

Pupil Premium strategy statement

This statement details our 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	Gosden House School
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Cindy O'Sullivan Head Teacher
Pupil premium lead	Hayley Butcher SENCo
Governor / Trustee lead	Liz Sutherland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 x 27 = £36,315 £955 x 22 = £21,010 Total - £57,355
Recovery premium funding allocation this academic year	TBC
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	£57,355

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use our pupil premium funding to maintain positive outcomes for our disadvantaged students in all areas of school life. Observations and end of year data demonstrate that although socio-economic disadvantage is not always the primary challenge for our pupils we do see a variance in outcomes and key themes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Social, Emotional and Mental Health challenges (SEMH).
- Academic attainment (specifically in Speaking and Listening and PSHE currently)
- Social communication
- Social opportunities
- Access to learning from home
- Access to basic necessities including support from other services and practical resources.

At the heart of our approach is quality first teaching focussed on all areas, underpinned by a PSHE and life skills focus and through collaborative working with the multi-agency team of therapists, psychologists and all school staff to support pupils to thrive. We have followed the EEF guidance with a shared focus on high-quality teaching, targeted academic support and wider strategies whilst considering extending our current strengths in these areas, such as embedding support and training.

Although our strategy is focused on additional support for disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches.

We will also provide disadvantaged pupils with support to develop independent life and social skills (in Primary) and continue to ensure that high-quality work experience, careers curriculum and guidance for further and higher education is available to students and families (in Secondary).

Our strategy will be driven by the needs and strengths of each young person, based on not only academic ability and progress data, also teacher observations, teacher and parental voice has been heavily considered along with specialists' views and in Secondary pupil voice.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments from last academic year show that a lower percentage of disadvantaged pupils are making expected or higher progress in Speaking, Listening and Spoken Language compared to our non-disadvantaged cohort.
2	A higher proportion of our disadvantaged pupils have significant speech and language difficulties compared to non-disadvantaged pupils in our school. This has been determined by a higher percentage of disadvantaged pupils having individualised Speech and Language input required from their EHCP than those who are not pupil premium. This is 48% in our Primary Pupil Premium cohort (15% higher than the non pupil premium) and this is 30% in our Secondary Pupil Premium cohort (3% higher than our non pupil premium cohort).
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around managing their social, emotional and mental health needs; impacting pupils ability to settle at school and access their education. This can be seen on an individual pupil basis. Challenges and changes in circumstances can affect pupils' ability to focus and access their learning.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop their social communication and life skills outside in the community, and access support to do this.
5	Previously we have found our vulnerable pupils lack of access to texts and support can have a negative effect on academic reading progress, although data from last academic year shows we have bridged this gap, we are aware it is an ongoing challenge and wish to maintain this.
6	Our vulnerable students have less access to available resources and ability to visit a variety of appropriate next steps following Key Stage Four.

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 PSHE, as identified in the End of Year Data from last academic year which showed that a higher percentage of disadvantaged pupils (9% higher than non pupil premium) were making below expected progress in this area.	The gap between our pupil premium cohort and our non pupil premium cohort will be bridged when assessing pupils PSHE data, monitored at mid year and end of year data points.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Pupils' language skills will be monitored across the year in Speaking and Listening data as well as through their ECHP targets in "Communication and Interaction" which are reviewed termly (if on ILPs) or annually in Annual Reviews.
Further develop pupils' communication strategies through a relationship based approach supporting pupils with trauma background and supporting emotional literacy.	Reviewed by observations, staff meetings and feedback from staff and pupils along with staff surveys.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	A variety of opportunities will be available to our vulnerable cohort including visits into the community and to future potential colleges for Key Stage 4 pupils (covid restriction dependant). This will be evaluated through discussions and feedback from pupils and their families,
Targeted support will allow disadvantaged pupils to develop their communication and self-esteem through: Art Nurture Sessions Gardening Nurture sessions Music Therapy Play Therapy	The impact of this will be reviewed regularly through class teachers' discussions with therapists and critical reflection by the SEND team.

Pupils will have their emotional and mental health needs understood and met within the school as far as possible. Families will be supported where needed.	Staff will feel competent and confident in meeting the needs of their pupils, each other and themselves. This will be reviewed through staff and parent surveys.
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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: **£2,481.98**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on Emotional Coaching from Education Psychologists aiming for staff to feel competent and confident in meeting the needs of their pupils, each other and themselves. (£600)	“Emotion coaching has been found to have positive benefits on staff feelings of competency and calmness, pupils' emotional literacy and regulation and pupil-staff trust. Positive effects are also noted in pupil behaviour, attainment and staff wellbeing” (Gus & Kilby 2016). Feedback from staff has also been positive.	3
Additional whole staff support on increasing accessibility of the classrooms to support pupils with speech challenges including Aided Language Displays. (£155)	Following whole staff training from the Speech and Language team on Aided Language Displays and coloured semantics budget used to support in implementation of these resources throughout the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
Subscription to Makaton online resources to be implemented throughout the school	“Makaton transforms the lives of people with communication difficulties, by giving them a way to express themselves independently. Being able to communicate eases frustration and	1,2,

<p>to support with communication and resources for uniformed Makaton displays throughout the school (£400)</p>	<p>gives people confidence and independence while they develop communication and language skills”. https://www.mencap.org.uk/learning-disability-explained/communicating-people-learning-disability/makaton Staff last year have also feedback the benefits of Makaton in pupils’ development and confidence.</p>	
<p>Resources to implement Zones of Regulation into all classrooms across the school following training from the Occupational Therapy Team. (£100)</p>	<p>The EEF toolkit states “very high impact” and “extensive evidence” for meta-cognition and self-regulation strategies. This whole school approach has been evidenced as effective previously and with additional funds it can be embedded across the school with individualised approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3
<p>Online resources to help pupils engage with learning (home if appropriate) at differentiated levels where staff can set targeted individualised work. Renewal of annual subscriptions. £1,226.98</p>	<p>The EEF state that homework has a “positive impact” however disadvantaged pupils “may receive less parental support to complete homework” by us using online interactive activities, pupils can participate in this homework with less adult support. The EEF also states that disadvantaged pupils typically receive additional benefits from homework. These difficulties may increase the gap in attainment. It also provides “individualised instruction”. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,2,4, 5

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

Budgeted cost: **£9,729.99**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of an additional 1 hour session of Music therapy for identified pupil weekly. (£2,300)</p>	<p>Working with identified pupils with low self-esteem and social, emotional and mental health challenges to support them with their wellbeing.</p> <p>Evidence shows the benefits of Music Therapy in:</p> <ul style="list-style-type: none"> - speech development. - developing creative and expressive abilities. - increasing self-esteem and confidence. - developing social skills. <p>https://senmagazine.co.uk/content/activities/1199/transforming-lives-of-children-with-sen-through-music/</p>	<p>1,2,3</p>
<p>Purchase of an additional 1 hour session of Play therapy for identified pupil weekly. (£2,600)</p>	<p>The EEF demonstrates that Play Therapy can be “high impact” and has “substantial benefits” for identified pupils including in social communication skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	<p>1,2, 3</p>
<p>Purchase of an additional morning per week of Art nurture sessions for identified high risk Key Stage 4 pupils with SEMH challenges. (£1,950)</p>	<p>Nurture sessions targeted for students to support self-esteem and wellbeing. Allowing pupils to have a safe space to share emotional challenges so when they return to class they are able to access their education without the barriers of their worries. Some of this is one to one sessions:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And some is in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Benefits have also been observed by staff last term, in students’ self-esteem and also their ability to access learning following the sessions increased whilst they were calm, comfortable and confident.</p>	<p>1,2, 3</p>

Additional morning per week of Horticulture specialist developing appropriate environments for nurture gardening sessions. (£2,145)	Evidence shows that “children with SEN benefit from how the outdoors relieves stress and anxiety, develops social skills, motivates learning across the curriculum (and beyond) and allows them to be practical, responsible and productive members of the community,” This was obtained through numerous case studies (Katie Brewer 2016). This has also been feedback by students and staff.	3,4
Purchase of Communicate In Print Wiggit Software (£734.99)	“Widgit Symbols can help users of all ages, abilities and backgrounds who have difficulties with text or communication”. The EEF toolkit highlights the value of language interventions – and wiggit software supports our pupils ability to access the language. This is something that is embedded throughout the school and can be used to support pupils to access their learning.	1,2,4,5

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

Budgeted cost: **£30,163**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support provided from the Home School Link Worker (HSLW) supporting pupils and families to access appropriate support including through funding a pastoral telephone line and additional hours required from the HSLW. (£27,751)	Our Home School Link Worker (HSLW) works collaboratively with families and additional services to support pupils to access appropriate support. She has worked closely with the families of 27 of our pupil premium pupils (55%). Evidence of the impact can be seen through parental feedback, feedback from other agencies and services and from teachers. Our HSLW has also been involved in supporting individuals in getting their medical needs addressed, supporting families in persistence when communicating with other services and supporting practically for pupils to attend appointments and parents to access the information. This benefits pupils to access their education. This was highlighted during the lockdown. The value of	3

	<p>parental engagement is evidenced by the EEF toolkit as having a “positive impact”.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social and Emotional School Survey.pdf</p>	
<p>Individualised personal budget used on an individual basis to allow access to the curriculum for: school trips, uniform, hygiene products, basic resources £2,760 (£60pp).</p>	<p>Access to discreet, individualised, age appropriate support. To be allocated on a needs basis identified by those working closest with the individuals including uniform, sanitary products, hygiene products, academic resources, swimming costumes etc. This will reduce exclusion and allow pupils to feel part of their community.</p> <p>Evidence shows that school uniform supports the development of a whole school ethos and discipline and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>School trips are also beneficial in allowing pupils to gain valuable life experience they might otherwise not receive. We hope long term this can include residential trip opportunities (covid dependant)</p> <p>https://www.classtrips.co.uk/school-trips-benefit-primary-pupils/</p>	4
<p>Breakfast club, providing of breakfast and small group emotional check in time daily on arrival to school daily. (£1,000)</p>	<p>Observation from previous years show that when pupils attend breakfast club at the start of the day, they are calmer and ready to learn. This not only supports their welfare needs for nutrition but also allows time with an adult to start the day, unpicking and worries or concerns they have, they get small group individualised attention. This is currently running in bubbles as opposed to a cross school nurture breakfast club. The EEF explained the benefits of a school wide breakfast club that saw improvement in pupils’ behaviour and attendance.</p> <p>https://educationendowmentfoundation.org.</p>	1,3,4

	uk/projects-and-evaluation/projects/magic-breakfast	
Sensory resources for identified pupil. (£32)	Meeting sensory needs can support improving focus, attention and concentration, improve wellbeing, decrease social anxiety and improve social skills. https://sensominds.com/blogs/news/10-benefits-of-sensory-chew-toys-for-kids	4
4 TA days a week to release current TA to work on “Aspirations Advisor” role supporting families and pupils in Key Stage Four prepare for their next steps in learning. (£13,600)	The DfE published in their “Careers guidance and inspiration in schools” document that “schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers”. However, we have identified that these options are less open to our vulnerable pupils and have therefore developed our “Aspirations Advisor” role where the staff member works alongside families in all areas of their next steps, including writing applications, identifying local provisions and where appropriate transporting families to see the provisions. Evidence will be shown when reporting pupils’ next steps in comparison to previous years. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417895/Careers_Guidance_Schools_Guidance_March_2015.pdf	4, 6

Total budgeted cost: £57,354.97

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 assessments during 2020/21 indicated that disadvantaged pupils' progress was slightly behind their peers in the end of year data for PSHE and for Speaking and Listening. Therefore, these are two main areas of focus for this year's spending.

Our assessment demonstrated that despite the Covid-19 impact and the consequential partial school closure, the impact of this disrupting the teaching of all subject areas was minimized due to maintaining a high quality first teaching curriculum, both in school and at home virtually. Reflections on the impact of the pandemic show the greatest negative impact on our disadvantaged pupils was limiting opportunities to progress social and communication skills and independence.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We will therefore use pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country as they were less able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended, despite adaptations.

Last year we focussed and continued to measure reading performance for disadvantaged pupils and our data results showed that our pupil premium cohort's reading performance progressed significantly: for 2020-2021 95% of these pupils achieved expected or above expected progress. We believe this was achieved through supporting with access to texts, both at school and at home including through the purchase of "bug club" an online reading scheme where pupils can read at their "independent level" at school and at home.

Additional support was provided from the Home School Link Worker (HSLW), for families and pupils and we introduced a pastoral telephone line. The success of this has been seen particularly throughout the pandemic and in a number of ways including her supporting children to receive appropriate equipment so they can work from home and supporting families to access appropriate services. Parents have shared with us how supported they feel and the impact of the help from our Home School Link Worker.

We aim to maintain this high level of support moving forward and continue to successfully bridge the gap between our disadvantaged students and their peers in all areas of school life and development.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a