

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.	41
Proportion (%) of pupil premium eligible pupils	34.14%
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	John Coleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£15,330
Pupil premium funding carried forward from previous years (enter £0 if applicable)	£0
Total budget for this academic year.	£15,330

Part A: Pupil premium strategy plan

Statement of intent.

St. Elizabeth's School is a 5-19 non-maintained 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 EHC plan. It is these learning disabilities that are the primary barrier to progress and achievement that we must support our students to overcome. To ensure those students identified as Pupil Premium 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 As all of our learners have communication barriers, resourcing appropriate communication aids and accessibility platforms is required to alleviate these challenges.
2	Reading skills Reading, decoding and comprehension continue to be barriers to students' access to the wider world.
3	Social Emotional and Mental Health Access to the community is essential in the development of skills for working life, social interactions and preparing for adulthood.
4	Employability Providing work experience or employability skills for children with complex needs comes with an added layer of complexity and barriers.
5	Personal Development- life skills Our observations indicate that skills can be further embedded with resources and training to support progress in life skills through wider curriculum learning opportunities.

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 Earwig academic.
2	Students make progress with their reading skills.	For those PP students enrolled in the RWI program, 100% of them make at least 1 level of reading progress band. Reading age score increase from starting point through regular assessment and implementation of appropriate RAS resources.
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 Earwig.

4	Sixth Form learners to access work experience of interest.	All Pathways to engage in work related learning through the curriculum. All PPG learners to have sessions with the Local careers lead, Anna Drury.
5	To develop curriculum planning to embed the notion of skills in the wider curriculum offer to maximise progress	100% Ensure progress against EHCP targets is evidenced in Earwig.

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 £320.00	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	The school continues to drive forward standards and expectations for developing a love of reading. Age related text that gain an interest are crucial to capture the reader and develop a desire to want to read. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	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
Curriculum resources £900	Curriculum plans are bespoke and must meet the needs of each pupil. This money will be utilised in purchasing personalised resources to unlock learning opportunities and support cognition.	
Autism Training £2,045	ASC specialist training from Autism UK for teachers and LSAs working with children with ASC.	
Trips and visits planned to enhance learning opportunities. £1300	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	4

	and 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.	
OMI training £350.00	Upskill OMI training to utilise the OMI room to maximise the learning and the sensory diet.	3
Work experience or work related activities. £1,000.00	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 £2,020	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
Air conditioning units £2,000	There are also many people with epilepsy who report that heat is a trigger for them. This might simply be caused by a hot day or a sudden change in temperature; being able to regulate the classrooms reduces the risk of seizure and therefore more engagement in school. https://www.nationalepilepsytraining.co.uk/temperature-induced-seizures/#:~:text=There%20are%20also%20many%20people,a%20warm%20building%20or%20car.	1,3,5
IPad technology. £3,400	iPads and tablets facilitate learning in a host of different ways courtesy of interactive apps that allow instant input and feedback. This enables educators to support traditional learning with apps that further instil numeracy and literacy skills through gamified education. https://www.futurelearn.com/info/blog/general/technology-in-classroom	1,2,3,4,5

Total budgeted cost: £15,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At St Elizabeth's School we have moved towards Earwig Academic, an online progress recording tool that captures progress against personalised assessment frameworks for individual pathways and each Childs personalised EHCP targets.

- 1. The data shows that 100% of PPG students have made progress against their communication targets.*
- 2. Reading was a big focus of the PP strategy this academic year. As a school, we track individual progress using STAR reading data and through our RWI phonics programs and their ongoing assessment. 100% of PPG students that are accessing the phonics intervention program have made at least 1 level of progress. 67% of the PPG students accessing the phonics program have made at least 3 steps of progress. 75% (3/4) students who were accessing the STAR reading test made progress in their Scaled score and therefore their Reading Age Score.*
- 3. The PPG students who were in year 13 and 14 all had access to work related learning under their new curriculum intent and implementation. 71% of these students were able to access work experience placement, in the Handy and Candy shops, Church Farm, Boxing Gyms. A development of the wider curriculum offer includes an agriculture centre which all students access as part of their curriculum where the students learn key skills for work related learning.*