

Review of Pupil Premium as of 11th March 2024

This review of 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. This review starts to look at the progress we are making towards meeting our intended outcomes for the year to July 2024.

School Overview – September 2023 to July 2024

Detail	Data
School name	Emily Wilding Davison School
Number of pupils in school	85 at 11/9/2023 108 at 11/03/2024
Proportion (%) of pupil premium eligible pupils	68% (58 Student)
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	11 September 2023
Date on which it will be reviewed	15 July 2024
Statement authorised by	Michael Hutchison Headteacher
Pupil premium lead	Giles Brown Assistant Headteacher
Governor / Trustee lead	David Harrison

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,135
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	£63,135

Part A: Pupil Premium Strategy Plan

Statement of Intent

We have high expectations for all our pupils and our assessment data shows us that our disadvantaged pupils don't make expected progress. The pupil premium funding is starting to help further support those in receipt and ensure they reach their potential and meet their EHCP and academic targets.

Broadening our curriculum through offering inspiring opportunities to our pupils enhances their love of learning. We strive to deliver a personalised approach to all our pupils through links with our local North East colleges and training providers. We therefore have targeted our PP funds to create further opportunities; including technologies to enable pupils to make choices and communicate in their most effective ways. Our pupils thrive when they have access to practical learning and being outdoors and we create as many opportunities as we can to support this through Motor Vehicle Maintenance, Animal Care, Forest School and the Wild programme.

Many of our pupils require access to 1:1 support in order to participate in challenging situations and engage in learning, others respond to small group support. Where our data shows that pupils entitled to PP funding are not keeping up with their peers we are able to offer interventions of small group or 1:1 work with Link Workers or Subject Specialists where necessary.

Our staff are highly skilled and we place a great emphasis on their professional development. We also have strong links with our families and supporting them as well as their children is a priority. Our three Family Link Workers have close links with families and their work enables us to strengthen our home partnerships and supporting with student health care needs.

Challenges

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

Challenge number	Detail of challenge
1	Attendance due to the school move and building problems, Covid19 and the subsequent isolation have been detrimental to the children's learning and general well-being.
2	The wellbeing of many of our disadvantaged pupils has been impacted by school closures due to the school move / building issues and Covid19 which has also impacted student behaviour.

3	Impact of the new school building resources for our vocational curriculum and accessing a vocational curriculum elsewhere.
4	Limited visitors allowed in school due to government restrictions which has prevented onsite EHCP reviews, multi-disciplinary support from supporting agencies within school and parent partnership visits.
5	Limited visitors in school has prevented us from enriching the curriculum with outside experiences such as guest speakers and sporting sessions / tournaments with other Northumberland special schools.
6	Whilst clear progress has been made with reading and phonics, there are still a number of students who are below their reading age due to a number of reasons.

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
Increased parental engagement	80% of PP parents/carers frequently engaged and supported by Link Workers. First Parent Partnership day held on the 8 th December 23 with >85% engagement. Second Parent Partnership day due to be held on 22 nd March 24.
Improve attendance	PP attendance to go above 93%.
Support children with mental health following Covid 19 pandemic.	Children across school to have positive mental health after experiencing lockdown due to Covid 19.
Access to extra-curricular sessions where appropriate.	Increase amount of PP children participating in sessions of extracurricular activities by up to 50%.
Increase PP participation in whole school arts workshops	All PP children to have access to at least one graffiti workshop based around art and the theme of Northumberland. One graffiti art workshop has been delivered per term as of 8/3/24. One more to be delivered in the summer term.
PP students to have access to the school rewards programme.	At least 50% of PP children to have accessed the school rewards

	<p>Over 50% of PP students have accessed the school rewards programme on a range of activities from horse riding, computer gaming, visiting the cinema and bowling. As of 11/03/24, a total of £861.68 has been spent on our rewards programme.</p>
<p>Ensure students have access to specific bespoke equipment.</p>	<p>PP to be more engaged in areas that resources were purchased to support. PP children to have met targets within these specific areas.</p>
<p>PP students to have additional TA support where required.</p>	<p>Teachers to demonstrate how PP children have been supported through specific interventions.</p> <p>Please see ongoing Interventions log.</p> <p>Evidence of how additional staff have been deployed.</p>
<p>Outdoor learning environments created to support children's learning and to support children when deregulated.</p>	<p>Increased amount of outdoor learning taking place reinforcing social development across environments.</p> <p>All key stage 3 students access a Forest School curriculum for 2 lessons per week, whilst at key stage, Wild is available in the option blocks for students to choose.</p> <p>An EWD charity has been established to fund raise for outdoor equipment.</p> <p>Students have had the opportunity to take part in a 5 day / 4 night residential at Bendrigg Lodge in the Lake District, where they undertook a programme of mountaineering, kayaking, outdoor cooking, climbing walls and cycling.</p> <p>A second residential is currently being planned for Beadnell in July.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff in leading sessions of outdoor learning.	There is strong evidence to suggest that exploring the world outdoors can help children with SEN to overcome challenges and learn new skills, building their resilience, and boosting their self-confidence. (Forest School, Wild Programme). All personal tutors have been Forest School trained.	1, 2
Purchase of Read Write Inc to secure stronger phonics teaching across school.	Standardised Phonics scheme will support children across school with accuracy of word reading.	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing levels across school to support children with both group work and 1:1 support where needed.	Additional staff within classes will ensure children get focussed support throughout the day and ensure staffing levels are manageable during periods of Covid cases and at times of isolation.	2, 6
Opportunities to take part in extra curricula activities.	Enrichment walks, residential opportunities, rewards and taking part in sports activities including horse riding has shown to improve behaviour of children who become deregulated throughout the school day.	1, 2
The purchase of specific bespoke equipment to support children across school.	Regulatory toys and resources specific to children's needs has shown in the past to support children with their learning and regulation,	1, 2, 3
The purchase of 3 breakout rooms – one Key Stage 3 students,	The human brain is designed to regulate how we react to sensory inputs - everything we hear, see, smell, taste	1, 2, 3

<p>one for Key Stage 4 students and one for the Base area.</p>	<p>and touch. This link between the brain and our behaviour is called “sensory integration.” For most people, this is an unconscious part of the daily experience. But for a student with a developmental disorder, such as autism or a sensory processing disorder, the way the brain processes these experiences can be a source of distress and discomfort.</p> <p>A key method of treating and overcoming sensory problems is the use of a sensory room. These “safe” spaces are designed to provide room for students with a sensory processing disorder to decompress and confront a variety of sensory issues in a way that will help them to cope with sensory experiences.</p>	
<p>The creation of a Beauty Salon</p>	<p>Using makeup as part of the curriculum encourages students to experiment with different colours, palettes and brushes to observe their behaviour and get a better understanding of their comprehension and motor skills. This also provides a careers link to work experience for students or a college link for those wishing to study it when they leave school.</p>	<p>1, 2, 3, 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased contact with parents to support attendance.</p>	<p>Regular contact with parents has shown in the past that attendance rates have improved within school. (Arbour)</p>	<p>1</p>
<p>Staff being able to book / access the breakout rooms in their areas for students.</p>	<p>Children will have opportunities to experience complete sensory alignment and improve communication.</p>	<p>1, 2</p>
<p>Role of the Five Link Workers to support parents and carers as well as the student.</p>	<p>(i) Increased parental engagement with school (Arbour / CPOMS logs). (ii) Increase student attendance.</p>	<p>1, 4</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of schools similar to ours a small amount of funding has been set aside to</p>	<p>1, 2, 5</p>

	respond quickly to needs that have not yet been identified.	
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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 2022 to 2023 academic year.

Supported families with family fund applications.
Regular referrals made to the Cyps.
Referred families in receipt of free school meals to access household support funding.
Continued support for families in receiving free transport to school.
Purchase of school uniform items to support struggling families.
New living room set up with better resources in terms of books to support new phonics scheme.
School allotment created to support attendance drive.
Weekly rewards available to students who achieve bronze, silver or gold points on their behaviour / work trackers.
Continued increase in timetable focus on PSHE ensuring well-being for all children. Monitored by SLT Personal Development Manager to ensure increased focus maintained.
Bespoke equipment purchased for children across school to support with regulating behaviours of children with sensory processing difficulties.

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