

Pupil premium and covid recovery strategy statement

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	Fitzwaryn School
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stephanie Coneboy, Headteacher
Pupil premium lead	Chris Slatter
Governor / Trustee lead	Julie Mabberley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,710
Recovery premium funding allocation this academic year	£11,020
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	£49,730

Part A: Pupil premium strategy plan

Statement of intent

At Fitzwaryn School we are committed to raising achievement across the curriculum and support wider learning opportunities. We aim to promote engagement for our pupils with and develop their learning, communication, social interaction and independence.

We want to ensure the gap is being narrowed to support learners in meeting the aspirational aims identified within individual Educational Health and Care Plans. Therefore, our strategy is based on the individual needs of each pupil and works towards narrowing the gaps in the areas of:

- Communication Skills
- Personal and Independence Skills
- Preparation for Adulthood
- English
- Maths

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. We acknowledge that there may be wide ranging barriers to learning and complex family situations that prevent pupils from flourishing.

We recognise that not only all pupils in receipt of Pupil Premium funding are disadvantaged but there may be other pupils, not in receipt of funding that may be disadvantaged. Therefore, key to our strategy is the intention that it will benefit all pupils in the school when funding is spent on whole-school approaches. The outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Central to our strategy is targeting a holistic approach. We aim to provide high-quality teaching enabling pupils to access a broad and balanced curriculum, including providing pupils with support to develop independent life and access society.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Individual Special Educational Needs of pupils.
2	Access to a relevant bespoke curriculum.

3	Access to out of school activities to develop social, independence and personal skills.
4	Opportunities to apply what has been achieved in school in less familiar contexts outside school.

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
Improved attainment for disadvantaged pupils in all areas of English, including Communication, relative to their starting points as identified through the EHCP/IEP process	<p>Progress shown through end of year progress data.</p> <p>An increase in the percentage of disadvantaged pupils achieving their Communication and English IEP targets.</p> <p>An increase in the percentage of disadvantaged pupils achieving their UQ targets set in all strands of English.</p>
Improved attainment for disadvantaged pupils in all areas of Maths relative to their starting points as identified through the EHCP/IEP process	<p>Progress shown through end of year progress data.</p> <p>An increase in the percentage of disadvantaged pupils achieving their Maths IEP targets.</p> <p>An increase in the percentage of disadvantaged pupils achieving their UQ targets set in all strands of Maths.</p>
Targeted support and interventions in place to enable pupils to be successful in their learning, through specific subject based interventions or through interventions specific to individual pupils.	<p>For English and Maths interventions, progress shown through end of year progress data (as outlined above).</p> <p>Through observations and discussion with pupils/teachers.</p>
Pupils to access out of school activities within the local community, including overnight residentials, to improve social, independence and personal skills.	<p>Pupils have increased access within the local community and overnight residentials have been completed, with a focus on independence.</p> <p>Progress shown through achievement of IEP targets.</p>

	<p>Progress evidenced through Multi-Me.</p> <p>Evidence shared with parents/carers.</p>
<p>Pupils are able to access the local community to develop their communication, independence, social and personal skills.</p>	<p>Progress shown through achievement of IEP termly targets (derived from EHC plan outcomes). Evidenced through the use of Multi-Me and shared with parents/carers.</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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of an English Teaching and Learning Responsibility lead to develop and improve English teaching across the school in line with DfE guidance.</p> <p>The lead will engage with local and national SEN groups.</p> <p>The lead will identify pupils requiring additional English interventions, implement interventions and monitor the impact.</p>	<p>Leadership environment conducive to good implementation – establishment and ongoing funding for TLR holders (including CPD needs)</p> <p>EEF Implementation Guidance Report 2019.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	1, 2
<p>Creation of a Maths Teaching and Learning Responsibility lead to develop and improve Maths teaching across</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	1, 2

<p>the school in line with DfE guidance.</p> <p>The lead will engage with local and national SEN groups.</p> <p>The lead will identify pupils requiring additional Maths interventions, implement interventions and monitor the impact.</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	
<p>Creation of a Personal, Social and Independence Teaching and Learning Responsibility lead to develop the curriculum, improve teaching and monitor the implementation across the school.</p>	<p>Leadership environment conducive to good implementation – establishment and ongoing funding for TLR holders (including CPD needs)</p> <p>EEF Implementation Guidance Report 2019.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	3, 4
<p>CPD for all staff and parents on phonics.</p>	<p>Positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>CPD for all staff and parents on Maths calculation policy.</p>	<p>For parents to be effectively engaged with support at home they need to have the knowledge and skills to provide the right support.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>English, Maths and PSI leads to be provided with additional release time. This will cover the cost of the additional staffing required to allow leads to</p>	<p>Leadership environment conducive to good implementation – establishment and ongoing funding for TLR holders (including CPD needs)</p>	1, 2, 3, 4

monitor delivery across the school.	EEF Implementation Guidance Report 2019.pdf (d2tic4wvo1iusb.cloudfront.net)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 day of a teacher to organise, plan for, deliver and assess the impact of interventions.	<p>1:1 tuition as a targeted approach: greater levels of interaction and feedback is effective at closing the disadvantage gap. Low attaining pupils most likely to benefit.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Use of TAs to deliver high quality interventions: consistent impact on attainment.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Funding to train staff to deliver different interventions e.g. Drawing and Talking, ELSA.	We have found a positive impact on pupil well-being for those that have accessed these therapies. More pupils across the school would benefit from this further support.	1, 2, 3, 4

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

Budgeted cost: **£24,730**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential costs and access to out of school activities.	Many of our families struggle to find suitable places and support to take our pupils away. It is essential for pupil well-being that they experience time in	3, 4

<p>This will be used for support with costs and to provide staffing.</p>	<p>different settings and develop their personal, social and independence skills in different environments.</p> <p>LA-Final-Report-May-2015-1-1.pdf (learningaway.org.uk)</p> <p>Impact - Learning Away</p>	
<p>Developing pupil skills to access society.</p> <p>This will be used for support with costs e.g. travel training, accessing cafes.</p>	<p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Development of non-cognitive skills</p> <p>Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>3, 4</p>
<p>Further support for families.</p>	<p>Families have required additional appropriate personalised support at points e.g. with funding for products to support personal care or to access additional curriculum activities/treats.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £49,730

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 2021 to 2022 academic year.

Intended outcome	Impact
<p>Improved attainment for disadvantaged pupils in all areas of English, including Communication, relative to their starting points as identified through the EHCP/IEP process</p>	<p>English Lead TLR in place.</p> <p>Progress data:</p> <p>Overall, 81% of disadvantaged pupils achieved the UQ targets set in English compared to 69% last year. Comparatively 82% of non-disadvantaged pupils achieved their UQ targets compared to 76% in 2020-21.</p> <p>Additionally, 0% of disadvantaged and 0% of non-disadvantaged pupils progress 'required improvement' in comparison to 7% and 6% respectively in 2020-21.</p>
<p>Improved attainment for disadvantaged pupils in all areas of Maths relative to their starting points as identified through the EHCP/IEP process</p>	<p>Maths Lead TLR in place.</p> <p>Progress data:</p> <p>Overall, 77% of disadvantaged pupils achieved the UQ targets set in Maths compared to 56% last year. Comparatively 78% of non-disadvantaged pupils achieved their UQ targets compared to 64% in 2020-21.</p> <p>Additionally, 2% (1 pupil) of disadvantaged and 0% of non-disadvantaged pupils progress 'required improvement' in comparison to 6% and 6% respectively in 2020-21.</p>
<p>Targeted support and interventions in place to enable pupils to be successful in their learning, through</p>	<p>Through the introduction of an Intervention Lead for 1 day each week the following has been achieved:</p>

specific subject-based interventions or through interventions specific to individual pupils.	Intervention	Number of Pupils Receiving Support	Number supported or receiving input from RK
	Maths	18	10- support given to other staff members delivering interventions
	English	11	1
	Drawing & Talking	13	6
	Lower Aspens	5	5
	Upper Aspens	4	4
	ELSA	4	0
	Lego Therapy	12	0
	Horticulture Therapy	19	0
	Re-bound Therapy	6	0
	Total	92	26
Pupils to access out of school activities within the local community, including overnight residential, to improve social, independence and personal skills.	<p>KS4 completed a residential for the first time since the pandemic and KS5 completed a DofE overnight stay.</p> <p>The KS4 residential was accessed by 22 pupils and had a clear focus on social, independence and personal skills within the community. This contrasts with previous residential which tended to focus more on outdoor activities such as canoeing and rock climbing.</p>		
Pupils are able to access the local community to develop their communication, independence, social and personal skills.	<p>During 2020-21 pupils from across the school have accessed the community to a far greater extent. This has included, for example, weekly trips to cafes (for KS3) which had clear weekly progression steps linked to EHCP and IEP targets. Within these sessions pupils have developed their ability to communicate with others within the community, using a variety of communication approaches, and extend their social and personal skills within the community. Where possible independent travel has also been included, this has included the use of local buses. All KS3, 4 and 5 pupils have been able to access the local community through such experiences within the year.</p>		

Externally provided programmes

Programme	Provider
Multi-Me	