

Reynalds Cross School Pupil premium strategy (2022-2025)

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	146 (includes 10 nursery places)
Proportion (%) of pupil premium eligible pupils	54
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2022/23, 2023/24, 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Governing Body
Pupil premium lead	Deputy Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57615.00
Recovery premium funding allocation this academic year	£22000.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£32000.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£111,615

Part A: Pupil premium strategy plan

Statement of intent

Here at Reynolds Cross School we cater for pupils with a diverse range of Special Educational Needs and Disabilities (SEND) aged 2 – 19. As a special school when making a decision about pupil premium funding it is important to consider the context and subsequently the challenges pupils may face. We recognise that due to the severe and complex needs of our pupils we are committed to their achievement, progress, employability and wider development, their primary challenge it is not always by socio-economic disadvantage. As such the additional support we offer to each Pupil Premium pupil is uniquely tailored to their individual needs and barriers to learning.

Our key strategy for pupil premium is to sustain and further raise the quality of teaching, improve the engagement of pupils through the use of appropriate resources and equipment. As stated in the research from the Education Endowment Foundation (EEF) (April 2022) wider strategies relate to non-academic challenges which we include as improving students' attendance; social and emotional support; enriching experiences; and cultural capital excursions in the community.

We recognise that our strategy is focussed on the needs of our disadvantaged pupils, however our inclusive whole school approach, such as cultural capital excursions, will benefit all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Through monitoring and observations of pupils and their families, we find that disadvantaged pupils generally have reduced access to community and social participation
2	Our shared knowledge of pupils has demonstrated that disadvantaged pupils often require additional support to develop personal skills e.g. independent travel
3	It is important that all our pupils are able to progress with their Education, health and Care. We recognise that disadvantaged families struggle to support referral processes and access health services. This limits disadvantaged pupils with their communication, education, physical and health progress
4	Through observations we recognise that some disadvantaged pupils due to their complex needs are not able to access the whole school environment, to

	reduce this barrier they may need physical equipment, clothing and individualised support.
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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 achieve and sustain increased levels of disadvantaged pupils in extracurricular activities/enrichment opportunities	Review engagement of all enrichment opportunities Review of enrichment planning Review of extracurricular opportunities
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Involvement of family support Pupil/family access to CHAMPS activities/provision
To sustain improved levels of attendance for all pupils, including those who are disadvantaged	Reduce the percentage of PA pupils Reduce the percentage of late arrival/collection
To provide a range of communication systems to aid expressive and receptive communication skills	Review of EHCP/PLPs Review of PECS
To enable disadvantaged pupils and families to develop greater confidence to engage in the school community, wider community and prepare for adulthood	Discussions with families Register of attendance in school community events
To sustain progress of disadvantaged pupils in the four areas of need (Cognition and learning, communication and interaction, SEMH, Sensory/Physical), relative to their starting points as identified through baseline assessments	EHCP/PLPs termly reporting and case studies Evaluation assessment sheet – includes interventions and next steps

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Induction and development for all staff	Induction programme Relevant training Optimus (virtual training accessible to all staff)	3
PECS training and mentoring	Two training members of staff then able to carry out INSET for all staff. This will then enhance knowledge and understanding	3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional lunchtime supervisors	To be able to offer enrichment activities during recreational time	1
Employment of after-school swim spotters	To be able to offer families the opportunity for recreational activities	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Family support workers to triage, signpost and organise school based activities, as well as, community based services	Parental requests and response to activities	1
Family support workers to liaise with parents, carry out home visits, signpost	Parental requests and response to activities	1

Mental Health Training for CHAMPS staff	To equip staff to support the wellbeing of pupils and families	2
Specialist teachers to deliver music, art and dance	Offering specialist subjects creates an effective opportunity for all pupils to be exposed to an enrichment opportunity	1
Educational Psychologist to offer supervision to teachers	Evaluate practice with specialist will enable practitioners to use appropriate strategies in managing behaviour	1

Total budgeted cost: £65,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance of pupils improved with the additional staff allocated to specific class groups.

The E.P. will continue to provide supervision sessions to improve behaviour of pupils as this was implemented in the Spring term 2022

Family support engaged with all families who sought guidance and advice over the academic year. Events offered throughout the year were well attended by families as tickets were always sold out. This will be continued as part of the 2022/23 strategy.

Pupils have continued to improve their engagement and communication skills during their music sessions.

Pupils developed their expression of books they interacted and participated with musical instruments and animal noises while reading the story. They improved their understanding of different emotions when engaging in the story book. Their engagement skills improved as they took part in arts and crafts activities.

Pupils have been able to access the wider curriculum and develop life skills.

Progress for students at Reynolds Cross is measured via SOLAR and in house tracking of PLPs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Physio Swim	Privately commissioned