

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pear Tree School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2021 and reviewed July 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Kate Walker, Headteacher Will Gale, Chair of Governors
Pupil premium lead	Rebecca Warnock
Governor / Trustee lead	Will Gale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50680
Recovery premium funding allocation this academic year	£0
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	£50680

Part A: Pupil premium strategy plan

Statement of intent

Pear Tree School is committed to 'Achieving the best we can in everything we do'; ensuring all of our learners can achieve their true potential regardless of the many barriers to learning they may face. We make it our duty to identify potential barriers to learning for individual and groups of pupils and work creatively and innovatively to remove these barriers. We recognise that socio-economic factors are one of the many factors that can hinder pupil progress, attainment and ultimately affect life chances and are therefore committed to planning a pupil premium strategy that will enable all of our pupils to realise their true potential.

Our school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Our curriculum is highly personalised across school and our premium strategy plan is driven by the strengths and needs of each of our pupils. Formal and informal assessments are used to identify gaps and required interventions. Our pupils access a range of curriculums based on their learning needs and, therefore, our premium strategy plan does not focus solely on formal subject specific areas of learning but rather focuses on the intervention required to enable all of our pupils to regulate themselves, access education and learning and develop the knowledge and skills necessary to make the next transition in their education.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations show that each child's learning profile is unique and therefore whole school interventions are not always the most effective use of premium funding.
2	Our observations and assessments show that the children within the Early Years age group have been significantly impacted by restrictions due to COVID19. They have had limited early intervention from other professionals and parents have not received support to manage needs and behaviour. Communication skills and behaviour for learning skills of early years children are extremely limited on entry to school. Despite education returning to normal now, the impact of little early intervention

	is very much evident and we believe this lack of early intervention is continuing to have an impact.
3	Our assessments and observations show that sensory regulation is a huge barrier for many of our children and that children are struggling to engage in learning as a result.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	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 approach to delivering the pre formal and semi/formal curriculums needs to be adopted.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
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.
8	Our children find early reading skills and phonics difficult to master and progress is slow for developing reading skills. Recent review of new phonics shows high impact of this delivery model and further work to continue to raise outcomes in reading.

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
Improve communication outcomes for all pupils by upskilling staff and working collaboratively with SaLT, HI, VI to plan and deliver personalised and targeted provision for all learners alongside improved resources.	<p>All staff across school will be qualified Elklan practitioners, delivering high quality communication environments.</p> <p>School will achieve Communication Friendly Status</p> <p>Attention Autism will be embedded In the curriculum to develop engagement and communication and pupils will be demonstrating higher levels of progress and achievement.</p> <p>Pupils achieve EHCP outcomes</p>

	<p>Targets set at annual review achieved</p> <p>Evidence for Learning demonstrates pupil progress and learning journey.</p> <p>New changes to the provision for the pre formal and semi/formal curriculums will be embedded and pupils will be making accelerated progress towards the outcomes of their EHCP.</p>
<p>To further improve reading across the key stages and curriculum by enhancing the new reading scheme linked to the phonics programme.</p>	<p>New reading scheme embedded across the key stages.</p> <p>School led tutoring evidence shows impact of interventions</p> <p>Pupil progress data shows pupils are making increased progress.</p> <p>Evidence for learning clearly demonstrates pupil progress.</p> <p>Targets set at annual review achieved</p> <p>EHCP outcomes achieved</p> <p>Attention Autism embedded as a teaching tool for developing engagement, early communication skills and early literacy skills. Further developments made with this with the introduction of the Curiosity Approach.</p> <p>Parent workshops delivered on phonics and reading</p> <p>Continue to provide high quality, bespoke CPD/CPL for all staff to upskill them in providing high quality reading opportunities.</p>
<p>To better demonstrate and measure progress of all pupils and identify gaps in learning across cohorts of pupils so interventions can be identified and implemented.</p>	<p>Progress of all pupils can be clearly measured, even those making very small steps of progress.</p> <p>Potential gaps in learning are identified and interventions put in place.</p> <p>Progress of all cohorts of children can easily be tracked and measured.</p>
<p>All pupils are able to access learning and make progress across all aspects of their curriculums through highly personalised provision that removes the barriers to learning.</p>	<p>Pupil engagement in lessons is improved and is evidenced on evidence for learning through the engagement model.</p>

	<p>New pre-formal provision introduced and embedded to enable pre-formal MSI pupils to make further progress.</p> <p>New semi formal and formal provisions established to provide a faster paced curriculum and opportunities for deeper questioning to further extend learning.</p> <p>Attendance a focus for improving outcomes</p>
To ensure that all pupils are able to enhance and extend their cultural capital through access to a wide range of extra-curricular and curriculum opportunities.	<p>All pupils access a range of extra-curricular activities appropriate to their needs.</p> <p>Duke of Edinburgh Award embedded</p> <p>Forest Schools introduced.</p>
To further enhance the Physical Development programme across school.	<p>12 month action plan in place to further develop and extend and enhance provision.</p> <p>Rebound therapy delivered</p> <p>Duke of Edinburgh award</p> <p>Forest Schools introduced</p> <p>All pupils achieving targets and EHCP outcomes.</p> <p>Cultural Capital enhanced through pupils attending sporting events and competitions outside of school.</p> <p>Lunchtime clubs developed</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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elklan Communication Friendly Status for school and planned programme of bespoke CPD/CPL for all staff to	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	1, 2, 7

upskill the whole school team in supporting children to develop their communication skills.	with therapists and children and opportunities to deliver training for staff and multi-agency working. https://www.elklan.co.uk/Training/Settings/CFSe/	
New reading scheme embedded across the key stages in line with Read Write Inc phonics programme and ongoing CPD/CPL/training for all staff to ensure staff competencies are high in delivering high quality phonics and reading.	The Education Endowment Foundation identifies phonics interventions as a low cost but highly effective intervention based on extensive research. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1, 8
Engagement Model further enhanced and developed to carefully capture and evidence the highly personalised small step progress for pre formal learners. Bespoke training/CPD/CPL for all staff to ensure staff competencies are high in curriculum delivery and assessment.	https://www.gov.uk/government/publications/the-engagement-model The Rochford Review concluded that the P Scales were not able to accurately or informatively measure progress for pre-formal learners and that the engagement model was the most effective tool to measure progress. This needs a whole school approach to be consistent and accurate at recording progress for a pre-formal learner.	1, 3, 5
Attention Autism Programme will be fully embedded across school for targeted individuals, raising engagement levels and higher levels of attention. The Curiosity Approach will be introduced to further enhance the engagement for pre-formal learners.	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	1, 2, 3, 5, 6, 7, 8

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

Budgeted cost: £29575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	1, 4, 8
<p>Pupils are supported to manage their behaviour through access to appropriate personalised timetables and sensory diet.</p>	<p>https://juliadyer.com/</p> <p>Our extensive work in sensory regulation and experience of supporting children within Pear Tree 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>	1,2,3
<p>New provision for children with MSI introduced to give a highly bespoke and personalised approach to learning within an environment conducive to learning for children with MSI.</p> <p>New provision for semi/formal learners to further extend learning opportunities and higher level questioning.</p> <p>A structured programme of bespoke CPD/CPL to ensure all staff are upskilled in high quality curriculum delivery for each cohort of learner.</p>	<p>Teaching 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 7, 8

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

Budgeted cost: £17,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	https://juliadyer.com/ 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	1,2,3
Forest Schools	Research findings have shown that the pandemic had a negative effect on pupil wellbeing, mental health and resilience and that students are still requiring interventions to develop resilience and wellbeing.	1, 4
Personalised interventions to support delivery of health programmes to enable pupils to stay well so they can attend school regularly.	Extensive evidence based research that postural management, hydro therapy, physio programmes etc are key to a child/young person staying healthy and well.	5
Personalised interventions to reduce persistent absenteeism.	Compared to national statistics for special schools, our attendance is high but we have extremely high expectations for all pupils and strive to further improve attendance for all groups of learners. EEF attendance research	1, 5
Rebound Therapy and enhanced physical development programme	Please follow the link below to read the EEF report on the benefits of physical activity on narrowing the gap and raising attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 5, 6, 7

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.

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. Reading interventions and implementation of the new phonics scheme over the last 2 years has seen a significant rise in pupil progress and pupil's ability to recognise sounds and learn to read. The success of these interventions were recognised at our recent Ofsted June 2023. 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-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. This was noted during our recent Ofsted inspection.

2023-2024

Our mid year review of our strategy and end of year assessments in June 2023 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 develop staff CPL to further enhance the academic provision provided for all pupils.