



Pupil Premium Strategy Statement 2021-2024

This statement details Littledown School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Littledown
Number of pupils in school	38 special school places 19 alternative provision places Reduction in AP places for next three years: 22-23: 19-13 23-24: 13-10 24-25: 10-8
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	
Date on which it will be reviewed	November 2022
Statement authorised by	Head Teacher & LGB
Pupil premium lead	Angela Mumford
Governor / Trustee lead	Hazel Thorpe

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (21-22) <i>PPG is allocated on a financial year basis and currently we know the allocation for Apr21 to Mar22 based on the actual funding that the school is receiving. For the</i>	£31,572

<i>purposes of this exercise the assumption is that the allocation will continue at the same level into the next financial year so we have 7/12ths based on actual receipts (Sep21-Mar22) and 5/12ths based on the estimated funding for Apr22 to Aug22.</i>	
Recovery premium funding allocation this academic year (21-22) £290 per pupil	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (21-22) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,572 (pooling not applicable)

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that pupils at Littledown School, all of whom have SEN, will make expected progress in reading, writing and maths. This will be achieved through quality first teaching, planned individual interventions and consolidation of concepts at home.

Our strategy is to ensure pupils will receive a package of pastoral support, in line with their Education, Health and Care plans (EHCPs) to help them manage their social, emotional and mental health (SEMH) needs in order to access the variety of learning opportunities in school. This will be through group activities and planned individual interventions. Pupils will have access to a range of enrichment experiences that will enhance these learning programmes and provide enjoyable, motivating opportunities.

All pupils at Littledown should attend school consistently so that the gaps in their learning are reduced, but that they have access to a range of support to help them manage their SEMH needs. The school will work alongside pupils and parents to ensure consistent attendance.

All pupils will leave Littledown being a more confident and self-assured person with a broader knowledge of the world around them and their role within society. They will be able to access functional skills independently in order to access wider learning opportunities.

This strategy will work alongside the School Development Plan (SDP) and will support achievement for all. All staff will be included in ensuring a high-quality provision for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	LA funding has been reduced in relation to the Alternative Provision, subsequently impacting negatively across the Trust.
2	Staffing has been unstable due to the pandemic and staff retention, which has impacted on experience and skill set of staff team.
3	Our observations and review of school records conclude that pupils have had disrupted learning opportunities due to changes in school placements and disengagement from education impacting on their

	outcomes and progress in line with peers. This has been further impacted by the pandemic and home learning as identified in national studies.
4	Assessments and observations indicate that quality pupil writing has decreased, especially after the pandemic. This impacts across all areas of the curriculum when recording and reporting.
5	Assessments and observations indicate that mathematical progress could be improved, in line with quality first teaching and support
6	Parental engagement is challenging due to minimised opportunities to see parents face to face. This also impacts on attendance and in some cases pupils' SEMH difficulties.
7	Though observations and school data, pupils' SEMH needs appear more extreme and they are requiring more bespoke packages of support to help with developing understanding and independent monitoring of these needs. This also impacts on exclusion rates.

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
Pupils make expected progress in reading, writing and maths	<ul style="list-style-type: none"> • Pupils will make progress against their baseline assessments • Pupils will participate in national tests • Pupils will engage positively in summative school-based assessments • Personal intervention programmes implemented and monitored consistently to ensure effective support for filling gaps in learning • Consistent engagement in homework programmes from parents and pupils
Positive pupil engagement across all areas of the curriculum	<ul style="list-style-type: none"> • Pupils remaining in class for longer periods of time (less time outs) • Pupils enjoying a variety of enrichment opportunities • Consistently run after school club programmes

Attendance across the school will be at least 95%	<ul style="list-style-type: none"> • Pupils not within the agreed attendance rate to have a clear programme of support with identification of external support completed efficiently • Families engaging in attendance reward scheme • Parents attending coffee mornings • Continued high attendance from families at meetings and reviews
Reduced numbers of exclusions	<ul style="list-style-type: none"> • Ongoing early identification of additional pastoral support and implementation of those programmes • Reduced numbers of physical interventions • Positive outcomes from school well-being surveys (all stakeholders)

Activity in this academic year (Sept '21-July '22)

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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Stabilised, highly trained staff team in order to improve consistency of teaching and support for SEMH needs TIP Training £500	A stabilised staff team will enhance a consistent approach to teaching and learning. High quality CPD for staff to ensure a cohesive approach to teaching, learning and SEMH support will benefit pupil progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	2, 4, 5, 7

	Effective Professional Development EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	
<p>Improved teaching of writing, improving engagement and assessment results</p> <p>Talk 4 Writing - £1000</p>	<p>Proven rates of progress nationally and specifically in host training school.</p> <p><i>“Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.”</i></p> <p>How Effective is Talk for Writing? Does Talk for Writing Work? - Talk for Writing % % (talk4writing.com)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<p>Improved social, emotional and behavioural teaching and learning – embedded across all aspects of the curriculum</p> <ul style="list-style-type: none"> • Community PSHE support • School residential • Play therapy <p>£4000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	3, 6, 7

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

Budgeted cost: £10,562.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a proven high-quality writing programme to improve writing skills and writing engagement (as above)</p> <p>Implementation of Talk4writing.</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<p>Training and implementation of precision teaching interventions on 1-1 basis</p> <p>Training – 1 EP day: £500</p> <p>TA support across all classes – 1 hour per week, per PPG pupil £2510.20</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 5
<p>Ongoing implementation of individualised planning for pupils working - 2yrs below age group</p> <p>TA support per pupil – 1 hour per week, per PPG pupil £8052.20</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 5

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

Budgeted cost: £22,667.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programme of events to improve and foster parental</p>	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	6

engagement (coffee mornings, information sessions, Family FUNS) - September 2022	Review of best practice in parental engagement - GOV.UK (www.gov.uk)	
After school enrichment clubs - September 2022	Out of school activities and the education gap - Nuffield Foundation The value of after school clubs for disadvantaged children (ncl.ac.uk)	3, 7
Attendance initiative (reward and transport) £250 Home to School Transport Annual total for PPG pupils £10361	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Review of best practice in parental engagement - GOV.UK (www.gov.uk)	3, 6
Social, emotional and mental health needs programmes: ELSA, LEGO therapy, Therapy ELSA – total for PPG pupils £4411.66 LEGO therapy Group 1 – total for PPG pupils £448.30 LEGO therapy Group 2 – total for PPG pupils £521.90 Art Therapy – total for PPG pupils £6175	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	3, 6, 7
Well-being strategy activities: fine and gross motor skills development (OT, Active Movement, Teeth brushing, Well-being award) Fine motor skills boxes for each class	Mental health and wellbeing provision in schools - GOV.UK (www.gov.uk) INSPIRE (annafreud.org) Child-Wellbeing-Brief.pdf (publishing.service.gov.uk) The wellbeing of the school workforce in England - Education Policy Institute (epi.org.uk)	3, 6, 7

£500		
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Total budgeted cost: £39,230

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 academic year suggest that the performance of pupils was still on track in comparison to recent years.

Subject	% making expected progress			
	2018	2019	2020 (9 pupils)	2021 (5 pupils)
Reading	58 (8)	50 (0)	44	20
Writing	67 (8)	50 (13)	44	60
Maths	58 (8)	63 (0)	44	80
Science	67	50	44	60

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by school staff and Purple Mash.

Reading progress dipped, however with the reduced reading opportunities experienced by our pupils, this is not unsurprising.

The total number of exclusions across the school dropped, however with the school closed for a significant proportion of time, this was to be expected. The school will be monitoring the 2021/22 academic year data with that of the last full school year (2018/19).

Whole school attendance dropped, which again links to the pandemic, however there is now a continuing trend for some children with persistent absentee difficulties who require specific interventions.

The school continued to provide a range of specific interventions to support pupil development – see attached 2020-2021 Pupil Premium Grant Spanning Breakdown report.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Art and Drama Psychotherapy	Dr Trisha Crocker
ELSA	About ELSA – ELSA Network
LEGO Therapy	LEGO Therapy - Online hub for research, resources, training, and conversation for LEGO therapy and autism.

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

This includes:

- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's guidance to help us develop our strategy.