

Pupil premium strategy statement – Shorefields School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	48.5% (77 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	Academic Year 2024
Statement authorised by	Full Governing Board
Pupil premium lead	Gemma Fowler- DHT Alison Beasley- DHT Ryan Bruce- AHT
Governor lead	Becky Myers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,211
Recovery premium funding allocation this academic year	£22,798
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£7045
Total budget for this academic year	£158,054

Part A: Pupil premium strategy plan

Statement of intent

Our school has specialist provision for learners aged 3-19 with special educational needs in Cognition and Learning who have an Education Health and Care plan (EHCP) or are in the Early Years stage and being assessed for an EHC plan. Our school fits around our learners' needs, not the other way around.

Our approach is based on caring and respect for all. We understand the individual needs of learners and we will be flexible in our approach to meeting them. We supply a safe and happy learning environment in which we ensure 'Learning and Achievement for All'. We ensure equal opportunities, and every learner is fully involved in school life. We aim for every learner to make the best progress they can.

This funding is provided to schools to support the needs of groups of learners who may be at risk of underachieving in comparison to their peers, from reception class to Year 11. Pupil premium funds are used to support and enhance provision to the educational or social needs of this group of pupils.

The amount of funding received by the school is dependent on certain factors: the number of pupils in receipt of free school meals, eligibility for free school meals over the past 6 years, the number of pupils previously looked after by the Local Authority and the number of service children. Since April 2014 Pupil Premium for children who are "looked after" is administered by the "Virtual School" this means the school applies by completing an online application which requests the release of the funding to meet specific individual targeted objectives and strategies.

Challenges

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

Challenge number	Detail of challenge
1	<i>Barriers to developing pupil's social communication skills.</i>
2	Staff identifying individual barriers unique to the pupil.
3	Community engagement and participation.
4	Developing positive social emotional relationships with peers and staff through a range of strategies.
5	Identifying curriculum barriers unique to each pupil.

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
Pupils make progress towards securing and generalising EHCP (Education, Health and Care Plan) targets.	Pupils will make progress towards securing and generalising EHCP targets which will be monitored using individual progression on the student's tapestry learning journey.
To improve the engagement of pupil premium pupils	Increased engagement, monitored through EHCP progress and pupils tapestry learning journey.
To improve the social communication of our pupil premium pupils.	Evidence to support increased pupil engagement with social communication through EHCP targets and pupils learning journey. Reduction of behaviour incidents.
Community inclusion for pupil premium pupils.	Enriched curriculum offer, enabling pupils to engage in communication activities evidenced on pupil's tapestry learning journey.

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: £108,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional class support	Higher staff ratio, All staff trained in ESSEX STEPS approach, Reduction in behaviour incidents. Data from pupils EHCP progress. Pupils' social communication skills and therapeutic targets worked on. Individualised person-centred approach to learning.	1, 2, 3, 4 & 5
Partial provision of thrive practitioner.	Reduction of behaviour incidents.	2, 4

	Pupils' social emotional mental health needs being catered for. Data from pupils EHCP progress. Evidence from tapestry and thrive reports.	
Additional hours for home school support workers.	Increased provision to support families in the community, enabling cohesion between home and school. Parent courses. Home visits. Early identification of pupils needs. Training and specific themes have been focused on in certain coffee mornings.	2,4 & 5
Provision of Essex Music Services	Increased provision for disadvantaged pupils to engage in music sessions. Pupils' social emotional wellbeing increased. Pupils increased communication skills. Evidence through tapestry and pupil learning journey.	1, 2, 3, 4 & 5

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

Budgeted cost: £22,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and maths resources.	High quality phonics and maths resources in place. Evidence from group lessons on tapestry. Raised attainment evidenced in EHCP progress.	1
Shared sensory resources	Enhanced sensory provision with new sensory resources for high quality teaching to develop pupils' social communication. Evidence in pupils tapestry learning journal. Evidence through ongoing CPD.	1, 2, 3, 4 & 5
Provision of small group communication sessions.	Pupils better able to communicate wants and needs through visuals, sign and speech. For some pupils' clear links to improved sentence construction and improved literacy skills, using wider vocabulary.,	1, 2, 4 & 5

	Improved social skills – observation, school reports school increase in spontaneous peer to peer interaction. Monitoring of individual EHCP targets.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to curriculum experience days.	Students enabled to access curriculum experience days both in and out of the school. Evidence of increased social interaction, social emotional well-being.	1, 2, 3, 4 & 5
Cookery and social education contributions for pupils when requested	Students enabled to access high quality curriculum offering. Evidenced through tapestry.	2 & 5
Provision of Occupational therapy, supporting individual sensory diets	Due to the increasing numbers and needs of the pupils in the school, more pupils are able to access support and/or pupils are able to be seen quicker.	2 & 5
Costs of attending after school & summer clubs for pupils when requested	Evidence of pupils attending and engaging in school clubs. Evidence of pupils developing their social, emotional communication skills.	1, 2, 3 & 4
Play Therapy and Thereplay provision	1 to 1 session, pupils have managed difficulties or changes in their lives.	1, 2, 4 & 5

Total budgeted cost: £158,054

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Historically learners in receipt of FSM or those in Local Authority Care at Shorefields School have not achieved at a consistently lower level than other groups.

- Progress grid assessment data collected throughout the 2021/22 school year showed that all learners are making expected or above expected progress in at least one main area of need as is outlined on their EHCP.
- All learners on FSM and all 'looked after' learners have made expected or above expected progress in at least one main priority area of need.