

Pupil Premium Strategy Statement – St John's School

School Overview

Detail	Data
School name	St John's School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	67 (37%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 year
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Charlotte Wood
Pupil premium lead	Amanda Rizzo
Governor / Trustee lead	Simon Broomfield

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,850
Recovery premium funding allocation this academic year	£33,624
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	£129,474

Part A: Pupil Premium Strategy Plan

Statement of Intent

St John's 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-centered 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 School 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-centered 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 center 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	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 Little Wandle SEND Scheme Teachers and LSAs take part in CPD related to phonics and reading to ensure that all have sound curriculum knowledge and the best strategies to support pupil.
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. Teachers and LSAs take part in CPD related to maths to ensure that all have sound curriculum knowledge and the best strategies to support pupil.
	Parent/carers quotes through discussions with families report improvements in pupils' mental and physical wellbeing at home and in the wider community Learning walks will show pupils will engaged in purposeful play at break and lunch times. Incidents of challenging behaviour will be reduced due to an increase in engagement during breaks and lunches.

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 including employment of a behaviour mentor to further support with pupil behaviour 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 using the new minibus 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.
Classrooms will be adequately staffed with skilled teachers, support staff and health support workers as well as receiving support from behaviour and communication specialists.	All pupils, including those who are disadvantaged, will make good or better progress from their individual starting points. Staff will take part in a range of CPD appropriate to the pupils needs within the class to ensure all needs can be met. Lesson observations will show good or better teaching with effective deployment and support from LSAs

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: £34000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Continue to improve 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	£4000 HLTA Core subjects – 4K
Continue to ensure all 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	£20000 Behaviour mentor – 20K
Continue to develop staff confidence and skills in using PODD communication books, and sustain staff and parent trainers in school	This article discusses the benefits of AAC for pupils with SEND https://otsimo.com/en/benefits-using-high-tech-aac/	1,2 3 &6	£10000 CPD for training – 5K Resources – 5K

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Continue to improve 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	£12,500 HLTA for Core Subjects – 12500K
Continue to improve 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	£12,500 HLTA for Core subjects – 12,500K

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

Budgeted cost: £68,624

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 Music Therapy – 25K
Develop play and clubs at break and lunch so that pupil's development is promoted and pupils have improved physical and mental wellbeing	This article 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 article 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://streetinspacegroup.co.uk/environments-aids-development/	5	£10000 PSW – 5K MSA – 5K
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	£33,624 Minibus – 33,624

Total budgeted cost: £129,474

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Reading

- A range of reading materials have been purchased to support all pupils' reading abilities and needs.
- A new pupil library has opened in September 2022 for all pupils to access, with the emphasis being inclusion for all to develop a love of reading.
- Little Wandle phonics resources have been launched in July 2023.
- Reading workshops delivered to staff across the year to develop skills in the teaching of reading, using reading records and encouraging reading
- Training in reading a regular feature of whole school CPD across the year.
- Diagnostic assessments undertaken and pupils split into streamlined groups across each key stage, allowing for smaller groups to focus on only one appropriate phase of phonics to be delivered effectively.
- Learning walks and lesson observations carried out by SLT and Literacy Lead across the year – feedback given and support put in place where appropriate – Observations show an increase in reading records being used effectively, pupils' engagement, progress and the quality of reading targets set.
- Training delivered to parents in how to support their child's reading.

Maths

- Concrete resources purchased. Enabling better engagement from pupils and a more solid understanding of concepts.
- White Rose Premium purchased - 100% of teachers who have pupils working at the White Rose level have signed up and use it. Surgeries with the Maths Lead have helped with the use of White Rose. Learning walks noted that there was evidence of effective use of White Rose.
- Work is on-going with an external company 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. Further purchase of outdoor resources and introduction of rotated activities to increase play opportunities implemented and monitored.
- All areas across the school including off-site FE have been given outdoor resources to encourage more physical activity at play and lunch time. Observations at lunch and playtime note increased physical activity alongside increased social interactions between peers.
- Outdoor areas have been enhanced, organised and improved.
- Teachers meetings have focused on the importance of the environment for their cohort of pupils.
- SLT have given feedback to all classes over the year in relation to environment.
- All display boards are now consistent in appearance.
- Resource assistant is in post to aid in the production of display and the creation of resources.
- Teachers looked specifically at the PP pupils in their class with sensory needs and purchased sensory resources to meet their needs. Sensory lead supported this.
- Appropriate workstations have been provided for pupils to have a distraction free work area.

- Pupils attended three BILTT Fundays – one at St John's, two at The Grange School – provided opportunities for pupils to socialise with peers at the other two schools. Pupil Voice indicate that these were very enjoyable experiences and the number of pupils taking part has increased following each day.
- Meetings and workshops with parents and carers have taken place to support in the needs identified by families.
- Well- being has been promoted and support for both staff and pupils, including, whole school events such as Fun Days, Wow days linked to the Curriculum, visits to the park, visits from a Farm, and immersive theatre performances, staff breakfasts, and socials. Staff questionnaires demonstrate positive impact on wellbeing. Wellbeing group meet regularly to improve and discuss strategies.
- 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.
- All staff have received training in baselining pupils, assessing progress. Opportunities at teachers' meetings to share good practice with each other.
- Teachers speak confidently at their Pupil Progress Meetings regarding individual progress, barriers to learning and interventions out in place.
- Teachers have increased confidence in illustrating the progress their pupils are making using evidence.
- Team Teach schedule for the academic year was completed and continues. One new trainer to be trained.
- CPD for all staff delivered on PODD. All staff provided with their own staff PODD book. There has been an increase in number of pupils with personalised AAC systems ensuring they have access to a robust AAC system so that they can use expressively if they choose. July 2022 56 pupils to March 2023 89 pupils.
- Training of all respite houses, nursing staff, kitchen staff has led to an increase in modelling of AAC in areas beyond the classroom.
- Learning Walk number of ALDs and PODD books out during lessons – October 2022: 20 to February 2023: every class had ALDs and/or PODD books being used in lessons.
- Training of parents to enable them to model language systems at home providing a more immersive AAD language environment for pupils.
- Use of AAC shown to improve receptive understanding during safeguarding sessions with Family Support Lead enabling pupils to be more accurate and detailed in any disclosures/discussions.
- Increase in pupil targets being written with specific reference to attention &/or use of PODD/ALD.
- Following on from Covid – the school needed to develop the confidence of both staff and pupils to return to the community. Pupils are now accessing the community much more through, horse riding, travel training, attending Forest School at The Grange, going to cafes and shops, going to libraries and public leisure centres.
- Staff received training from the local authority on Group Leader requirements and this boosted the confidence of staff to undertake more educational visits outside of school.