



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	College Park School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Claire Shepherd
Governor / Trustee lead	June Simson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73 035
Recovery premium funding allocation this academic year	£ 18 270
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	£91 305

Part A: Pupil premium strategy plan

Statement of intent

Some common barriers to learning for disadvantaged children at College Park School have been identified as , less support at home, weaker language and communication skills, lack of confidence, more frequent behaviour difficulties and or difficulties self-regulating, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. This is all increased due to the complex needs of our pupils with SEN and their primary need for emotional regulation.

The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To support our children’s physical and emotional health and wellbeing to enable them to access learning at an appropriate level.
- To provide high quality targeted adult support to improve learning opportunities
- Provide our pupils with rich and varied opportunities in the community that they may not otherwise access.

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed .

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged . We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. . Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be exclusive of:

- Provide pupils with the tools, expertise and equipment for emotional regulation by providing additional support where necessary
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Support payment for activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning outside the classroom
- Provide emotional and mental health support through targeted interventions.

Challenges

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

Challenge number	Detail of challenge
1	Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs.
2	Access to high quality adult support via targeted interventions.
3	Equality of access to a rich enhanced curriculum including varied experiences to develop knowledge and understanding of the world and enhance vocabulary acquisition

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
For pupils to develop communication and emotional regulation to enable them to achieve	A reduction in anxiety and behaviour which will result in pupils' ability to focus on and sustain learning and progress will improve in comparison to the previous year
Targeted support in communication to develop the use of communication aids – namely AAC devices, communication books & PECS Provision of communication resources available for home use	Increase in pupil attainment in spoken language by increasing the use of communication aids. Develop independence skills in preparation for adulthood
Targeted supported on the functions of behaviour from CAHMS, EP & OT, TEAM TEACH school trainers	Reduction in behaviour by having direct input from behaviour team & behaviour support
Provide appropriate learning environment and resources to support pupils engagement	Increase in active engagement through the use of appropriate resources which will support pupils in developing independence and engagement

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: £ 11 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication resources to support full communication across the school and at home.	Communication targets met	1 2
Ongoing CPD to support personalised curriculum development for the individual child	Ensure all relevant staff (including new staff) have received training to deliver the curriculum effectively and ensure personalised outcomes for pupils. This cascades to include TA's	1 2

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

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA support in classes</i>	Increased support allows for more 1:1 and small group interventions The support will allow for targeted interventions that support pupils to learn	2

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

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music therapy	For pupils to develop communication and emotional regulation. A reduction in anxiety and behaviour which will result in pupils' ability to focus on and sustain learning and progress will improve in comparison to the previous year.	1

Art therapy	<p>A reduction in anxiety and behaviour which will result in pupils' ability to focus on and sustain learning and progress will improve in comparison to the previous year.</p> <p>Targeted work for those who need further mental health support</p>	1
Trips and visits to develop cultural capital will be planned to enhance the curriculum including residential	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world.</p> <p>Our pupils often do not experience the wider world due to the complex needs and the limits parents may have in being able to take their children to range of venues</p>	3
External organisations coming into school to provide opportunities to experience a wide variety of organisations and exposure to different approaches	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world.</p> <p>Pupils will have a rich and varied exposure to a number of organisations who can provide additional experiences</p>	3

Total budgeted cost: £ 91 000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil premium used for	Brief summary of intervention	Intended Outcomes	Impact
Music therapy	Music therapist two days a week to work with individuals and groups in support of their emotional regulation	For pupils to develop communication and emotional regulation. A reduction in anxiety and behaviour which will result in pupils' ability to focus on and sustain learning and progress will improve in comparison to the previous year.	Some pupils' behaviour has been reduced and pupils are calmer after sessions. Overall, pupils are developing their self-regulation as staff have said they seem calmer after attending music therapy sessions.
Step into Dance	Weekly dance classes for two class groups	For secondary pupils to improve co-ordination and gross motor skills. Increased results in PE Mental health support	Greater participation in physical activities. Pupils' co-ordination increased. Pupils' confidence to perform also increased.

Social skills development during lunchtimes	Targeted social skills development –showing children how to play together Implementation of playground activities to support social interaction and self regulation	To develop social skills and conversation skills during dinner time Reduction in behaviour will lead to higher outcomes in lessons as emotional regulation is supported	Reduction in incidences in the dinner hall & playground. More pupil engagement in the playground
Communication resources to support full communication across the school and at home.	Targeted support in communication to develop the use of communication aids – namely AAC devices, communication books & PECS Ensure communications available for home use.	Increase in pupil attainment in spoken language by increasing the use of communication aids. Develop independence skills in preparation for adulthood Increase use of communication aids consistently throughout the day Increased use of communication aids at home.	There is greater understanding of the use of communication aids across the school. Pupils have access to communication aids that are relevant to them. Staff are supported in progressing communication. More work is needed to ensure consistent use
Residential	3 night residential for year 11 pupils	For pupils to develop self-help skills and confidence. This includes the cost of staffing, transport, accommodation and additional food.	Successful completion of residential. Pupils reported that they had a great time and the learning was significant
College Placements	Specialized college places for pupils at risk of becoming NEET	To develop independence skills in preparation for college.	Two pupils have started attending KW, Two pupils attending WKC in preparation to leave

		All pupils will have achieved their EHCP outcome in relation to college	
RSE support	Weekly mentoring sessions looking at coping strategies, transitions, RSE	Reduction in behaviour and anxiety (as a result of body changes) which will result in pupils ability to focus on learning and in turn make progress	RSE sessions delivered in classes There has not been a consistent approach due to absence and lockdown
Recovery curriculum and home learning	Provide sensory equipment for each class to allow for a sensory experiences within lessons & at home in the event of further lockdown and isolation	Reduction in behaviour and anxiety which will result in pupils ability to focus on learning and in turn make progress All pupils will be well supported at home with necessary equipment to support home learning, which will reduce behaviour and incidences at home	Pupils were provided with resources to fully support home/school learning over lockdown. Activity packs with resources were delivered to all family homes which meant pupils had physical resources to support learning Sensory equipment in school has allowed for better transitions and easy return to school
Behaviour intervention	Targeted supported on the functions of behavior from CAHMS, EP & OT	Reduction in behaviour by having direct input from behaviour team & behaviour support	Additional staff member has supported a pupil experiencing difficulty following return to school. Targeted support from CAHMS is ongoing
Structured environment	Provide appropriate learning environment and resources to support pupils engagement	Increase in active engagement through the use of appropriate resources which will support pupils in developing independence and engagement	Pupils are better regulated with rotations and structured environments to support their learning. There has been a reduction of incidences in two classes due to high support/low arousal in the learning environment
Trips & independence skills	Provide more opportunities for external learning	All pupils have the opportunity to engage with the	Trips have only been allowed from May 2021. Classes are starting to go

<i>Lockdown has limited what families can do & has meant our children are even more limited in their interactions with external communities.</i>	through cover costs, additional staff to support the trip, travel and trip expenses	local community and have opportunities for trips to different locations Pupils will be active contributors to the local community Pupils will be able to access "COVID secure places" with support from school.	on more visits but it will be built up slowly
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