

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Ickburgh School
Number of pupils in school	163 (of which 136 are of the eligible age range for Pupil Premium)
Proportion (%) of pupil premium eligible pupils	57.5% of pupils in eligible age range for Pupil Premium
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	September 2022
Date on which it will be reviewed	Reviewed: November 2023 New strategy for 2024-2025 onwards
Statement authorised by	Joe Sieber – Headteacher
Pupil premium lead	Joe Sieber – Headteacher
Governor / Trustee lead	Pat Corrigan – Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,980
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£N/A <i>Budget overspent</i>
<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	£146,748.90

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge
1 <i>DEVELOPING EXPRESSIVE COMMUNICATION</i>	<p>REASON FOR PRIORITY</p> <p><i>The development of communication modes which are either conventional (and therefore have the chance to be widely understood in the community) or are consistent (and can therefore be supported by a visual glossary to be widely understood), is the most significant work we undertake with pupils.</i></p> <p>EXTRA SIGNIFICANCE TO PUPILS IN RECEIPT OF THE PUPIL PREMIUM FUND</p> <p><i>Pupils in receipt of the pupil premium fund may have fewer opportunities:</i></p> <ul style="list-style-type: none"><li>-for social interaction</li><li>-to access environments or activities which are motivating and stimulating</li><li>-to generalise their skills in a range of contexts</li></ul>
2 <i>ENHANCING SUPPORT FOR PARENTS/CARERS AND FAMILIES</i>	<p>REASON FOR PRIORITY</p> <p>Parents/carers (and other key family members) are our most important partners, allowing for the extension and development of a child's education beyond the 6 hours a day they are attending school. For pupils with SEND, where generalising skills is often a challenge, consistency is especially key.</p>

	<p>EXTRA SIGNIFICANCE TO PUPILS IN RECEIPT OF THE PUPIL PREMIUM FUND</p> <p>Parents/carers of pupils in receipt of the pupil premium fund may be less able to source other support or resources for their child, and face greater time pressures in managing their child's needs.</p>
3 EXTENDING PUPILS' PHYSICAL SKILLS AND HEALTH/WEELLBEING	<p>REASON FOR PRIORITY</p> <p>Pupils with SEND may have needs which make physical activity or exercise challenging. They may find it difficult to access sporting clubs or facilities. The majority of pupils are transported from home to school, door-to-door, and so miss the opportunity for exercise during these daily journeys. It is therefore essential that we make extra provision for their physicals skills and health and wellbeing</p> <p>EXTRA SIGNIFICANCE TO PUPILS IN RECEIPT OF THE PUPIL PREMIUM FUND</p> <p>Pupils in receipt of the pupil premium fund may be less likely to:</p> <ul style="list-style-type: none"> <li>-maintain a healthy diet of fresh food (which is often more expensive)</li> <li>–enjoy a home environment with space for active play</li> <li>-access facilities or resources for active play/sport (which have a financial cost)</li> </ul>
4 ENRICHING PUPILS' CULTURAL CAPITAL	<p>REASON FOR PRIORITY</p> <p>Pupils with SEND will often access a narrowed curriculum to allow for focusing on key and core skills, and face obstacles in accessing cultural events or locations. It is therefore imperative that we find frequent opportunities for our pupils to interact with high quality arts.</p> <p>EXTRA SIGNIFICANCE TO PUPILS IN RECEIPT OF THE PUPIL PREMIUM FUND</p> <p>Pupils in receipt of the pupil premium fund may be less likely to:</p> <ul style="list-style-type: none"> <li>–enjoy a home environment rich with the arts</li> <li>-access cultural facilities or resources (which have a financial cost)</li> </ul>
5 SUPPORTING PUPILS' EMOTIONAL WELLBEING AND BEHAVIOUR FOR LEARNING	<p>REASON FOR PRIORITY</p> <p>Pupils with SEND will often have challenges with self-regulation and managing their behaviour. This can be an obstacle in engaging with their learning.</p> <p>EXTRA SIGNIFICANCE TO PUPILS IN RECEIPT OF THE PUPIL PREMIUM FUND</p> <p>Parents/carers of pupils in receipt of the pupil premium fund may be less able to source other support or resources for their child, and face greater time pressures in managing their child's needs.</p>

## 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
1 To develop expressive communication through enhanced: -adult support -learning environments -consistency across learning environments	Pupils in receipt of pupil premium achieve as well or better than their peers in their expressive communication outcomes. Communication Learning walks co-led by Speech and Language Therapists highlight enhanced practice and learning environments across the school.
2 To develop family support through enhanced: -signposting -workshops and programmes of learning -supportive parent networks	Pupils in receipt of pupil premium's attendance is as good or better than their peers. Programme of parent workshops developed from parent feedback. Parent Forum and Friends of Ickburgh established with significant and improving attendance.
3 To develop pupils' physical skills and wellbeing through enhanced: -access to rebound therapy -access to hydrotherapy -play opportunities during break and lunchtimes	Pupils in receipt of pupil premium are attending rebound and hydrotherapy sessions as appropriate to their priority needs. Pupils in receipt of pupil premium are benefitting from enhanced experiences on the playground at break and lunchtime.
4 To broaden pupils opportunities for performance and receiving performances.	Pupils in receipt of pupil premium are accessing regular opportunities to perform and enjoying performances.
5 To develop emotional regulation and behaviour for learning.	Pupils in receipt of pupil premium are not requiring a disproportionate number of Behaviour Intervention Plans (in place for pupils requiring specialist input for behaviour for learning). Pupils in receipt of pupil premium achieve as well or better than their peers in their social, emotional, and mental health outcomes.

## 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: £29,349.78 (Salary for Communication HLTA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a scheme of 'compliance' communication learning walks to check that classes are employing individualised communication programmes/approaches throughout the school day, with follow-up and support as necessary, through the support of the Communication HLTA.	Successful strategy for 2020-2021 as evidenced by communication outcomes data, requiring further embedding	1
Coordinate a rolling programme of communication CPD, to develop pupil skills and staff expertise, through the support of the Communication HLTA.	Successful strategy for 2020-2021 as evidenced by communication outcomes data, requiring further embedding	1
Develop play at lunchtime through extending the resources and activities available to pupils, through the support of the PE and Hydrotherapy Lead..	Less structured time represent rich learning opportunities (e.g. breaktime) which need to be supported with high quality resources and activities.	3

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

Budgeted cost: £58,699.56

(Combined salary for PE and Hydrotherapy Lead and Music and Performing Arts coordinator)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coordinate cultural calendar of performing and performance opportunities for pupils across the school's Pathways and age phases, through the support of the Music and Performing Arts Lead.	Pupils have benefitted previously from achieving Arts Awards as recognition of meaningful engagement with the arts.	4
Expand Aquatherapy provision to allow access to as wide a group as would benefit, through the support of the PE and Hydrotherapy Lead.	Successful strategy previously for school, including high quality outcomes for pupils as evidenced through case studies, requiring reintroduction following significant disruption during the COVID-19 Pandemic.	3
Redevelop Rebound Therapy to provide effective and tailored support, with the oversight of the school's physiotherapy team, through the support of the PE and Hydrotherapy Lead.	Successful strategy previously for school, including high quality outcomes for pupils as evidenced through case studies, requiring reintroduction following significant disruption during the COVID-19 Pandemic.	3

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

Budgeted cost: £58,699.56

(Combined salary for Family Liaison Officer and Behaviour for Learning HLTA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide termly programmes of parent work-shops, on priorities highlighted by the school but also by parents/carers. This will involve input from CAMHS to allow for early intervention and support with families, through the support of the Family Liaison Officer.	Successful strategy previously for school, including positive parent feedback, requiring further embedding following significant disruption during the COVID-19 Pandemic.	2
Provide targeted support for families where attendance is a challenge, including coordinating multi-disciplinary approaches to manage pastoral, health, and social care obstacles,	Successful strategy previously for school, including ensuring that attendance levels for 2020-2021 were at pre-pandemic levels.	2

through the support of the Family Liaison Officer.		
Enhance Wellbeing and Behaviour support through the targeted intervention of Behaviour for Learning HLTA.	Case studies evidence significant impact of targeted behavioural support on pupil outcomes.	5

**Total budgeted cost: £146,748.90**

*Additional costs beyond Pupil Premium budget to be met from school core budget*

## 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.

*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 strategies 2023-2024

Every pupil at Ickburgh School has a 'Live Outcome Map' which sets out the key 6 to 7 priorities for the next two to three years, and the short term (termly) outcomes which will move them towards these. As pupils move into the Secondary department and Sixth Form, these priorities are increasingly linked to the Department for Education's Preparing for Adulthood agenda.

The outcomes have been set in conjunction with parents/carers and the multi-disciplinary team which support the pupil, as well as the pupil themselves where possible. These outcomes are reviewed on a termly basis, and reporting happens at annual reviews. Below is a summary of pupils' performance against their outcomes in Summer 2022.

The table below sets out the achievement of pupils in receipt of Pupil Premium.

#### All outcomes progress by Pupil Premium status

Pupil Premium	No. of pupils	% outcomes achieved									
		Thinking Skills / Employment, training, skills for work		Communication and Interaction / Community Inclusion		Social, Emotional and Mental Health / Independence		Physical and Sensory / Health		Average progress per pupil/student across <u>all</u> outcomes ( <i>incl. Personal challenge</i> )	
		Sum	2022/23	Sum	2022/23	Sum	2022/23	Sum	2022/23	Sum	2022/23

Total	No	Yes	
<b>160</b>	76	80	<b>2022/23</b>
<b>149</b>	58	91	<b>2021/22</b>
	95%	94%	
	<b>79%</b>	84%	<b>Autumn ` 22</b>
	88%	89%	<b>Spring ` 23</b>
	91%	95%	<b>Summer ` 23</b>
	<b>85.97%</b>	<b>89.42%</b>	<b>Whole year</b>
	96%	90%	
	<b>78%</b>	87%	<b>Autumn ` 22</b>
	96%	92%	<b>Spring ` 23</b>
	95%	97%	<b>Summer ` 23</b>
	<b>91.25%</b>	<b>91.43%</b>	<b>Whole year</b>
	81%	90%	
	<b>76%</b>	84%	<b>Autumn ` 22</b>
	87%	91%	<b>Spring ` 23</b>
	90%	91%	<b>Summer ` 23</b>
	<b>84.14%</b>	<b>88.78%</b>	<b>Whole year</b>
	84%	87%	
	<b>76%</b>	87%	<b>Autumn ` 22</b>
	89%	94%	<b>Spring ` 23</b>
	92%	97%	<b>Summer ` 23</b>
	<b>85.63%</b>	<b>92.49%</b>	<b>Whole year</b>
	90%	89%	
	<b>78%</b>	86%	<b>Autumn ` 22</b>
	90%	92%	<b>Spring ` 23</b>
	92%	95%	<b>Summer ` 23</b>
	<b>86.91%</b>	<b>90.98%</b>	<b>Whole year</b>

Approximately 50% of learners qualified for Pupil Premium (PP). As evidenced, pupils with Pupil Premium status achieved higher than their peers.

This reflected the success of the Pupil Premium Strategy for 2022-2023, which is set out in greater detail in the pages which follow.

With the majority of our pupils in receipt of the Pupil Premium Fund, the Pupil Premium Strategy needs to plan for priorities which will have a whole school impact and which are deeply ingrained into the fabric of school life.

PRIORITY	REASON FOR PRIORITY	EXTRA SIGNIFICANCE TO PUPILS IN RECEIPT OF THE PUPIL PREMIUM FUND	FUNDING IMPLICATIONS
DEVELOPING EXPRESSIVE COMMUNICATION	The development of communication modes which are either conventional (and therefore have the chance to be widely understood in the community) or are consistent (and can therefore be supported by a visual glossary to be widely understood), is the most significant work we undertake with pupils.	Pupils in receipt of the pupil premium fund may have fewer opportunities: -for social interaction -to access environments or activities which are motivating and stimulating -to generalise their skills in a range of contexts	HLTA for Communication £29,349.78
ENHANCING SUPPORT FOR PARENTS/CARERS AND FAMILIES	Parents/carers (and other key family members) are our most important partners, allowing for the extension and development of a child's education beyond the 6 hours a day they are attending school. For pupils with SEND, where generalising skills is often a challenge, consistency is especially key.	Parents/carers of pupils in receipt of the pupil premium fund may be less able to source other support or resources for their child, and greater time pressures in managing their child's needs.	Family Liaison Officer £29,349.78
EXTENDING PUPILS' PHYSICAL SKILLS AND HEALTH/WEELLBEING	Pupils with SEND may have needs which make physical activity or exercise challenging. They may find it difficult to access sporting clubs or facilities. The majority of pupils are transported from home to school, door-to-door, and so miss the opportunity for exercise during these daily journeys. It is therefore essential that we make extra provision for their physicals skills and health and wellbeing	Pupils in receipt of the pupil premium fund may be less likely to: -maintain a healthy diet of fresh food (which is often more expensive) -enjoy a home environment with space for active play -access facilities or resources for active play/sport (which have a financial cost)	HLTA for Physical Education £17609.87 (3 day a week post)
ENRICHING PUPILS' CULTURAL CAPITAL	Pupils with SEND will often access a narrowed curriculum to allow for focusing on key and core skills, and face obstacles in accessing cultural events or locations. It is therefore imperative that we find frequent opportunities for our pupils to interact with high quality arts.	Pupils in receipt of the pupil premium fund may be less likely to: -enjoy a home environment rich with the arts -access cultural facilities or resources (which have a financial cost)	HLTA for Performing Arts £29,349.78
<b>TOTAL</b>			£105,659.21 <i>The school will subsidise the additional cost from the core budget</i>

## PRIORITY 1 DEVELOPING EXPRESSIVE COMMUNICATION

Member of staff responsible: HLTA for Communication

*with support from Communication Forum, Pathway Leads, class teachers and Speech and Language Therapists*

Actions	Timeline
Establish a scheme of 'compliance' communication learning walks to check that classes are employing individualised communication programmes/approaches throughout the school day, with follow-up and support as necessary. IN PLACE AND CONTINUING INTO 2023-2024	October 2022- July 2023
Develop a Communication Approaches handbook to help standardise and formalise school approaches COMPLETED	Spring and Summer 2023

## PRIORITY 2 ENHANCING SUPPORT FOR PARENTS/CARERS AND FAMILIES

Member of staff responsible: Family Liaison Officer

*with support from Health and Wellbeing Forum, school Wellbeing and Mental Health in Schools Lead and CAMHS therapist, as well as visiting professionals as relevant*

Actions	Timeline
Provide termly programmes of parent workshops, on priorities highlighted by the school but also by parents/carers. This will involve input from CAMHS to allow for early intervention and support with families. IN PLACE AND CONTINUING INTO 2023-2024	Throughout 2022-2023
Re-emphasise the Pathways with parents/carers through 3 discrete events to give a closer understanding of the provision and allow for building consistency between home and school. COMPLETED	Throughout 2022-2023

## PRIORITY 3 EXTENDING PUPILS' PHYSICAL SKILLS AND HEALTH/WELLBEING

Member of staff responsible: HLTA for PE and Aquatherapy

*with support from Physical Forum and PE teacher, as well as class teachers for individual projects*

Actions	Timeline
Redevelop Rebound Therapy to provide effective and tailored support, with the oversight of the school's physiotherapy team. IN PLACE AND CONTINUING INTO 2023-2024	Throughout 2022-2023

Expand Aquatherapy provision to allow access to as wide a group as would benefit. IN PLACE AND CONTINUING INTO 2023-2024	Throughout 2022-2023
Develop play at lunchtime through extending the resources and activities available to pupils. PARTIALLY ADDRESSED, CONTINUING INTO 2023-2024	Throughout 2022-2023
<b>PRIORITY 4 ENRICHING PUPILS' CULTURAL CAPITAL</b>	
Member of staff responsible: ESNA for Performing Arts <i>with support from Music teacher and teacher responsible for Shakespeare Schools Festival, as well as class teachers for individual projects</i>	
<b>Actions</b>	<b>Timeline</b>
Audit range of arts and culture opportunities for pupils across the school's Pathways and age phases. PARTIALLY COMPLETED – CONTINUING INTO 2023-2024	Throughout 2022-2023

## Externally provided programmes

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A