

Pupil Premium Strategy Statement

School Overview

Detail	Data
School name	St John's Special School and College
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	65 (36%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Amanda Rizzo
Governor / Trustee lead	Simon Broomfield

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,625
Recovery premium funding allocation this academic year	£27,550
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	£107,175

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. St John's School 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. St John's School 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)

In line with the 3-tiered approach in Education Endowment Fund's pupil premium guide, activities must be those that:

- support the quality of teaching, such as staff professional development.
- provide targeted academic support
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

As such all our strategies are linked with these areas:

Teaching and learning: we provide an inspiring school experience where lessons are well planned, personalised and focussed on the individual pupils needs. Lessons are engaging and pupils are actively involved to develop their recall, long-term

knowledge and skill development Pupil Premium Funding will focus on ensuring staff are fully skilled in the specialist areas that meet the pupils needs.

Provide academic support: Teachers will provide targeted academic support to pupils in order to ensure all pupils achieve to their fullest potential. Pupil Premium funding will focus on the increase progress of pupils in Reading and Maths.

Wider strategies: The school provides a safe and welcoming environment for pupils to flourish and succeed. Pupil Premium funding will focus on improved physical and mental well-being for pupils. Staff feeling confident to address challenges with behaviour and attendance. Cultural Capital will be nurtured to help pupils develop the knowledge and life skills they need to prepare for adulthood. We will also focus spending on supporting pupils to access and develop their role in the community. Funding will be targeting on supporting families of Pupil Premium pupils.

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	Our maths 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.
3	We are redeveloping the school's curriculum in order to make it increasingly appropriate in meeting pupils' complex needs. Therefore, these changes and adaptations as we develop our understanding of the most appropriate curriculum pathways for our

	pupils naturally results in a need for resources and equipment that support and enhance the new curriculum and schemes of work.
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	It has been necessary to recruit new members of staff, as well as have supply/agency staff support the teams. 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.	- Assessments indicate an increase in pupil progress in early reading skills, phonics and comprehension. - Data evidences that more pupils are achieving EHCP targets related to reading/literacy - An allocated budget from Pupil Premium is spent on a range of reading materials including sensory stories - 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 to support with the implementation of Essential Letters and Sounds

Improved attainment for disadvantaged pupils in maths relative to their starting points as identified through baseline assessments.	• Assessments indicate an increase in pupil progress in early maths/number skills. • Data evidences that more pupils are achieving EHC Plan targets related to maths. • Learning Walks evidence functional maths embedded throughout the curriculum across the school • An allocated budget from Pupil Premium is spent on the development of maths in classrooms.
Pupils have improved physical and mental well-being	• 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 • 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, wow days, Trust Fundays

	• Parent/carer quotes through discussions with families report improvements in pupils' mental and physical wellbeing at home and in the wider community
Staff are skilled in using all methods of assessment to gather evidence for pupil progress. Staff are confident in making judgments of pupil progress and identifying next steps in learning	• All staff will receive training CPD opportunities in how to use new assessment processes 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, accessible, reflect pupil progress, and promote learning. The school environment will be conducive to outstanding teaching and learning and will be aesthetically pleasing.	• 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 budget will be allocated and spent on additional display boards as required • Health and safety is prioritised to ensure a clutter free learning environment, this is evident through observations throughout the school • Feedback provided against the classroom environment checklist is reviewed and updated • SLT 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 • The Resource Assistant ensures that classrooms have the equipment and supplies they require and to have an overview of the needs of the school environment • Food Technology Room developed so that pupils on the pre-formal pathway

	are able to access this resource, i.e. countertops with adjustable heights • The little rooms (mostly 'quiet rooms') attached to classrooms are used effectively to support each cohort of pupils and are resourced appropriately to be fit for purpose.
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 • Good practice is shared during staff team meetings (see meeting minutes) • Reduction in behavioural incidents recorded
All staff are confident to use PODD communication books	• Assessments indicate an increase in communication skills. • Data evidences that more pupils are achieving EHC Plan targets related to communication • An allocated budget from Pupil Premium is spent on a range of materials to support the use of PODD • Learning Walks evidence the use of PODD embedded throughout the curriculum across the school • An allocated budget from Pupil Premium is spent on CPD for staff to ensure confidence across the school in the use of PODD
Pupils that it is appropriate for, take part and develop their skills in Community access and travel training	• Evidence in planning of pupils accessing both travel training and community access • Evidence in planning of the amount of support required for accessing the community lessens over time • Pupil voice indicates that pupils feel more confident out in the community and can express how they know to keep themselves safe.

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: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Improving the skills of staff in using all methods of assessment to gather evidence for pupil progress. Staff are confident in making judgments of pupil progress and identifying next steps in learning	Recently there have been many changes in approach to assessing the progress of pupils with SEND. It is vital staff understand these changes and reflect on their practice accordingly. https://my.optimus-education.com/sites/optimus-education.com/files/assessing_progress_of_pupils_with_send.pdf	6	£5000
Ensuring staff are confident using a range of strategies that manage challenging behaviour and promote optimum pupil progress through effective teaching and learning.	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	4	£2000
Developing staff confidence and skills in using PODD communication books	This article discusses the benefits of AAC for pupils with SEND https://otsimo.com/en/benefits-using-high-tech-aac/	1,2 3 & 6	£5000

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

Budgeted cost: £55000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Improving attainment for disadvantaged pupils in reading relative to their starting points as identified through baseline assessments	Reading skills open the literary world for all pupils. This SEN article advocates a multi-sensory approach for teaching reading and developing reading as a habit for pupils. https://senmagazine.co.uk/content/specific-needs/literacy/15860/make-reading-a-habit-for-children-with-sen/	1	£10000
Improving attainment for disadvantaged pupils in maths relative to their starting points as identified through baseline assessments.	Pupils without numeracy skills find it harder to access the rest of the curriculum and are therefore less prepared for adulthood. This article details the importance of developing the understanding of number for all pupils. https://www.teachingtimes.com/ecj62-sen-children-numeracy/#	2	£5000

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Improving pupils physical and mental well-being	Studies show how the impact of the pandemic has had a negative effect on physical and mental well-being. This article details the importance of support well-being in schools. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	4&5	£25000
Ensuring the whole school environment is safe, reflects pupil progress, and promotes learning. Ensuring the school environment is conducive to outstanding teaching and learning and is aesthetically pleasing.	This articles details the many benefits for outdoor learning for EYFS pupils – many of the pupils at SJS are developmentally at a similar level to many EYFS children. https://www.eyalliance.org.uk/how-outdoor-play-can-be-beneficial-children-special-educational-needs This articles details how the number of pupils with identified SEND is increasing whilst the amount of outdoor space accessible to them is decreasing and the benefits of an appropriate outdoor space for aspects of development https://streetspacegroup.co.uk/environments-aids-development/	5	£10000
Developing pupils skills in Community access and travel training	The Preparing for Adulthood framework details how essential it is for pupils with SEND to feel part of the community, to play a role in that community and to know how they can affect their community https://senmagazine.co.uk/content/education/post-16-18/11627/preparation-for-adulthood-support-send-pupils-for-their-futures/	4	£20000

Total budgeted cost: £97,000

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.

10 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.