

Pupil Premium Strategy Statement 2023 - 2026

West SILC



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (updated Dec 23)
School name	West SILC
Number of pupils in school	178 (inc. nursery + post 16) DfE figure Sept 23 177 272 – all pupils
Proportion (%) of pupil premium eligible pupils	49.15% 87 pupils (178 all pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2023 - July 2026 Active school year 2023-24
Date this statement was published	Dec 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Resources Committee 12/12/23
Pupil premium lead	Rachel Ritchie
Governor / Trustee lead	Kate Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 102,645
Recovery premium funding allocation this academic year	£78,578
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	£181,223

Pupil premium funding 23-24

	Number of pupils on roll	Number of pupils eligible for the Deprivation Pupil Premium	Percentage of pupils eligible for the Deprivation Pupil Premium	Amount of pupil premium received per pupil:	Deprivation Premium Allocation
Primary	73.0	30.0	41.1%	£1,455	£43,650
Secondary	104	57.0	54.8%	£1,035	£58,995
		87.0			£102,645

Covid-19 Recovery Funding 23-24 (has been increased beyond what was anticipated)

Number of pupils on roll	Number of primary pupils on roll	Number of secondary pupils on roll	Number of primary pupil eligible for pupil premium	Number of Secondary pupil eligible for pupil premium	Total Allocation
177	73	104	30	58	£78,578

School Led Tutoring grant 23-24

	DfE Expected cost of 15 hours tuition	Cost per hour	DfE Grant -	DfE Grant per hour	School Contribution from other budgets such as the recovery premium or pupil premium	School contribution per hour
21-22 – 75% funded	£705	£47	£529	£35.25	£176.25	£11.75
22-23 – 60% funded			60% of cost £423	£28.20	£282	£18.50
23-24- 50% funded	£705	£47	50% of cost £352	£23.50	£353	£23.50

Term	Number of funded pupils	Number of SEN hours funded	Total allocation funded by EFSA (50% of total expected costs)
September	90.00	1,350	£15,862.5

Part A: Pupil premium strategy plan

Statement of intent

Our priorities

Setting priorities is key to maximising the use of the Pupil Premium grant (PPG). Our priorities are as follows:

- Improve overall literacy levels (percentage of expected and exceeded) for all aspects particularly reading and communication skills
- Increase the number of Pupil Premium pupils achieving expected or exceeding progress in Number compared with non-PP pupils.
- Reduce Persistent Absence of pupils eligible for Pupil Premium
- Further develop the cultural capital for Pupil Premium pupils
- Develop therapies for those Pupil Premium pupils who require additional support to regulate their emotions and improve their readiness for learning.
- To work in partnership with the parents/carers of these pupils to collectively ensure their success.
- Closing the attainment gap between disadvantaged pupils and their peers
- Ensuring that the PPG reaches the pupils who need it most

We believe in maximising the use of the PPG by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Challenges

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

Challenge number	Detail of challenge
1	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Overall Literacy levels are extremely important to maximise progress for all our learners, but particularly PP learners. A significant number of pupils have communication, interaction and language difficulties; literacy skills are significantly lower for a high number of pupils (Pupil Premium and non-Pupil Premium eligible). These are as a result of pupils' special educational needs. A particular focus of good quality teaching should be on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status. A barrier to learning for our many of our learners is a lack of access to language and communication in the home (e.g., reading books and varied vocabulary) and/ or opportunities for "talk" and debate – the cornerstones of good literacy outcomes.
2	Numeracy skills are significantly lower for a high number of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs. Overall Numeracy levels (measured by end of year progress) of PP learners shows that number skills remain an area for improvement. Fewer pupils identified as PP were able to demonstrate "exceeding" levels of progress.

3	Attendance of PP learners is slightly lower than non-Pupil Premium learners and is also below the National Average. Pupils who don't attend school and are persistently absent is a particular issue for those in receipt of Free School Meals. Children need to be in school for any approach to make a difference. Poor attendance is often a symptom of an underlying cause. The aim is to use PP funding to support parenting, increase family support, partnership working with health and sensitising parents/carers to the critical importance of being in school every day on time.
4	Social isolation is a barrier for many of our students; many pupils have limited access to activities beyond the school day as they are part of a wide catchment area and are dropped off, and picked up, each day by local authority transport.
5	Pupil wellbeing (emotional regulation and physical) is a barrier for some of our students and can affect behaviours / readiness for learning.
6	Parental engagement – in order to support our pupils, we work hard to engage our families to develop a greater depth of understanding of the pupils' needs.

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
Improve overall literacy levels (percentage of expected and exceeded) for all aspects particularly reading and communication skills	Pupils eligible for Pupil Premium throughout school will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the academic year so that almost all pupils eligible for pupil premium make expected or above expected progress in reading and speaking and listening. Pupils will engage in high quality Intensive Interaction to increase their engagement with adults
Increase the number of Pupil Premium pupils achieving expected or exceeding progress in Number compared with non-PP pupils.	To diminish the gap between PP pupils and their peer's performance in number.
Reduce Persistent Absence of pupils eligible for Pupil Premium	Overall school attendance data will show improvement and the attendance of PP pupils will increase to at least 90% (aspirational) by Summer 2021 and / or will narrow the gap between non PP pupils. Parents of Pupil Premium pupils will feel better supported and challenged to get their pupils to school and will engage positively with school.

Further develop the cultural capital for Pupil Premium pupils - Covid allowing	Pupil premium pupils will have access to a varied programme of cultural, leisure and social activities that explore interests and create broader perspectives. Opportunities will be offered that they may not ordinarily experience; such as, London, Disneyland Paris, theatre trips, books and toys. These will include opportunities to have social experiences with their peers both in and out school.
Develop therapies for those Pupil Premium pupils and other pupils (Covid19 Recovery) who require additional support to regulate their emotions and improved their readiness for learning.	Pupil premium pupils who receive additional input will be monitored with regard to their emotional regulation and targets set for a reduction in pupils having crises and progress through SCERTs Emotional Regulation / Stomping On (Boxall profiling).
Where relevant pupils are ready for their examinations	Pupils achieve expected accreditation
Successfully engage parents in pupils' education. Parents and carers are offered a wide range of support to enhance their child's education; resulting in an effective two-way process that ensures children's needs are at the centre.	A cohesive and robust strategy is in place where parents and carers are a central part of their child's education; thus leading to greater success in outcomes for pupils as well as better pupil attendance. All staff across the SILC recognise the significance of parent partnership working and practise this effectively. Parents feel valued as a result of this partnership and pupils are better motivated.

Planned Activity 2023-2024

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
CPD for staff: <ul style="list-style-type: none"> • Read, Write, Inc training for all staff and support for senior teachers • Talk for Writing training for Climb and Connect staff • Communication training for all staff (including Boardmaker) 	<p>There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (William 2016 and Timperley et al) thus having the potential to improve the life chances of all students.</p> <p>No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school</p>	1,2,5

Online subscriptions for staff CPD opportunities- premium access to TES wide range of CPD and LearningShared	leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development. Research from the EEF which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	
Review of the Maths curriculum and its implementation across the school by the Director of Maths; including bespoke training for identified staff.	EFF – Effective Maths teaching - EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Teachers use manipulatives appropriately, and with a clear rationale for why the manipulative will support pupils to understand mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking. ³³ Children benefit from practical, first-hand experiences of moving and interacting with manipulatives to develop mathematical ideas.	2
Travel training CPD opportunities and resources	Research from the National Institutes of Health consistently indicates that travel training contributes to increased independence for individuals, especially those with disabilities. This includes the ability to use public transportation systems, cross streets, and navigate community environments. In order to support our young people to be as independent as possible in this area, it is vital that we have fully qualified staff who have received up to date training.	4,5

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

Budgeted cost: £ 102,300 - (including School led tutoring grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium students will access target intervention support from Reading Champion / Maths champion (withdrawal and in-class)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
Speech and Language Therapist in 1 x day a week to support with communication for identified pupils. Additional support from Independent SaLT company to provide staff training and communication audits. New TLR of Communication role across	We want all pupils to access teaching and learning opportunities at all levels regardless of their needs. The Education Endowment Foundation (EFF) Teaching and Learning Toolkit suggests that ensuring teachers and support staff have access to regular, ongoing, high quality training and development opportunities is an effective way to improve attainment. Effective communication supports behaviour for learning. EFF	1,4,5,6

school overseeing the SaLT work and communication across the SILC.	state promoting high quality dialogue supports pupils to develop their thinking and use of language. The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	
Home tuition from designated Home Tutor (new job role created)	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	3,4,5,6
Additional Private OT time purchased from The Juniper Tree for direct and indirect Sensory Integration therapy with targeted pupils and to provide staff training	Evaluation and treatment of basic sensory integrative processes is performed by occupational therapists and/or physical therapists. The therapist's general goals are: (1) to provide the child with sensory information which helps organize the central nervous system, (2) to assist the child in inhibiting and/or modulating sensory information, and (3) to assist the child in processing a more organized response to sensory stimuli.	1,5

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

Budgeted cost: £ 75,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
MOVE equipment - part funded	Strengthened memory: Research shows that physical exercise releases proteins in the brain that can actually help improve your memory and increase your cognitive performance. Better concentration: 20 minutes of exercise before studying can improve your concentration and help you focus your learning. Improved mood: By doing some sort of physical activity, you will be raising your endorphin levels, the body's famous 'feel good' chemical produced by the brain and spinal cord. This chemical will also reduce your stress levels, which will in turn have a number of positive effects on how well your brain functions. Increased energy levels.	4, 5
Use of Pupil Support team to target pupils and families where child's attendance is between 90 and 85% and implement strategies to target an improvement.	EEF research suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016).	1,2,3,5,6

Support for Pupil Premium pupils with SEMH needs: one-to-one intervention to support mental health by identified Behaviour Support Workers	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	1,2,5
Hydrotherapy pool training for staff	EEF research found that pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. Our pupils with the most complex needs, including physical disabilities, would be limited in terms of where they would be able to access such a swimming pool. This benefits massively on their wellbeing as well as physical development.	5
Parental engagement strategies- supporting parents to engage in home learning; providing training and support for parents from key professionals/specialists	EEF research has found that the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	6
Cultural capital - trips and visits (taking peers for social interaction), local, regional, national and international, including whole school trips to Flamingo Land and Blackpool, weekly trips to swimming etc; PROM at Elland Road	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.	3,4,5,6

Total budgeted cost: £ 198,000

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

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Service pupil premium funding - no pupils currently in receipt of this funding

Further information (optional)

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Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal assessments during 2022/23 indicate a significant increase in the progress made in every subject area in relation to the previous academic year. The data shows that for the majority of progress made, the pupils who are in receipt of Pupil Premium made better progress than those who are not in receipt of PP. The focus of Pupil Premium does indicate that all pupils should be benefiting from the interventions, and not just the most disadvantaged pupils, thus we need to ensure as a school that all of our pupils are being highlighted as in need of additional support.

The timely scrutiny of assessment data at key points in the year should ensure that all pupils who are not making expected progress could be targeted for priority interventions such as for Maths and Reading. All pupils have the opportunity to access the wide variety of other Pupil Premium activities/interventions available and therefore have the same opportunities regardless of whether or not they are in receipt of Pupil Premium. The DfE states that Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits eligible pupils.

The assessment data could indicate a number of factors for this significant increase, primarily with the consistency in Pupil Premium interventions and approaches across the school. It could also be related to the rigorous approach to Quality Assurance processes and systems that were introduced during 2022/23 including a new schedule for observing teaching, learning walks and Deep Dives. This ensures that consistency and high quality teaching is a priority across the school. Due to the lack of Covid restrictions during the 2022/23 academic year, pupils have also had greater access to activities outside of school whereas previously these were reduced.

The impact of having a Home Tutor has ensured that all pupils who are not accessing school for a variety of different reasons still have access to high quality learning opportunities. These pupils have therefore continued to make progress despite not being able to access school. In one particular instance, a pupil who had been absent from school for a number of months could successfully return to school in the Autumn term due to the significant work from the Home Tutor. 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.

Upper Segment and Upper Middle Segment (i.e., Purple and Magenta)

	Learning Journeys	2020-21	2021-22			2022-23				
		All	All	Pupil Premium	CLA	All	Pupil Premium	Non-PP	CLA	Non-CLA
Reading	Pacers	59%	55.6%	65.2%	100%	78%	92.3%	71.4%	100.0%	77.5%
	Strides	71%	65.7%	58.7%	100%	65%	66.0%	72.5%	66.7%	69.0%
	Milestones	63%	60%	-	-					
	Steps to Success	79%	50%	-	-	60%				
Writing	Pacers	55%	47.1%	45.5%	100%	65%	78.6%	58.8%	100.0%	63.8%
	Strides	80%	52.8%	48.9%	60%	56%	46.9%	65.9%	66.7%	54.8%
	Milestones		60%	-	-					
	Steps to Success	61%	58.8%	-	-	67%				
Speaking	Pacers					59%	75.0%	50.0%	100.0%	57.8%
	Strides					56%	75.0%	50.0%	50.0%	56.0%
Listening	Pacers					54%	69.3%	46.7%	100.0%	52.4%
	Strides					38%	36.9%	38.4%	25.0%	38.2%
Speaking + Listening	Milestones									
	Steps to Success					77%				
Maths - Number	Pacers	48%	47.9%	55%	100%	76%	76.9%	75.0%	100.0%	75.0%
	Strides	66%	31.0%	26.5%	40%	47%	54.8%	38.2%	50.0%	47.2%
	Milestones	50%	66.7%	-	-					
	Steps to Success	68%	70.2%	-	-	58%				

Attendance – including Persistent Absence

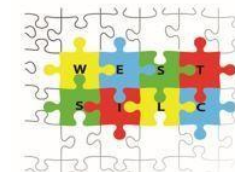
Previous year - 2021-2022

	Average attendance	No of pupils below 90%	No of pupils below 85%
All pupils inc. post 16 and nursery	88.15%	75	48
Rec - y11	88.8%	63	40
FSM	87.3%	37	25
Non-FSM	90.7%	26	15
CLA	94.8%	1	1
Non CLA	88.5%	62	39

2022-2023

	Average attendance	No of pupils below 90%	No of pupils below 85%
All pupils inc. post 16 and nursery	89%	70	47
Rec - y11	90.5%	47	30
FSM	88.2%	33	22
Non-FSM	93.5%	14	8
CLA	97.3%	0	0
Non CLA	90.2%	47	30

West SILC Pupil Premium Plan 2022-23: Impact Review



Teaching (for example, CPD, recruitment and retention)

Action	Evidence that supports this approach	Challenge number(s) addressed	RAG	Comments / Impact
CPD for staff: <ul style="list-style-type: none"> Literacy Numeracy STARS tier 1	STARS are strategic partners for the Autism Education Trust and deliver their training in Leeds. The AET is a national initiative endorsed and partially funded by the Department for Education. STARS also run their own training as well as offering workshops. Read Write Inc refresher training	1, 2, 5		Staff have participated in a wide range of CPD opportunities for Literacy, Numeracy and Autism development. This ongoing training input has been invaluable and staff are more skilled as a result.
Review of the Maths curriculum and its implementation in the Semiformal Curriculum (including the use of manipulatives and representations to develop understanding)	EFF – Effective Maths teaching - EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Teachers use manipulatives appropriately, and with a clear rationale for why the manipulative will support pupils to understand mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking. ³³ Children benefit from practical, first-hand experiences of moving and interacting with manipulatives to develop mathematical ideas.	1, 4, 5		All staff have been involved in Maths training from both internal and external professionals, on INSET days, Twilights and as part of Directed Time. As a result, teachers have developed their confidence in teaching maths and support staff have a much better understanding of how to use manipulatives in particular.

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


Action	Evidence that supports this approach	Challenge number(s) addressed	RAG	Comments / Impact
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<p>Pupil Premium students will access target intervention support from Reading Champion / Maths champion (withdrawal and in-class)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,4</p>	<p></p>	<p>Pupils in receipt of Pupil Premium have benefited greatly from individualised, targeted intervention. A small number of pupils from CCA have also benefited from input from the Reading Champion and as a result has been able to make a transition to Semi Formal this academic year which is a brilliant achievement.</p>
<p>Speech and Language Therapist in 1 x day a week to support with communication for identified pupils.</p>	<p>We want all pupils to access teaching and learning opportunities at all levels regardless of their needs. The Education Endowment Foundation (EFF) Teaching and Learning Toolkit suggests that ensuring teachers and support staff have access to regular, ongoing, high quality training and development opportunities is an effective way to improve attainment. Effective communication supports behaviour for learning. EFF state promoting high quality dialogue supports pupils to develop their thinking and use of language. The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>1,4,5</p>	<p></p>	<p>Unfortunately we were not successful in recruiting our own Speech and Language Therapist when we advertised earlier in the academic year, however towards the end of 2022-23 we were able to recruit an Independent SaLT who has begun working with the school and has already had amazing impact in Post 16 departments specifically. We have also recently started using the services of Chatterbugs Ltd (Speech and Language Services) for staff training and bespoke consultations.</p>
<p>1:1 tuition in Read, Write Inc 3 days a week by UPS teacher for identified students</p>	<p>The EEF reports that: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Also using experienced and specifically trained teachers, has nearly twice the effect on average Read Write Inc is an evidence-based model based on phonics. The Education Endowment Fund (EEF) cites that the evidence base for phonics based teaching is very secure and learners can make as much as 4 months of progress for moderate cost. A research project as to the</p>	<p>1,4</p>	<p></p>	<p>Unfortunately the teacher who delivered the 1:1 tuition left us at Easter this year, however up until this point in the academic year pupils thoroughly benefited from her input. These pupils received targeted support following in-depth conversations with class teachers following assessments and were highlighted as needing extra support.</p>

	effectiveness of this specific model is underway and led by the EEF			
Specific literacy and numeracy intervention to raise attainment in literacy by using the Lexia and Reading Eggs (Fast Phonics), Number seeds and Boardmaker software package	EEF - There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.	1,2		Where appropriate, pupils have individual log-ins for these pieces of equipment and the Director of English has focussed work around the use of the software both in and out of school, ensuring parents are aware of how to use them at home. This has had a positive impact on the progress that these pupils have made.
Reading books - going to shops to select books for use at home each term	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.	1		The introduction of our 'Starbooks' library has been a great addition to the school and has been a more impactful way of pupils being able to access books in a library format to 'borrow'. This has ensured that a greater number of pupils have been able to access the resources and the wide variety of reading books rather than visiting shops where a smaller number of pupils might have participated. In addition, a selection of reading books have been sent home for pupils to keep at home as well as those that they borrow in school.
Additional Private OT time purchased from The Juniper Tree for direct and indirect Sensory Integration therapy with targeted pupils and to provide staff training.	Evaluation and treatment of basic sensory integrative processes is performed by occupational therapists and/or physical therapists. The therapist's general goals are: (1) to provide the child with sensory information which helps organize the central nervous system, (2) to assist the child in inhibiting and/or modulating sensory information, and (3) to assist the child in processing a more organized response to sensory stimuli.	1,5		The impact of the work from Juniper Tree has been phenomenal and pupils are much more ready to learn as a result of their sensory integration and emotional regulation needs being met. Staff are better able to recognise strategies to support pupils in the classroom as a result of bespoke training and classroom recommendations by the OTs.
Support for Pupil Premium pupils with SEMH needs: one to-one intervention to support mental health by identified Behaviour Support Workers	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	1,2,5		Behaviour Support Workers are effective at supporting our pupils with SEMH and have focussed individual interventions around emotional learning approaches, as well as small group work. All classes in school began targeted work around the Zones of Regulation (ZOR), with SEMH classes participating in daily sessions on emotions. All staff have participated in training on ZOR

				and this continues to be an area of focus this academic year.
Use of Pupil Support team to target pupils and families where child's attendance is between 90 and 85% and implement strategies to target an improvement	EEF research suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016)	1,2,3		Persistence absence has reduced this academic year as a result of the targeted work carried out by the Pupil Support Team. The addition of another Home Tutor has really supported pupils who are unable to attend school for a variety of reasons.

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

Action	Evidence that supports this approach	Challenge number(s) addressed	RAG	Comments / Impact
Re furbish multisensory room	Fava and Strauss (2010) reported a reduction in stereotyped behaviours in their autistic and intellectual disabled (ID) adult participants when the MSE session was unstructured compared to when it was structured. There is also evidence from a small-scale, descriptive study (n = 6) reporting that autistic children may show improvement in aspects of sensory functioning after using an MSE (Mey et al., 2015) Educational practitioners have reported that being in an MSE can facilitate behavioural change for autistic children and this behaviour change can lead to improved opportunities for learning (Unwin et al., 2021).	1,4,5		The new multisensory room is now being used much more effectively and has had a positive impact on many of the pupils in CCA in particular. Some pupils who struggled to access this room previously for various different reasons are now using this much more often and are using it purposefully. Sapphire class have specifically reported some brilliant learning taking place. 

MOVE equipment - part funded	<p>Strengthened memory: Research shows that physical exercise releases proteins in the brain that can actually help improve your memory and increase your cognitive performance. Better concentration: 20 minutes of exercise before studying can improve your concentration and help you focus your learning.</p> <p>Improved mood: By doing some sort of physical activity, you will be raising your endorphin levels, the body's famous 'feel good' chemical produced by the brain and spinal cord. This chemical will also reduce your stress levels, which will in turn have a number of positive effects on how well your brain functions.</p> <p>Increased energy levels.</p>	4,5		<p>Pupils across the school, in particular at Farnley, benefit from access to personalised equipment which promotes their physical development. Equipment such as Standing Frames and Walkers encourage pupils to build strength and muscle tone, as well as enabling them to engage better in their lessons. This impacts positively on their overall health and wellbeing.</p>
Cultural capital - trips and visits (taking peers for social interaction), local, regional, national and international	<p>The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.</p>	3,4,5		<p>Pupils from across the school take part in regular, meaningful and varied trips and visits to a wide range of environments and educational outings. This has a highly beneficial impact on their learning and pupils have the opportunity to engage in opportunities for visits with peers from across different classes which supports their social and emotional development. For example, CCA have enjoyed regular trips to Soft Play; Purple and Orange engage in weekly trips to Geek Rooms and The Big Swing; Semiformal classes go swimming every week.</p>