

Pupil premium strategy statement – White Ash School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
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| Number of pupils in school | 116 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | September 2023 Reviewed September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Sarah Holt Headteacher |
| Pupil premium lead | Angela Hill Deputy Headteacher |
| Governor / Trustee lead | Lisa Holden |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £64,442 |
| Recovery premium funding allocation this academic year | £16,240 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £80,682 |

Part A: Pupil premium strategy plan

Statement of intent

White Ash School is committed to ensuring that every child achieves to the best of their ability through our ethos 'Together, anything is possible...'. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. We recognise the importance of ensuring all children at White Ash Primary make good progress and our quality first, research-based teaching approaches and CPD packages ensure that all children receive an appropriately challenging curriculum whilst also meeting any specific needs of individuals or groups of children. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills to help them to develop the skills needed to become happy, successful members of society.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils. Our strategy will be driven by the needs and strengths of each child, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

It is the responsibility of all school staff to raise expectations, work collaboratively, intervene, support and challenge pupils in order that all children receive the best education and opportunities possible during their time at our school.

Challenges

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

| Challenge number | Detail of challenge |
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| 1. | Our observations and assessments show that the children within the Early Years have limited communication skills and struggle to manage their behaviour. They have had limited early intervention from other professionals. Parents have not always received support to manage needs and behaviour. Communication skills and behaviour for learning skills for early years` children is well below average. Despite education returning to normal now, the impact of Covid for Early Years pupils is very much evident. |
| 2. | Our assessments and observations show that sensory regulation is a huge barrier for many of our children and that children can struggle to engage in meaningful learning as a result. |
| 3. | Through observations and conversations with children and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. |
| 4. | Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health impact on pupil progress. Due to the range of complex needs within classes, we believe a new approaches to delivering an informal/ pre semi-formal/ semi formal and formal curriculum needs to be embedded. |
| 5. | Observations and assessments show that pupils find early reading skills and phonics difficult to master. A need for further speech and language interventions has been identified. |
| 6. | The mental health needs of children in our school are changing. The needs focus on emotional and social aspects and there is a need for further intervention to support our most vulnerable children. |
| 7. | Observations and assessments show that we have an ever changing cohort of need and our provision and staff training and development needs to reflect this to remove barriers for all cohorts of learners. |

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 |
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| Parents and staff to feel skilled to support communication and behaviour for learning in the home/ school as well as being effectively signposted to appropriate external support. | <p>Parents engaging with the Behaviour Team and Family Liaison Officer for support around specific issues e.g. behaviour, communication, sleep, diet benefits, grants and funding etc.</p> <p>Parent workshops are well attended in school to support with key areas such as behaviour management, sensory</p> |

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| | <p>processing, phonics, Makaton, communication, online safety and safeguarding.</p> <p>Parents feel more informed about online safety due to receiving half termly newsletters.</p> <p>Parents received 9 online training videos about online safety in the Autumn term 2024.</p> <p>Parents attend meetings and appointments for their child and feel supported.</p> <p>Parents support pupils to attend school regularly.</p> |
| <p>Improve communication outcomes for all pupils by upskilling staff and working collaboratively with SaLT, HI, VI and parents to plan and deliver personalised and targeted provision for all learners.</p> | <p>Professionals work together collaboratively to ensure that appropriate and achievable communication targets are set around the child's individual needs.</p> <p>A total communication approach is embedded across classrooms with staff confident in supporting with a wide range of communication strategies e.g. PECS, Makaton, body signing (tassles), AAC etc.</p> <p>Staff are informed and skilled through regular training with SaLT.</p> <p>Attention Autism used across the curriculum to help support engagement and communication.</p> <p>Talk First communication sessions used to support language development for identified children particularly in the Early Years & KS1.</p> <p>Sensory Gym sessions used to support language development for identified children throughout school</p> <p>Parents feel informed and skilled in supporting with communication strategies in the home.</p> |

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| | <p>Pupils achieve EHCP outcomes/ ILP targets linked to Communication.</p> |
| <p>Pupils are engaged in learning throughout the curriculum and provision is put in place to ensure regular movement breaks and sensory processing opportunities.</p> | <p>All new staff will be trained on induction to develop an awareness of ASD and Sensory Processing Disorder.</p> <p>Staff will receive training on Sensory Integration from Sensory Specialist.</p> <p>Pupils will spend longer periods of time engaged in learning within their learning environment.</p> <p>Parents will be confident to provide sensory integration opportunities at home before and after school to support their child`s emotional and physical regulation.</p> |
| <p>To ensure that all pupils are able to enhance and extend their cultural capital through access to a wide range of extracurricular and curriculum opportunities.</p> | <p>All pupils have access appropriate extra-curricular activities appropriate to their needs.</p> <p>Community visits and residentials to enhance cultural capital.</p> <p>Children to have access to adventurous sporting activities both on and off site.</p> <p>Children to have links with the local community such as nursing homes, library and local churches.</p> <p>Children have access to specific sessions within the local community to develop sensory processing skills/ communication and physical development. (Sensory Gym/ Adventure Neighbourhood/ Adventure City)</p> |
| <p>To further improve reading across the key stages and curriculum through high quality phonics teaching and exploring alternative reading strategies where needed.</p> | <p>Pupils will engage and be motivated to read for pleasure both at home and school.</p> <p>Pupils with EAL will be given additional opportunities for reading for pleasure in the home. Links are on the school website to support this at home.</p> |

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| | <p>Staff and parents will be confident in supporting pupils to read using systematic synthetic phonics.</p> <p>Pupils who are unable to read using phonics will have additional reading strategies to enable them to learn to read.</p> <p>Pupils will have regular opportunities to read or be read to.</p> <p>Parents and staff are confident to support the children to develop reading skills.</p> <p>Evidence for learning clearly demonstrates pupil progress.</p> <p>Attention Autism is embedded as a teaching tool for developing engagement, early communication skills and early literacy skills.</p> <p>Parent workshops delivered on phonics and reading.</p> <p>Continue to provide high bespoke CPD for all staff to upskill them in providing high quality reading opportunities.</p> |
| <p>Pupils access high quality first teaching and make at least expected progress across the curriculum.</p> | <p>Staff are skilled and confident in leading and delivering quality first teaching across the curriculum.</p> <p>Disadvantaged pupils make at least the same amount of progress as their peers across the curriculum.</p> |
| <p>Pupils who are not on track to make expected progress are identified and received appropriately targeted interventions.</p> | <p>Pupils who are disadvantaged or are not making expected progress are quickly identified.</p> <p>Appropriate and timely interventions are provided by trained staff to ensure these pupils make at least expected progress across the curriculum and towards their ILP targets and EHCP outcomes.</p> |

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| <p>To ensure mental health support is provided on a need's basis, whilst ensuring the wellbeing of all pupils in school is met.</p> | <p>Pupil wellbeing studies/ feedback will show that children are happy and feel safe. Support will have been put in place for identified children/small groups.</p> <p>Disadvantaged children will attend funded holiday clubs to enrich their experiences out of school hours.</p> <p>Identified children will received support from our school ELSA.</p> |
| <p>To further enhance the Physical Development programme across school.</p> | <p>Rebound therapy delivered.</p> <p>More staff rebound therapy trained.</p> <p>All pupils achieving targets and EHCP outcomes.</p> <p>Cultural Capital enhanced through pupils attending sporting events and competitions outside of school/ Adventure City/ Neighground/ Sensory Gym.</p> <p>Lunchtime clubs embedded.</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: £ 20,682

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Trained Elklan Tutor in school to plan bespoke CPD for all staff to upskill the whole school team in supporting children and parents to develop their communication.</p> | <p>Communication is key to our pupils making progress. The pandemic has had a huge impact on pupil progress in communication due to lack of face to face contact with therapists and children and opportunities to deliver training for staff and multi-agency working.</p> <p>https://www.elklan.co.uk/Training/Settings/CFSe/</p> <p>https://www.elklan.co.uk/Training/Tutors/Let's Talk Together Training Pack</p> | <p>1/ 5/ 7</p> |

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| <p>Focus on developing reading for pleasure – reading areas in each class/school library development. Shared story at the end of the day.</p> <p>Quality Phonics lessons delivered using Phonics Bug.</p> | <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>DFE: Research evidence on reading for pleasure.</p> <p>Phonics is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p> <p>EEF Research - Phonics</p> | 5/ 7 |
| <p>Communication Lead TAs to work along SaLT and communication lead (teacher) to ensure total communication approach embedded across the curriculum.</p> <p>CPD workshops to develop staff/parent understanding of communication – PECS, Makaton, AAC, Attention Autism, Intensive Interaction, On Body Signing.</p> <p>CPD workshop from Bamboozled theatre company to create engaging and interactive experiences for all our complex learners.</p> | <p>On average, oral language approaches have a high impact on pupil progress. Training can support adults to ensure they model and develop pupils; oral language skills and development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://bamboozletheatre.co.uk/education-and-training/</p> | 1/ 7 |
| <p>CPD to ensure that staff understand the importance of sensory integration on engagement for learning and self-regulation and plan movement breaks throughout the curriculum.</p> | <p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>https://juliadyer.com/sensory-integration/</p> | 2/ 6/ 7 |

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| <p>MOVE lead (50% funded through PP) will ensure opportunities for physical movement including Physio, MOVE, rebound, sensory processing, hydrotherapy is embedded across the curriculum as well as identify individual pupils for small group/1:1 intervention</p> | <p>Assessment and conversations show that many pupils did not have access to appropriate physiotherapy during the pandemic and as a result regressed in their physical development. Research has found a clear direct link between physical and emotional wellbeing as well as movement providing sensory integration for engagement for learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | <p>4/ 7</p> |
| <p>Attention Autism Programme will be fully embedded across school for targeted individuals, raising engagement levels and higher levels of attention.</p> | <p>The Education Endowment Foundation reports on the importance of adult/child interactions in developing early communication and literacy skills. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language https://www.twinkl.co.uk/teaching-wiki/attention-autism</p> | <p>1/ 7</p> |
| <p>All staff to be trained in Team Teach positive behaviour management and Emotion Coaching</p> | <p>Team Teach training transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully. We also support the mental health and wellbeing of adults, children and young people through our emotion coaching, daily well being sessions and whole school wellbeing days. https://www.teamteach.co.uk/ https://www.emotioncoachinguk.com/</p> | <p>6/ 7</p> |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Individual pupils attend mainstream inclusion sessions to meet an identified learning need. Pupils will be taught in small groups to provide challenge for learning and role models in the process.</p> | <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Our extensive experience of supporting inclusion shows that this is a highly effective strategy in improving outcomes for children.</p> | <p>1/ 3/ 5</p> |
| <p>Pupils are supported to manage their behaviour through access to appropriate personalised timetables linking to their personal pathway and behaviour 7 Sensory regulation plans.</p> | <p>https://juliadyer.com/</p> <p>https://www.sensorspectacle.co.uk/</p> <p>Our extensive work in sensory regulation and experience of supporting children within White Ash and other settings shows us that sensory regulation and the ability to self regulate is key to a child being able to engage and learn.</p> | <p>2/ 6</p> |
| <p>Purchase of motivational and engaging intervention programmes in Maths (Number Fun/ Help Kidz Learn/ Choose it maker) and English (Phonics Play/ Phonics Bug/ Espresso) to support with 1:1 and small group interventions.</p> <p>Dedicated time throughout the day to embed knowledge and understanding of Maths through different context- songs/ rhymes/ puzzles/ games and puppets.</p> | <p>Our experience shows us that motivation helps children and young people to focus their attention on a key goal or outcome. Pupils need to be engaged, motivated, willing to learn new things and feel they can succeed in new challenges.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> | <p>1/ 5/ 7</p> |

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| Half termly 1:1 support from VI/Hi/MSI Specialist Teacher to ensure identified pupils have appropriate resources/strategies in place to support with their Communication/Cognition and Learning | 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://juliadyer.com/sensory-integration https://www.sensorspectacle.co.uk/ | 1/ 7 |
| Targeted interventions for identified pupils to ensure they have the skills and resources to make progress. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1/2/5 |

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

Budgeted cost: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Parental workshops and drop ins to support parents with a range of different needs linked to education and home support including online safety, contextual safeguarding, sensory processing, communication, phonics, sleep etc. Half termly newsletters about online safety. | Many parents request support with their child's educational learning as well as behaviour and needs within the home environment. Practical support is most beneficial to parents: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://thesleepcharity.org.uk/information-support/children/ https://juliadyer.com/resources/ | 1/ 2/ 3/ 7 |
| Full time Family Liaison Officer/attendance officer (50% funded by PP) support parents and families and signpost them to appropriate help. FLO is a trained | Research shows that pupils in special schools often have lower attendance. Attendance is vital to pupil progress. GOV.UK - Working together to improve attendance | 1/ 2/ 3/ 6 |

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| <p>sleep practitioner and team teach trainer to support parents with health and well-being of pupils in order to improve attendance. Both help to engage hard to reach parents and support to get pupils into school regularly.</p> | | |
| <p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p> | <p>https://juliadyer.com/</p> <p>Extensive research into appropriate provision for pupils with complex challenging behaviour has been undertaken by senior leaders and curriculum involvement and pupil progress demonstrates effectiveness of sensory interventions</p> | 2/ 6 |
| <p>Personalised interventions to support delivery of health programmes to enable pupils to stay well so they can attend school regularly.</p> <p>Schools 5 healthy aims.</p> | <p>Extensive evidence based research that postural management, hydro therapy, physio programmes etc are key to a child/young person staying healthy and well.</p> | 4/ 6/ 7 |
| <p>Rebound Therapy and enhanced physical development programme</p> <p>CPD to enhance teachers and TA knowledge & confidence when delivering physical development.</p> | <p>Please follow the link below to read the EEF report on the benefits of physical activity on narrowing the gap and raising attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | 4/ 6/ 7 |
| <p>Regular 1:1 support from ELSA (50% funded through PP) to ensure identified pupils have appropriate resources/strategies in place to support with their emotional resilience and wellbeing.</p> | <p>Please follow the link below to read the EEF report on the benefits of children being able to effectively manage their own emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 6/ 7 |

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of our 3 year Pupil Premium Strategy (year 2022-2023)

2022-2023

Our premium funding had significant impact on pupils' outcomes over the academic year. Pupil Premium funding was used to support communication development, as national research and school based assessment showed pupils entering school were significantly below their peers in their spoken language development. Interventions in a range of communication strategies as well as staff training have shown an impact on attainment, particularly for our disadvantaged pupils and will continue to be a priority in our new 3-year Pupil Premium Strategy. Reading and Communication interventions and implementation of the new Talk First Communication program over the last 12 months has seen a significant rise in pupil progress and pupil's ability to recognise and use more Makaton signs and learn to read. Further work is planned in this area. The introduction of Attention Autism has raised pupil attainment across all cohorts of learners but particularly our pre semi-formal and semi-formal learners and children with complex ASD. Further work is planned in this area. Evidence for learning is successfully capturing all aspects of pupils' progress and development and can monitor progress towards the outcomes of the EHCP. Assessment is highly personalised and captures the highly personalised curriculums and provisions that individual pupils are accessing. It is a powerful tool for identifying any gaps in progress for learners. Pupil personalised learning journeys clearly capture the progress pupils have made and the impact premium funding has had.

2023-2024

Our Curriculum Impact Report 2023-2024 indicated that `The majority of pupils continue to make significant progress and are secure in their ILP targets. The introduction of the pre semi-formal curriculum has had a very positive impact on pupil development. Pupils in receipt of pupil premium do as well if not better than their peers as a result of the provision put in place for them as funded through Pupil Premium`. Pupil Premium in 2023-2024 was largely spent on ensuring that the attainment gap was narrowed as far as possible, particularly in English and Communication. 21 pupils in receipt of pupil premium accessed English & Communication interventions. We have seen a significant rise in the number of pupils who can recognise and use more Makaton signs. Pupil Premium funding was also to support communication development, as national research and school based assessment showed pupils entering school were significantly below their peers in their spoken language development.

Our end of year assessments in July 2024 showed that our interventions were having a significant impact on outcomes for pupils. For this reason, we are continuing with some of the strategies and interventions and building on these to further improve outcomes. Some additional interventions have been added this academic year to help to further support the pupils and continue to improve outcomes.

Pupil Premium funding was also used to support with the development of nurture and wellbeing. We provided opportunity to access a wide range of sensory regulation activities, and a range of drama and music sessions. Assessment showed that all pupils who accessed these programmes made significant progress with their emotional regulation.

