

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	East SILC
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	44% (194 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025, 2025-2026, 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Governing Board
Pupil premium lead	Emily Cullum
Governor / Trustee lead	Louisa Smedley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,210
Recovery premium funding allocation this academic year	£41,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,618
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	£353,298

Part A: Pupil premium strategy plan

Statement of intent

At the East SILC, we have high expectations and ambitions for all our pupils, irrespective of their background or barriers to learning.

Our aim is to use the pupil premium funding to achieve positive outcomes for our disadvantaged pupils. As all our pupils have Education Health Care Plans, socio-economic disadvantage is not the primary challenge our pupils face.

The heart of the approach is high quality teaching across the curriculum and in areas that disadvantaged pupils require targeted support.

Our strategy will use an evidence-based approach to build teacher expertise and be driven by pupil need. It will also be based on formal and informal assessments, not assumptions or labels.

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.

The ultimate objective for our Pupil Premium strategy is to remove any barriers to learning and provide a broad spectrum of educational experiences that allow the pupils to reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	High needs and low attainment levels which therefore presents challenges in our pupils accessing the curriculum
2	Pupils need a variety of communication support in school through a variety of applications
3	Pupils need a variety of therapy support in order to access the curriculum
4	Behaviour is particularly challenging around transitions for pupils
5	A variety of creative resources are needed in order for pupils to access the curriculum
6	Removal of any barriers to individuals is needed to support emotional wellbeing i.e. difficulties with emotional regulation which impacts on pupils' ability to access learning

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
To continue to embed reading across our curriculum to support the development of cultural capital for all pupils including our most disadvantaged. To develop a home/school reading ethos	Improved pupil reading levels across school. Embedded ethos of reading for pleasure across school and home.
To improve numeracy across the school	Maths for Life Programme embedded Curriculum TLRs appointed Maths Leader appointment embeds numeracy across school
To improve access to the curriculum by broadening holistic interventions	Pupils have access to a broad and balanced curriculum which is accessible to all and in response to their needs.
Support pupil wellbeing and pastoral care by creating more capacity within the therapeutic support offer.	Breaking down barriers to learning to ensure pupils attend school and have the right support to feel empowered to learn.
Allow all pupils to have the correct resources to be able to access the appropriate level of curriculum	Provide age-appropriate resources to support the learning of every pupil. Targeted intervention programmes have been implemented.
To reduce high level incidents of challenging behaviour and reduce the need for physical intervention.	The behaviour team are trained to record high level incidents and identify early intervention and support for pupils displaying challenging behaviour.
Remove any barriers to pupils learning	Provide individual resources to pupils to allow them to access all areas of the curriculum as and when this is needed.

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: £ 150,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a Development Lead at John Jamieson (TLR) to provide strategic development of identified areas of the curriculum (£10,309) Lead to provide training across the school for teachers, HLTAs and TA's. To deepen the knowledge of subject specialists – Lead Teachers Maths Lead (£77,780)	Teacher professional development EEF (educationendowmentfoundation.org.uk)	1, 5
Recruitment of specific support staff: Level 2 EHCP recruitment (28,960) Level 2	Postural care and people with learning disabilities: guidance - GOV.UK Support for Special Education Needs and inclusion RNIB	1,6

VI recruitment (27,272)		
Voice 21 and Oracy strategies for school and reading at home. To continue to review reading resources across school and ensure reading material is cross curricular, reflects learners interests and is age and stage appropriate. Voice 21 (£4,600) Ruth Miskin (£1800)	https://voice21.org/ Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) EEF publishes independent evaluation of Read, Write, Inc.... EEF No gap between pupils eligible for FSM / non-FSM when taught RWI - ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf	1,2,5

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

Budgeted cost: £ 22,067.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Assistant (£19,865) Targeted one to one and small group SaLT interventions.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists. As well as the one-to-one and group interventions provided, we have provided lots of staff training in	1,2,3,4,5,6

Universal, Targeted and Specialist support to staff and learners across the East SILC in order to help reduce communication barriers which impact on access to the curriculum, behaviour and wellbeing.	the last academic year which contribute to supporting challenges 2, 3 and 4. Some of the one-to-one and group interventions will also help with challenge 6 where the sessions are around recognising, labelling and managing emotions. <u>Universal services</u> are designed to support all learners in the setting (e.g. promoting communication friendly environments). Provision includes the development of an online CPD toolkit for staff and families, delivery of training sessions to promote good communication practice for staff and families, and promotion of communication friendly environments. <u>Targeted interventions</u> are provided in partnership with teaching staff. The Speech and Language Therapy team model therapy interventions and train education professionals to implement them. Provision at this level includes specific training and advice, assessment and intervention to train those implementing therapy programmes (e.g. school staff) and setting targets for staff and learners to develop learners' communication skills. The team also support classroom staff with developing and implementing Alternative and Augmentative Communication (AAC) resources for learners who are non-speaking and minimally speaking. <u>Specialist Provision</u> is delivered by Speech and Language Therapists and includes EHCP assessment and advice, and episodes of care of highly specific interventions – e.g. speech sound programmes; introducing a learner to a communication aid. Bercow-Ten-Years-On-Summary-Report-.pdf Evidence – Bercow: Ten Years On	
Maths for Life (£800)	Subscription Maths For Life - A Differentiated Approach®	1,5

	Parent-led study in Oxford - 100% of participants using the programme noticed progress Oxfordshire County Council (2023-2024) -93% improved attainment , positive impact on independence, self-esteem and reading	
Thrive (£1,402.50)	Subscription Support for mental health and wellbeing in schools The Thrive Approach The Thrive Approach is a dynamic, developmental, trauma-sensitive approach that supports the development of the social and emotional well-being of children and young people. There are five building blocks that comprise the Thrive Approach: • Neuroscience • The theories behind the approach, including attachment theory and child development theory • Thrive-Online to support assessment, action planning and monitoring • Relational skills • Targeted Thrive activities The aim of the Thrive Approach is an early identification of gaps on students' emotional development and a way to equip them with tools for a secure stress-regulation system that should enable them to settle, to feel safe, to concentrate, to be curious and to be willing to work alongside their peers and work in collaborative ways.	1,2,3,4,5,6
All pupils to have the opportunity to participate in educational visits and residential	Essential life skills EEF (educationendowmentfoundation.org.uk)	1,6
To develop and resource outdoor learning	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,5,6

environments to further meet the needs of our learners.	Outdoor learning: Exploring the evidence-base : My College	
Individual Resources	Individual resources to remove barriers to learning for all pupils	1,5,6

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

Budgeted cost: £ 175,105

	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Compass software to track pupil's behaviour. The software allows leaders and teachers to identify individual pupils and cohorts that need support and monitor the impact interventions (£6,400).	Research shows that targeted behavioural interventions have a positive overall effects: Behaviour interventions - EEF	1,3,4,6
Additional Behaviour Support Teaching Assistant to implement	Targeted support to develop pupil's self-regulation: Self-regulation – EEF Toolkit Pathway - Reducing the need for physical intervention	1,3,4,6

behavioural interventions (£34,382)		
Three Family Support Workers to strengthen the support given to families for early intervention. Providing support for attendance, wellbeing, creating structures and routine. (£102,023)	The NSPCC recommends parents and carers work with their children to support to pupils with building positive relationships. NSPCC Positive Parenting NSPCC Supporting children with special needs Support for families includes: • providing information and signposting to other services in the local area • liaising with a range of external services such as health and social care • assistance in completing paperwork and forms e.g. transport and benefits • attendance and support at school and other agency meetings • advice and support in promoting positive behaviour at home • guidance and personal development and access to training and workshops in school	2,4,5,6
To continue to develop the work with OT to provide sensory targeted support and intervention to allow pupils to access learning. (£32,300) OT 1:1 support and group sessions	Pupils are more ready and able to access learning. Individual EHCP targets are monitored and curriculum accessibility for PP pupils is improved. Occupational Therapy Therapy, Training & Consultancy Juniper Tree Therapy Juniper Tree support learners with the following: Functional Skills Emotional Regulation Social Interactions Academic Potential Sensory and Physical Skills	1,2,3,4,5,6

Total budgeted cost: £ 347,893.50

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 2023 to 2024 academic year.

	Impact
Teaching	<u>Reading TLR</u> This year we have continued to focus on professional development for teaching and support staff in communication and reading. Training for support staff in reading and phonics has ensured the consistent and accurate delivery of phonics teaching. Read Write Inc Training date November 2024 Reading curriculum becoming embedded Phonics programme becoming embedded <u>Lexplore Reading Assessments</u> Lexplore is now implemented across all secondary phases in the East SILC. The English Cluster received Lexplore training and have now used the assessment tool with the pupils. Lexplore has provided a more reliable insight into the specific strengths and weaknesses of each pupil who participated in the assessments. The English Cluster have also used the targeted interventions provided by Lexplore to support gaps in learning identified through the assessments. <u>Phonically Decodable Books</u>

	Phonically decodable age-appropriate books are now available on each site which are now used for literacy interventions. English clusters have worked together to identify the order the books need to be in to show progress throughout the reading scheme that has been designed.
Teaching academic support	<u>SaLT and Interventions</u> Our Speech and Language Therapy (SaLT) Team have delivered a range of training to teaching and support staff, including, Zones of Regulation, Social Stories and 'Understanding – Understanding' and colourful semantics. This has significantly developed teaching and support staffs understanding of emotional literacy and regulation. The strategies from the training have been introduced by staff into pupil behaviour plans promoting pupils to regulate or co regulate their behaviour, using these strategies. Pupils have accessed SaLT interventions across the SILC implemented by the SaLT team. These pupils have made significant progress towards their individual SaLT and EHCP targets. The SaLT Team have also delivered a range of parent workshops including Makaton and parents have reported that they have a greater understanding of Makaton to support their child at home. <u>Thrive</u> Staff training has developed teaching staff understanding of the Thrive Approach and how to use an evidence-based approach to support pupils emotional and social development. The Thrive approach has been used with pupils across the SILC. Pupils who have received Thrive support have developed their emotional regulation strategies, which has then also reduced the number of behavioural incidents.
Wider strategies	<u>Sleuth and Level 3 BSWs</u> Sleuth a tool for tracking pupil behaviour was introduced and teaching and support staff had regular training on how record behavioural incidents, interventions with a key focus on preventative de-escalation techniques. The Sleuth data identified trends and pupils who require behavioural interventions from the behaviour team including the Level 3 BSWs.

	This information has been supported by the development of intervention trackers which has monitored the impact of the interventions from the behaviour team across the SILC. We have also invested in staff training to support behaviour interventions Team Teach. Feedback from the staff training on has been positive and developed staff understanding that all behaviour is communication. <u>Family Support Workers</u> The family support workers have provided support to families for wellbeing and have worked with families to create structures and routines. The safeguarding team including the family support workers have also had support from an attendance officer to address attendance and lateness with families. We continue to monitor the wellbeing of our pupils in order to break down the barriers to learning. We currently have 16 Mental Health First Aiders trained across our 6 sites. A new behaviour policy (Relationships Policy) is in progress.
--	--

Further information (optional)

Additional Information

Our pupil premium strategy is supplemented by additional activities that we are not funding using pupil premium or recovery premium. This will include:

- 14 staff members completing the DfE funded NPQs to improve teaching, learning, leadership and management across the school
- Offering a wide range of activities to develop pupil's cultural capital and boost wellbeing, behaviour and attendance.
- Staff trained to be Mental Health First Aiders. This will develop staff understanding of staff and pupil wellbeing and how to respond to individual staff and pupil needs.
- School undertaking Wellbeing Award for Schools to recognise the school achievements in promoting wellbeing.
- Staff training Makaton, sensory integration, Thrive
- Parent/carer workshops
- Software programme and licencing costs
- Subsidised residential/activities for targeted pupils
- Physiotherapy equipment including Acheeva bed
- Ongoing technology support and new equipment
- Educational resources
- Individual pupil expenditure
- EAL Support and resources (£1,500)
- Minibuses x 2 (£30,240)
- Brightbird Coaching (£3,825)
- MIDAS training
- Forest School Training
- Teacch Training
- Staff CPD programme

Total budgeted cost: £ 382,911

Carryover for Numeracy £45,618