercise, social interactions, and usual activities such as educational visits, and this has had a detrimental impact on pupils.
4	Our school environment must be appropriate to meet a range of diverse and complex needs for pupils across the age-ranges. Therefore, it is essential to ensure that this environment is continually updated and developed in order to meet the needs of all and enables pupil sensory regulation and promotes learning. Furthermore, due to ongoing usage, our school environment requires constant upkeep and audits to ensure that it is safe, and is conducive to learning.
5	We have a large staff team at SJS, including senior and middle leaders. Due to the Covid-19 pandemic, there has been a high turnover of staff, and therefore, it has been necessary to recruit new members of staff, as well as have supply support the team. Consequently, our school currently faces the challenge of a staff team who require additional training and CPD input in order to ensure the best possible outcomes for all pupils, particularly those who are disadvantaged or present with complex needs.

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 attainment for disadvantaged pupils in reading relative to their starting points as identified through baseline assessments. Total Spend £5000	- Assessments indicate an increase in pupil progress in early reading skills, phonics and comprehension. - Data evidences that more pupils are achieving EHC Plan targets related to reading/literacy - An allocated budget from Pupil Premium is spent on a range of reading materials including sensory stories, Bag Books (https://www.bagbooks.org/), online reading platforms such as Reading Eggs, (https://readingeggs.co.uk/), and POPS reading scheme. - The creation of reading areas in all classrooms promotes reading for pleasure. An allocated budget from Pupil Premium is spent on the development of reading areas in classrooms. - Learning Walks evidence reading embedded throughout the curriculum across the school - An allocated budget from Pupil Premium is spent on a range of phonics resources such as Letters and Sounds, Toe to Toe, etc.
Provide broad, balanced, and creative music schemes of work to engage all pupils across the curriculum. £30 000	- Funding will be allocated to appoint a music teacher in order to develop music schemes of work, implement a new music curriculum, and to embed music across the curriculum - Music teacher will deliver CPD to all staff in order to develop music across the curriculum. Staff voice/survey indicates an increase in confidence and willingness to teach music across the curriculum. - Learning walks/lesson observations evidence that music lessons and lessons that incorporate music are good or outstanding following CPD input - A budget will be allocated and spent to ensure that all pupils have access to musical instruments and equipment that support schemes of work including a range of adapted musical instruments for children with SEND. For example: Skoog - Musical Instrument Sensory Toy Special Needs Toys
Provide equipment that supports broad, balanced, and creative ICT schemes of work that engage all pupils across the curriculum.	Following an audit of equipment by the ICT lead, a budget will be allocated and spent on ICT equipment from the Pupil Premium budget that link to the ICT schemes of work (including but not limited to: programming, coding, controlling environments, and cause and effect)

£10 000	• Assessments indicate an increase in pupil progress in ICT from previous years • Learning walks and book scrutiny of pupils' work evidence that a range of ICT is being used to support learning across the curriculum
Pupils have improved physical and mental wellbeing. £30 000	• A budget will be allocated and spent to develop the outdoor areas at our off-site provision so that it provides further opportunity for physical activity that improves mental wellbeing. • Pupil voice indicates an improvement to pupils' mental health. • A decrease in behavioural incidents indicate a calmer and happier cohort of pupils • A budget will be allocated and spent to provide additional physical exercise opportunities and purchase equipment to further develop middle playground, EYFS outdoor area. • A budget will be allocated and spent to provide play equipment to be accessed during playtimes (for example, bubbles, balls, parachutes, ribbon sticks, etc.) in order to promote wellbeing • SSL to promote play and use of new play equipment at playtimes is established, implemented, and observed during learning walks • A budget will be allocated and spent to improve facilities for sensory regulation for all pupils in relation to their EHCPs. Pupils and staff will be observed spending purposeful time accessing the sensory garden to improve mental wellbeing. • Pupil Premium funding will be used to provide 'wellbeing days' for staff and pupils. A budget of will be allocated and spent to provide memorable events that promote happiness, for example, themed workshops with Aga Serugo Lugo • Parent/carers quotes through discussions with families report improvements in pupils' mental and physical wellbeing at home and in the wider community
Staff are skilled using The Engagement Model to make and record observations. Staff are confident making judgements of pupil progress and identifying next steps in learning £2 000	• All staff will receive training CPD opportunity in how to use The Engagement Model to make and record observations and judgements of pupil progress. Ongoing support will be provided as required • Staff survey reports an increase in skills, ability, and confidence using this assessment tool • Learning walks, lesson observations, and scrutiny/moderation of teacher observations provide quality assurance
The whole school environment will be safe, reflect pupil progress, and promote learning. The school environment will be conducive to	• Learning walks focusing on the school environment show that all display boards are cohesive by being backed in hessian and that pupils' work displayed celebrates progress. A

outstanding teaching and learning and present cohesively and to be aesthetically pleasing.	budget will be allocated and spent on additional display boards as required • Training to be delivered on the expectations of classroom boards/displays • Health and safety is prioritised to ensure a clutter free learning environment, this is evident through observations throughout the school • Feedback provided against the environmental checklist each term is reviewed and updated • SLG audit whole school environment and make expectations explicit • Classroom environments are reflective of individual pupil needs as identified on pupils' EHCPs. For example, visual timetables, labelled resources and furniture are observed during learning walks and observations. A budget of will be allocated and spent on furniture as required, for example, to create workstations • A 'Resource Assistant' position will be advertised and filled. Once appointed this person will ensure that classrooms have the equipment and supplies that they require and to have an overview of the needs of the school environment
All staff are confident using a range of strategies that manage challenging behaviour and promote optimum pupil progress through effective teaching and learning.	• Pupil Premium funding will be used to provide CPD of Team Teach training to new members of staff and to 'refresh' existing St John's staff • Individualised CPD opportunities for teachers and LSAs upon requested and or identified in teacher appraisals • Lesson observations are good or outstanding • Displays around the school reflect pupil progress • Good practice is shared during staff team meetings (see meeting minutes) • Reduction in behavioural incidents recorded

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: £ 79,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
The development of: reading areas in classrooms, lunchtime clubs, phonics groups, reading and phonics resources, reading for pleasure	The Department for Education (2012) has undergone research evidence on reading for pleasure by the Education standards research team. This evidence-based research discusses the benefits of reading for pleasure.	1
CPD for staff using The Engagement Model	The Engagement Model was devised by the DofE and published in July 2020. It is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study. It is underpinned by evidence and research by Professor Barry Carpenter (2011) for the DofE.	2, 5
CPD for staff to manage challenging behaviour	Team Teach is a positive behavioural management course Team Teach – Training in positive behaviour management which equips people to manage distressed behaviours and conflicts safely and respectfully	5
The development of the ICT curriculum including the purchase of new resources that enhance new schemes of work	ICT has been proven to provide pupils with SEND with improved access to learning as outlined in Adam's and Tatnall's 2017 paper: <i>The value of using ICT in the education of school students with learning difficulties</i>	2
The employment of a music teacher and subsequent CPD of music across the curriculum for all staff	The DofE outlines the national plan for music in education Microsoft Word - NPME FINAL (publishing.service.gov.uk)	2
To update and maintain the learning environment	Stack (2015) audits the optimum learning environment for pupils with SEND for the local offer. SEND magazine - Optimum Learning Environments - April 2015 - H Stack.pdf (thelocaloffer.co.uk)	4

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Literacy Reading Groups for targeted pupils in order to enhance pupil progress	The Department for Education (2012) has undergone research evidence on reading for pleasure by the Education standards research team. This evidence-based research discusses the benefits of reading for pleasure.	1

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The development and improvement of physical and mental wellbeing of all pupils (through the means of: purchasing exercise equipment, promotion of play, etc.)	The DoFE provides guidance about how to promote and support mental health in schools https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#mental-health-and-wellbeing-resources The CDC outlines the importance of physical education and physical activity Physical Education and Physical Activity (cdc.gov)	3
Opportunities to use equipment and resources for sensory processing and regulation that promotes mental health.	Sensory regulation strategies described by an OT to outline the importance Sensory regulation strategies - how you can use them to help your child. (griffinot.com)	3
CPD for staff to manage challenging behaviour	Team Teach is a positive behavioural management course Team Teach – Training in positive behaviour management which equips people to manage distressed behaviours and conflicts safely and respectfully	5

Total budgeted cost: £ 106,975

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.

1. A range of reading materials have been purchased to support all pupils reading abilities and needs. A new pupil library is opening in September 2022 for all pupils to access, with the emphasis being inclusion for all to develop a love of reading. Essential Letters and Sounds programme and phonics resources will be launched in September 2022.
2. Subject Lead for Music has been appointed and CPD has been undertaken to further develop knowledge and skills.
3. Full audit for ICT by Subject Lead was carried out. Purchase of an interactive mobile floor projector to support pupils with ICT learning across all curriculum pathways.
4. Work is planned and a date secured with an external company for the Autumn term 2022 for further development of the outdoor play area for EYFS/Primary which will further support pupils with their sensory and physical development needs including pupils EHCP outcomes. New play equipment was installed during the Summer term 2022 in KS2/3 play area including a sensory trim trail. Further purchase of outdoor resources and introduction of rotated activities to increase play opportunities implemented and monitored. Well-being has been promoted and support for both staff and pupils, including whole school events such as Queen's Jubilee Day, Oliver Twist pantomime, staff breakfasts, Good to Talk and Wellbeing Wednesday's. Staff questionnaires demonstrate positive impact on wellbeing.
5. Two teachers have undertaken The Engagement Model training and will be presenting to select classes in September 2022 on the training day. Supply teachers supported in releasing teachers during the Summer term 2022 to undertake observations to support the implementation of The Engagement Model.
6. Whole school non-negotiables updated and implemented across the school, including all classes having uniform displays, training was also delivered on this. Frequent health and safety/learning walks have taken place by the Site team along with Senior Leaders to maintain and update the environment. A Resource Assistant has been appointed for September 2022.
7. Team Teach training schedule was completed for the academic year and continues in Autumn term 2022 for new staff. CPD for new Team Teach trainers has been arranged for Autumn term 2022.

Not completed

-Purchase of music resources to support schemes of work and CPD to all staff

-Purchase of outdoor equipment for offsite provision

-Participation in the National Tutoring Programme (NTP) was difficult to access.

Tutoring agencies were explored but could not provide appropriate tutors for the needs of pupils. It was decided not to pursue the NTP as time spent on trying to organise it was not productive.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A