

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Durants School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	56% (105 Students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Updated annually
Date this statement was published	January 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rachel Carli
Pupil premium lead	Jackie burke
Governor / Trustee lead	Alicia Meniru

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,705
Recovery premium funding allocation this academic year	£18,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£67,555

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Preparing for Adulthood (life skills)
- Work Experience and Independence
- Communication and Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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, such as high-quality teaching. Central to the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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

### *Key Principals:*

- *Ensure safeguarding is upheld for all pupils.*
- *All pupils are equally treated with respect, dignity and are given the opportunity to experience, learn and achieve basic functional life skills.*
- *Ensure all pupils feel safe, are motivated to learn in an autism friendly environment and are given the opportunity to take part in appropriate activities.*
- *To ensure our pupils have the most appropriate learning aids, especially for pupils with Autism to allow them to achieve.*
- *Ensure that vulnerable parents are given support to manage their child/children in the home.*
- *Our pupil premium strategy will benefit all pupils within our school, ensuring both disadvantaged and non-disadvantaged pupils receive a high quality of education*

during school hours as well as support for pupils and their families outside of school hours. The school will however ensure that pupils eligible for pupil premium remain a focus.

## Challenges

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

Challenge number	Detail of challenge
1	All pupils have a diagnosis of Autism and/or other learning difficulties
2	Due to autism some parents struggle with managing behaviours in the home
3	Some families are living on the poverty line and may have issues with housing / employment / health and/or mental health.
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	To ensure that all educational electrical devices and equipment are available for students to avail of when needed, to enhance learning.
6	Our pupils are currently below their chronological reading age for both reading and understanding text. We are currently introducing a new reading Scheme and Phonics programme, to support our learners with reading and reading for meaning.
7	To ensure we have the correct ratio of staff to support the pupil on site.
8	Extra-curricular activities including clubs (boys/girls groups), gardening, drumming, communication, Sensory group, functional daily living skills group etc.

## 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
<i>Ensure all pupils have effective means of accessing all aspects of school activities.</i>	Introduce more social activities such as gardening club, lunchtime clubs, African Drumming sessions to create a team effort ambience throughout the school
Subscribe to Autism friendly software in Maths and Literacy	All pupils have access to our online learning which is providing the 'fun aspect' and motivation to learn within the curriculum.
Family Support Officer:	Our family support officer to liaise with vulnerable families to provide links and

<p>To support pupils and their families, both Pupil Premium and non-Pupil Premium to access funding and support outside school house where necessary.</p>	<p>support with class teams and outside agencies.</p> <p>To ensure opportunities for generalised learning, our pupils have access to funding which can be used for stimulating activities outside school hours. It also ensures that families receive additional support through respite and visiting care support.</p>
<p>Therapists</p>	<p>To provide strategies for communication and emotional balance. <a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>
<p>All staff to be trained in the school's ethos of Trauma Informed Practice and Positive Behaviour Support.</p> <p>Durants School will continue to use PRICE (Protecting Rights in a Caring Environment) which is a restrictive physical intervention used by all Enfield Special schools.</p> <p>Durants school now have staff members who are trained PRICE instructors, to ensure all new/existing staff are up to date with that training.</p>	<p>Behaviour Support and PRICE to be evident in the practice of all staff.</p> <p>All staff will be PRICE trained to respond positively to all behaviours displayed by students, allowing students to self-regulate and recognise their emotions. Staff are aware that physical intervention is used as a last resort.</p> <p>PRICE training will be provided on an ongoing basis</p>
<p>To support pupils to self-regulate</p>	<p>To provide strategies which will allow all pupils with dysregulated behaviour, to self-regulate and to eliminate self-harm, harm to others.</p> <p>All pupils have been introduced to the "Zones of Regulation" which is displayed in each classroom and used throughout the school day for emotional recognition.</p>
<p>The introduction of The Oxford Reading Buddy scheme and an online version of this scheme called Project X, with a compatible Phonics Programme through a Twinkl (annual subscription).</p>	<p>For pupils to show progress in their reading and pre-reading skills with a system that is more Autism friendly to conform to the needs of all our students.</p> <p>This scheme includes Phonics and pre-phonics programmes.</p> <p>The online Project X will allow pupils to read with parent/carer outside school hours.</p> <p><a href="#">Learning to Read: "The Simple View of Reading"   National Center on Improving Literacy</a></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: £ 30650.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Update software</i> Our cohort is steadily increasing with each year and so we need to increase the quantity of annual subscriptions for each software used	Majority of our pupils enjoy using the computer. By using educational software we are introducing motivation to learn. We are also allowing pupils who are not motivated to write, to use typing as a form of communication. Experience and evidence based research, has shown us that pupils with Autism prefer to use technology rather than pen and paper. This allows them to progress with activities such as reading, maths, communicating etc.	Challenges No. 1,2,5
CPD for teaching staff regarding the teaching of systematic synthetic phonics, and resources to support this.	All staff trained on how to correctly teach phonics to our pupils. According to the Reading Framework: teaching the foundations of literacy (DfE July 2021) it was stated that "Evidence indicates that the number of words/phonics heard by young children by the time they are five is increased from 4,662 (if never read to) to 296,660 (if read to daily) (Science daily 2019)". <a href="#">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>	Challenge No.1 & 6
<i>Ipads for students</i>	SaLT to implement the use of Ipads (10) with specific SaLT software for targeted pupils. With the increased cohort, computer devices are also increased per class to ensure all pupils are given equal opportunities to learn. <a href="#">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	Challenge No. 1, 2 & 5
Professional development of our school's Restrictive Physical Intervention Trainers in PRICE in order for	"Knowledge opens up possibilities for either preventing or reducing the occurrence of challenging behaviour by the "indirect" manipulation of antecedent variables" Eric Emerson 2001 Challenging behaviour:	Challenge No. 2

<p>this training to then be disseminated to all staff.</p> <p><i>Additional teachers and teaching staff to keep up with the increasing cohort and support the emotional regulation, communication and learning for all our pupils</i></p>	<p>analysis and intervention in people with severe intellectual disabilities.</p> <p>Ongoing training – Due to the nature of our pupils, we have a high level of movement of staff and need to supply a rolling induction of training to all new staff. This training includes Autism specific training such as:</p> <p>PBS, PRICE, Trauma Informed Practice, Medical Training, Safeguarding, Code of Conduct, communication training (attention Autism/ Interaction, PECS, Zones of Regulation, Teacch, to name but a few.</p> <p>Our cohort has increased by 4 class this year therefore that involved the set-up of 4 new teachers and teams (at least 3 teaching assistants per class), Classroom set up with resources and equipment and extra support for some students where needed.</p>	<p>Challenge No. 7</p>
<p><i>Reintroduce clubs &amp; outside activities ( West African / Brazilian Samba drumming)</i></p>	<p>Girls/boys clubs and drumming club to be reintroduced, ensuring quality peer time and supporting our RSE, PSHE and other cross curricular areas.</p>	<p>Challenge 8</p>
<p><i>Accessing the community</i></p>	<p><i>Out and about sessions including social/educational trips &amp; experiences. This will include travel training, functional community skills, road safety / stranger danger and so on.</i></p>	<p>Challenge 4</p>

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

Budgeted cost: £ 30000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional therapists.</i></p>	<p>Those that receive therapy benefit from it. We need more time with therapists to enable more pupils get benefit</p>	<p>With the increase in cohort, we need an increase in therapists to make sure more</p>

		pupils are given the opportunity to avail of the much needed therapy.
<i>Additional staff</i>	Some pupils need 1-1 support to regulate behaviours in a separate area from the classroom. Increased capacity need an increase in staffing.	As our pupils mature, we have noticed an increase in mental health/emotional instability and medical issues. This requires more staff to ensure 1-1 support is provided.

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

Budgeted cost: £ 6905.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Felix Project</i>	Providing food parcels for vulnerable families on a regular basis The school identifies families who are in most need of food parcels as well as electronic devices to support pupils and their families in the home	Challenge No 3
<i>Magic Breakfast</i>	To use in class to enhance functional life skills / communication skills with pupils in social settings.(i.e. sharing/preparing and eating a meal) As well as ensuring no pupil goes hungry, magic breakfast is a non-discriminant way of practicing basic life skills around food.	Challenge No 3
<i>Specialist equipment and resources to support pupils experiencing sensory differences</i>	Pupils with autism often experience differences with sensory integration. Some pupils may require additional equipment to enable them to access the curriculum and learning New ipads have been purchased to enable communication needs for some pupils. Other items include sensory equipment, weighted blankets, ear defenders, large beanbags etc	Challenge No 1,2,& 5

**Total budgeted cost: £ £67,555**

## 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.

All of our students at Durants face a degree of disadvantage due to their learning difficulties and disabilities. Research from the Social Metrics Commission (2022) shows that nearly half of all people locked in poverty in the UK are disabled themselves or live with someone who is.

We currently have 52% of our school population that are eligible for Free School Meals and Pupil Premium funding.

We use this funding to raise the educational attainment of our disadvantaged pupils of all abilities to help them reach their potential and it is spent in line with the schools ethos.

Our students highly benefit from this funding and it is invaluable, having a positive impact on our students in a number of ways.

The money this year has been spent on a range of interventions including

resourcing and developing the strands of the curriculum and developing our culture and climate for learning.

Our assessments and observations during 2021/22 suggested that wider development outcomes for our disadvantaged pupils varied significantly. Our analysis of the reasons for this pointed primarily to the impact from COVID-19.

Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2022. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
External Moderation	CASPA
Curriculum software/hardware	MyMaths, Oxford Reading buddy/ Twinkl phonics, EFL (Evidence for Learning)/ PSHÉ programme / computers/laptops/ ipods & ipads/ touchscreens and all tech. equipment.

## **Service pupil premium funding (optional) N/A**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
N/A	

## Further information (optional)

### Planning, implementation and evaluation

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.

Over the past three years we have gone from one school building to become a split school site and additionally, we have a satellite provision within a mainstream school which now has a sixth form. We have doubled our capacity during this time, currently our pupil premium consists of 55.8%. Our mission is to ensure that all pupil premium pupils are not at any disadvantage because of their socio-economic background and we strive to implement autism specific strategies to make sure that all our pupils achieve their full potential, have a good quality of life and are prepared for adulthood.

Our school promotes a holistic environment for young people with autism and their families. We offer a person-centred curriculum that enables all students supported by their families to achieve and forge their own path into society and adulthood.

Our vision is that all pupils are:

- **P**repared for independent living
- **A**ctively promoting good physical and mental health
- **T**each skills for employment
- **H**elp to develop friendships, relationships and participate in the community.