

# Pupil premium strategy statement 2022-2023

This statement details our school's use of 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 and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Henry Tyndale School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	46 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year plan (due to expansion of school)
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mehal Shah/Kelly Wilkie
Pupil premium lead	Tina Maskell
Governor / Trustee lead	Richard Elliott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,000 (estimated)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£47,000

# Part A: Pupil premium strategy plan

## Statement of intent

Students at Henry Tyndale all need an individualised approach to learning because of their complexity of need. The key challenges to achievement and focused areas for development will be identified for each student individually during termly Pupil Progress meetings between the class teacher and Head teacher, along with parents in their EHCP meetings. These areas will be identified from their progress towards their IOP targets, assessment frameworks, therapist reports and teacher's and therapist's professional judgement, parent views and where appropriate including student views

Outcomes and progress of individual students are significantly related to their readiness to learn, emotional well-being, positive behaviour, communication, physical and sensory needs alongside the students specific learning needs. Parental ability to support their child's complex needs at home and poor attendance can be a significant barrier to pupil progress. At Henry Tyndale we endeavour to identify individual barriers and develop our Pupil Premium Strategy so that it is effective in working towards overcoming them. The effectiveness of these strategies to overcome the individual barriers to learning will formally be reviewed during the pupil progress meetings each term. Additional interventions maybe sourced during the year that are in line with our pupil premium strategy if there is an individual need identified

Because of our students' complexity of need and therefore the individualized approach to our pupil premium strategy we feel that reviewing this strategy on an annual basis is most effective to ensure this targeted approach. The school is expanding to a 3<sup>rd</sup> site in September 23 which may affect our pupil premium strategy going forward

## Challenges

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

Challenge number	Detail of challenge
1	Delayed and disordered communication skills
2	Emotional well being
3	Difficulties with being ready to learn e.g sensory regulation needs, attention etc
4	Students needing high levels of Positive behaviour support
5	Parents/carers needing additional support with their child's learning and care needs including attendance and diet

## 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
<p>To provide targeted support in the following areas:</p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Physical skills</li> <li>• Wellbeing and interaction (including positive behaviour support)</li> <li>• Readiness to learn</li> </ul>	<p>All pupils on pupil premium make expected or above expected progress in English, Maths and PSHE</p> <p>We will measure whether this has been achieved by EHCP reviews, termly pupil progress meetings between the class teacher and Co-head teacher to identify overall pupil progress using evidence from progress towards their IOP targets, assessment frameworks on Earwig, therapist reports and teacher's and therapist's professional judgement.</p>
<p>To ensure all the adults have the necessary skills and knowledge to implement key teaching strategies and support the development of communication and wellbeing and interaction skills of our students including the consistent use of positive behaviour strategies</p>	<p>As outlined above, our CPD programme and through staff surveys</p>
<p>All parents who need additional support with their child's learning, care needs, or attendance are able to access support required. Ensure that all students have opportunities to participate in offsite activities</p>	<p>Parental surveys &amp; course evaluations. Improved attendance for students on pupil premium where there are concerns regarding attendance</p> <p>We will also measure whether this has been achieved by monitoring of concerns raised and addressed on My Concern and through social care meetings</p>

## 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: £10,000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust based observations and learning communities being embedded into our practice for teachers, leads and LSAs	<p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/high-quality-teaching/">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Trust based observations: maximizing teaching and learning growth – Craig Rendell</p>	1-4
Continued staff CPD so teachers and LSAs have the necessary skills and knowledge to implement key teaching strategies and support the development of communication and wellbeing and interaction skills of our students including the consistent use of positive behaviour strategies	<p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/high-quality-teaching/">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1-4

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.Focussed individual Montessori work with students accessing the EYFS curriculum (Early Years &amp; KS1)</p> <p>2.Structured sensory sessions for students accessing the conceptual or integrated curriculum</p> <p>3. Small group and individual teaching of communication skills tailored to the individual needs of the students</p> <p>4. Structured MOVE sessions tailored to the individual physical needs of students</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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3 & 4
<p>ELSA</p> <p>Draw and talk</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Objectives are set and assessed. This informs pupil progress meetings discussions</p>	1,2,3 & 4
<p>Sensory OT</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The school's sensory OT assesses students who are referred to her by the school if appropriate and writes individual programmes for class based activities or students are assessed for sensory circuits which occur in the mornings and for some students at other times of the day</p>	1,2,3 & 4

Yoga Head Massage	<a href="http://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a> Objectives for each student are set by the teacher and therapist and agreed with Headteacher. These objectives are reviewed every half term.	1,2,3 & 4
Music therapy	<a href="http://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a> The therapist uses her own measure of change relating to therapeutic and educational goals as well as The Music Therapy Star Outcome measure. The Music Therapy Star covers 5 areas relating to outcomes delivered by music therapy: 1. Relating, 2. use of voice, 3. Attention and awareness, 4. Play and Creativity, 5. Emotional well-being.	1,2,3 & 4
Dance project	<a href="http://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3 & 4

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

Budgeted cost: £10,000

Development of a Pastoral worker to support parents who need additional support with their child's learning, care needs, or attendance at school	<a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> Parental surveys & course evaluations Improved attendance with barriers to attendance being identified and overcome	5
Parent workshops including Cygnet	<a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	5

**Total budgeted cost £47,000**