



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	College Park School
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Updated: January 2023
Statement authorised by	Claire Shepherd Headteacher
Pupil premium lead	Claire Shepherd Headteacher
Governor / Trustee lead	June Simson Co-chairs of governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70 700
Recovery premium funding allocation this academic year	£39,256
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109 956

## 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: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication resources to support full communication across the school and at home.	<p>Targeted support in communication to develop the use of communication aids – namely AAC devices, communication books &amp; PECS</p> <p>Targeted social skills development – showing children how to play together. Implementation of playground activities to support social interaction and self regulation</p> <p><a href="https://pecs-unitedkingdom.com/pecs/">https://pecs-unitedkingdom.com/pecs/</a></p> <p><a href="https://scerts.com/">https://scerts.com/</a></p>	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: £ 50 000

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

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

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well Being support - 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. <a href="https://www.nordoff-robbins.org.uk/">https://www.nordoff-robbins.org.uk/</a>	1
Well Being support - Art therapy	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 work for those who need further mental health support <a href="https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/">https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/</a>	1
Trips and visits to develop cultural capital will be planned to enhance the curriculum including residential	Children who are exposed to these have an enhanced knowledge and understanding of the world. 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 <a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a>	3
External organisations coming into school to provide opportunities to experience a wide variety of organisations and exposure to different approaches	Children who are exposed to these have an enhanced knowledge and understanding of the world. Pupils will have a rich and varied exposure to a number of organisations who can provide additional experiences	3

**Total budgeted cost: £ 109 956**



## Part B: Review of the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In 2021-22 pupil premium funding impacted on pupils in the following ways:

- Additional Teaching Assistant support in some classes, to support with emotional regulation and academic support. This has led to a reduction of behaviour
- Music therapy for pupils to support emotional regulation and those who have high level of anxiety.
- Art therapy for focused pupils who have recently had challenging home circumstances therefore being better equipped to manage feelings around home circumstance
- Targeted support in communication to develop the use of communication aids – namely AAC devices, communication books & PECS
- Targeted social skills development –showing children how to play together. Implementation of playground activities to support social interaction and self regulation

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>