

## St Elizabeth's School - Pupil premium strategy statement

This statement details our school's use of the pupil 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.

### School overview

Detail	Data
School name	St Elizabeth's School
Number of pupils in the school.	37
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2025
Date the statement was published	September 2022
Statement authorised by	Lisa Tooley
Pupil premium lead	Lisa Tooley
Lead Governor	Katherine Hall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£16,560
Pupil premium funding carried forward from previous years (enter £0 if applicable)	£29,464.33
<b>Total budget for this academic year.</b>	<b>£46,024.33</b>

## Part A: Pupil premium strategy plan

### Statement of intent.

St. Elizabeth's School is a 5-19 special school, specialising in supporting learners with epilepsy, which serves children with moderate, severe, or profound and multiple learning disabilities. All of the students at St. Elizabeth's School have an EHCP plan. It is these learning disabilities that are the primary barrier to progress and achievement that we must support our students to overcome. Progress data shows that those students entitled to the Pupil Premium Funding make the same or better progress than their peers. Our approach is designed to ensure that we are able to provide a personalised education that is tailored to meet the individual needs of students. Outcomes will not only relate to academic achievement, but all targets identified in their EHCPs. Outcomes are generally categorised as Communication and interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical and Life Skills. We do see variance in outcomes for different learners across the school, particularly in terms of:

- Sensory, Physical and Therapy
- Employability
- Social opportunities
- Mental health and wellbeing

We are committed to ensuring the best possible outcomes for all our students as part of our mission to empower children and young people with the skills and attributes they need to become successful learners and adults and live life to the full. At the heart of our approach is high quality teaching that focuses on meeting individuals' needs, targeted support and differentiation based on assessment of need and helping students to access a broad, balanced, relevant and functional curriculum which promotes independence across our 24-hour curriculum in partnership with our Children's Home. Although our strategy is focused on the needs of disadvantaged students, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching, resources, and opportunities. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education and post school guidance is available to all. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood and live their lives to the full.

## Challenges

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

Challenge number	Detail of challenge
1	Communication skills Assessment data for 2020-2021 indicates that students made less progress with their communication skills than other assessed areas of the curriculum.
2	Reading skills Assessment data for 2020-2021 indicates that students made less progress with their reading skills than other assessed areas of the curriculum.
3	Social Emotional and Mental Health Due to lockdown opportunities to access the community were restricted and this has had an impact on learners' mental health, engagement in learning, social and life skills.
4	Employability The pandemic has significantly impacted upon opportunities for students to access external work experience placements.
5	Personal Development- life skills Our observations indicate that skills can be further embedded with resources and training to support progress of life and academic skills across the 24-hour curriculum

## 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.

Challenge number	Intended outcome	Success criteria
1	Students make progress with their communication skills.	Learners will have made progress in communication curriculum steps.  100% of PPG students to evidence progress against communication targets on Evidence for learning.
2	Students make progress with their reading skills.	For those PP students that have a RAS, 100% of them make at least 1 level of reading progress band.  Reading age score increase beyond age related steps.  100% of PPG students to evidence progress against reading targets on Evidence for learning.
3	All classes to engage in off site visits to engage learners and develop social experiences.	Visits are planned and integrated to enhance the learning opportunities set about by the curriculum and EHCP targets.  100% of PPG learners make progress against SEMH targets as evidenced in Evidence for Learning.

4	Sixth Form learners to access work experience of interest.	80% PPG Y13 and 14 learners to access work experience opportunities during 2022 – 2023  80% of PPG Students demonstrate an understanding through Evidence for Learning their desires for the future for career advice and guidance.
5	To develop and evidence learning across the 24 hour curriculum.	100% Ensure progress against EHCP targets is evidenced across 24-hour curriculum. 100% PPG Learners make progress against targets across 24 hour curriculum.

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Makaton Training £308.00	Recent staff turnover means many teachers and LSA require improved skills to communicate effectively and accurately to our learners that require Makaton. Online training sessions for staff 4 times a year.	1
Updated reading books and Literacy resources £1000	Internal deep dive into literacy, no age related text to engage teenagers and reluctant readers. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>	2
In Print 3 unlimited installations £995.00	To bring about a common communication tool for a multi-disciplinary team (School, College, Residential and Therapy.) Learners with PMLD are mainly non-verbal and need to be provided with opportunities for those working with them to understand the potential meaning behind their gestures, vocalisations and actions.	1,2
Investment in 'Fresh Start' – systematic teaching of phonics for readers below national expectations £2856.00 – training £4,460.00+VA T	Deep dive into literacy indicates that improvements are needed for consistent literacy program being delivered. Staff have varied levels of experience in delivery of phonics based programs. Fresh Start – Phonics programme has been developed in conjunction with the Ruth Miskin Read, Write Inc programme.  <a href="https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf">https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</a> .	1,2

– resources. (over 2 years)		
Curriculum resources. £6000	A new curriculum intent has been implemented. SoL have been reviewed in relation to a new pathway structure. Class texts, resources will be developed to access the curriculum.	2,3,5
Trips and visit's planned to enhance learning opportunities. £1500	Planned trips and visits outside of the school, enhance learning, develop cognitive memory and improve life skills. In order to develop independence skills in these areas, students need the opportunity to practise the skills. School provides opportunities for students to cook meals and practise travel training skills. Monies will cover the costs for students on FSM and to facilitate staff costs when travel training (i.e. bus fares). Our students require repeated and multiple opportunities to engage in these activities in order to consolidate and further develop skills.	4
Hall PA system. £400.00	Aid our auditory impaired learners during assemblies and celebrations to be inclusive. Student public speaking, reading aloud, improves confidence. 'Reading text aloud provides a way to help all students access the material and develops their skills as active listeners.' <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloudwith-your-class-what-does-the-research-say">https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloudwith-your-class-what-does-the-research-say</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehension-strategies</a>	1
Soft furnishings for the OMI Room. £531.00	Safety for our PMLD learners diet enrich their sensory diet.	3
OMI training £350.00	Upskill OMI training to utilise the OMI room to maximise the learning the sensory diet.	3
Reading intervention (20% of salary) £5,500	To work with targeted students to support the development of reading levels for our most vulnerable learners. Fresh Start – Phonics programme has been developed in conjunction with the Ruth Miskin Read, Write Inc programme.  <a href="https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf">https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</a>	1,2
Baseline Reading data. £104.00	To track and monitor students reading age Scores (RAS) baseline testing and intermitting planned assessment points need to be incorporated into the assessment and reporting calendar.	1,2
Work experience or work related activities. £1000.00	To use a personalised programme to support PPG pupils to improve their independence skills and prepare for life after school. Manage Money; Plan a journey on Transport; Independent living, preparing simple meals, cleaning and washing; Leisure activities, accessing community provision, getting prepared for life after school.	4
Earwig £2500	Tracking and monitoring progress is essential for learners with complex needs, progress is not always linear and expected at regular intervals. Earwig links together progress against the curriculum alongside their EHCP targets.	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student Uniform £500	Children will receive uniform from the school, this will allow them to feel included and contribute to the student's wellbeing.	3
Sensory space for 16-19 provision. £7200	The Sensory Studio is an interactive environment that will greatly enhance the opportunity for identified pupils to access learning and improve their likelihood of achieving and enjoying their educational experience. This studio has been developed to provide significant control to profound and complex disabled children and young people to engage as learners in their education, rather than be spectators of learning	1,3,5
IPad technology. £10,000	iPads and tablets <b>facilitate learning in a host of different ways courtesy of interactive apps that allow instant input and feedback.</b> This enables educators to support traditional learning with apps that further instill numeracy and literacy skills through gamified education. <a href="https://www.futurelearn.com/info/blog/general/technology-in-classroom">https://www.futurelearn.com/info/blog/general/technology-in-classroom</a>	1.2.3.4.5

**Total budgeted cost: £46,004**