

## Statement of pupil premium strategy – Durants School

1. Summary information for Academic Year 2020-2021				
School	Durants School		Type of SEN (eg.PMLD/SLD/MLD etc.)	ASD
Academic Year	2020/2021	Total PP budget	Date of most recent PP Review	October 2021
Total number of pupils	163	Number of pupils eligible for PP	86	Date for next internal review of this strategy
				July 2022

2. Review of expenditure 2020-2021 <b>£50,490</b>				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Use creative curriculum to support all learning  Introduced new RSE curriculum	Rebound Therapy, Sensory room, Sensory integration. RSE to run alongside PSHE curriculum	Past experience show how beneficial the creative approach can impact in a positive way on all our pupils. RSE is mandatory in secondary schools and will enhance our PSHE curriculum/ASDAN & AQA Units	Planned for and Monitored by TLR post holders for Art and Sensory. RSE Added to our assessment tool	CB, SL, LM
				3,500
<b>ii. Targeted support</b>				
Our most challenging pupils are safely and appropriately supported and can be maintained in our school covering three sites	Allocated staff to support some of our most challenging students at Original site (Enfield)	Various PP pupils present with extremely challenging behaviour which require extra staff to manage difficult situations effectively and safely. Staff fully aware of the PBS strategies. Extra staff to go with and support our more challenging pupils at purposely built unit at Enfield site.	Ensure agreed protocols are in place and adhered to. Staff refreshed on PBS training, parents know about the systems and senior leaders and Lead PBS trainer to monitor and support. With a five class intake of year 7's this year, extra staff needed to cover classes. – Therapies stretched very thin across three sites.	Head teacher  SC  21482

Pupils are able to self-regulate, (with support of the Zones of regulation) enabling them to access lessons on a more frequent basis	Provision of therapies,(extra SALT for Enfield site)plus additional staff to support Music therapist & Art resources.	Previous experience has shown that pupils involved in therapeutic support are more able to overcome behavioural /sensory issues and self-regulate on a more regular basis. Extra SALT to support extra pupils. Extra Sensory & music equipment needed to support	Ongoing planning and monitoring through the use of MAWS and progress meetings. Good communication with therapists and class teachers.	Deputy Head  OT 10k Music 10k
				41,482

### iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To support our most vulnerable parents who struggle to manage their children at home to be able to cope better	Use of Family Support Adviser to support these parents	We are regularly supporting these families already and we are aware that the social and emotional well-being of the students suffers too especially during Covid-19, when their parents are not able to manage effectively	Support the FSA in their work to ensure that the most vulnerable families are identified and supported.	Deputy Head SH
				5,508

### 3. Current attainment

<b>Due to Covid-19 unable to present accurate data.</b>	<i>Pupils eligible for PP (end of KS3 &amp; KS4)) (14 pupils)</i>	<i>Pupils not eligible for PP (End of KS4 &amp; KS4) (14 Pupils)</i>
<b>% achieving targets in communication</b>	<b>On task up to March</b>	<b>On task up to March</b>
<b>% achieving targets in maths</b>	“	“
<b>% achieving targets in PSHE</b>	“	“
<b>% completed/partially completed IEP'S</b>		

4. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
<b>A.</b>	Pupils affected by autism plus understanding the rules of social distancing due to Covid-19
<b>B.</b>	The difficulty in safely and appropriately managing the behaviour of our most challenging pupils
<b>C.</b>	Difficulty in acceptance and acknowledgment of the many changes to their environment due to Covid-10, both at school and at home. (lockdown, isolation, changes to transport, sanitizing, Pandemic restrictions, closure of favourite venues, dealing with grief, shielding, mask wearing, new rules etc)
<b>C.</b>	Sensory Processing Difficulties plus mental health issues that affect pupil's ability to learn in class
<b>External barriers</b>	
<b>D.</b>	Parents being able to manage their young people at home Covid-19 Lack of amenities / support due to Pandemic restrictions.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils are motivated and inspired to progress despite their autism through access to creative and motivating lessons. During lockdown, the more vulnerable pupils plus those with parents of Key workers were onsite with a skeleton staff. Regular meetings with Parents & professionals continued to take place via Microsoft Teams	<ol style="list-style-type: none"> <li>1. Access to high quality creative curriculum including art and music</li> <li>2. Pupils perform in creative subjects at a higher level than they may do in other subjects</li> <li>3. Maintain consistency during the pandemic.</li> <li>4. Communication with professionals / parents/ carers continued to take place.</li> </ol>
<b>B.</b>	The school has safe and appropriate strategies in place to ensure pupils are appropriately and safely managed when demonstrating challenging behaviour. PBS (Positive Behaviour Support) has been introduced into the school and is enforced by all staff. Special Risk Assessments set up to ensure safety during Pandemic.	<ol style="list-style-type: none"> <li>1. Written policy and good practice in place. All staff aware. All staff appropriately trained in using Approach and PBS</li> <li>2. Parents are aware and understand protocol</li> <li>3. SLT monitor policy and practice and ensure progress for pupils</li> <li>4. All staff briefed on new Risk Assessments and PPE available.</li> </ol>
<b>C.</b>	Through the use of additional therapeutic support students will be enabled to access more class sessions as they will be supported to better regulate themselves	<ol style="list-style-type: none"> <li>1. All pupils are assessed and those requiring therapeutic support are identified and attend sessions as appropriate.</li> <li>2. Pupils receiving therapeutic support show good progress in class</li> </ol>
<b>D.</b>	Parents feel supported by the school in managing difficulties they may experience at home. Food vouchers given to FSM families to support the pupils who were not on site during lockdown.	<ol style="list-style-type: none"> <li>1. School to support families so that the attendance of PP pupils is the same as non PP pupils.</li> <li>2. The school's family support adviser works closely with those families experiencing difficulties to provide support.</li> </ol>

	Food parcels sent home on a weekly basis to families (PP & non PP) Laptops given to pupils to access learning at home and to use leisurely.	<ol style="list-style-type: none"> <li>3. Translators are provided for EAL families for significant meetings.</li> <li>4. The Felix project supplied the school with weekly groceries which were distributed to families weekly either by transport or by teachers in person (doorstop deliveries)</li> <li>5. Pupils used learning aps (reading &amp; maths) at home as well as being able to access educational games and take part in tutorials given by teachers during lockdown.</li> </ol>
--	--	--

**6. Planned expenditure 2021-2022 £67,555 (Recovery Premium Funding £18,850 included)**

**Academic year 2021-2022**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Software subscriptions (Mathletics, Replace Lexia, reading scheme with appropriate ASD reading scheme)  Use creative curriculum to support all learning	Differentiated approach to Literacy and Maths  Music therapy, Sensory Art, Gardening club	ASD reading scheme –customised to match pupils unique abilities Mathletics – maths through games – making learning maths fun. New reading scheme for all pupils. (age appropriate books) Therapy is proven to be beneficial for all our pupils. Engagement in a sensory diet (gardening & art) has been introduced this academic year		CL  JR  KK & CF	£1286.00  £2500.00  £968.48
<b>Total budgeted cost</b>					<b>4,754.48</b>

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
-----------------	------------------------	---	---	------------	--------------------------------------

Our most challenging pupils are safely and appropriately supported whilst being dysregulated and displaying challenging behaviours (school property and equipment, furnishings, doors, tables, chairs, may be damaged and beyond repair.)	Support in a safe area and intervene when safe to do so.	Damage report from premises manager	Repair and maintenance plan to ensure the environment is safe and fit for purpose. Our most challenging pupils are safely and appropriately supported and can be maintained in our school covering three sites	Head teacher KD	£12,585.00
Pupils are able to self-regulate, (with support of the Zones of regulation) enabling them to access lessons on a more frequent basis	Provision of therapies,(extra SALT for Enfield site)plus additional staff to support Music therapist & Art resources.	Previous experience has shown that pupils involved in therapeutic support are more able to overcome behavioural /sensory issues and self-regulate on a more regular basis. Extra SALT to support extra pupils. Extra Sensory & music equipment needed to support	Ongoing planning and monitoring through the use of MAWS and progress meetings. Good communication with therapists and class teachers.	Deputy Head	£28,416.66  £10,000.00
<b>Total budgeted cost</b>					<b>51,001.66</b>

### iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support our most vulnerable parents who struggle to manage their children at home to be able to cope better	Use of Family Support Adviser to support these parents	We are regularly supporting these families already and we are aware that the social and emotional well-being of the students suffers too especially during Covid-19, when their parents are not able to manage effectively	Support the FSA in their work to ensure that the most vulnerable families are identified and supported.	Deputy Head SH	<b>6,798.86</b>
Introduce African drumming from outside agency	Employ African drumming company on a termly basis	We have previously had an African drumming company come in and this session supported pupils to engage in turn taking, socialise, enhanced concentration and focus and added a fun factor to learning	Pupils will attend weekly slotted sessions as a whole school activity, 1 term per 2 sites.	CB	4,000
In-house lunchtime girl/boy clubs	Teachers to open boy/girl lunchtime clubs	Our male/female ratio is 5:1 over the whole school. Some classes have only 1 female per class. We want the girls to come together as a group and enjoy doing 'girly activities'	A teacher will collate materials (nail polish/ face masks/ materials for making bracelet/knitting/crochet etc.) and create a calming atmosphere for the girls to	JW	500

			<p>enjoy over the lunchtime period.</p> <p>A teacher/TA will form a boy's lunchtime club and do male orientated activities/chats during this time.</p>	To be decided	500
<b>Total budgeted cost</b>					<b>£67,555.00</b>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

As a school we are finding that our pupils appear to be increasing in complexity and coming from families who are finding an increasing struggle to manage them. We are working hard to maintain them in school whilst supporting these families to keep them at home. We are involved in a joint project with the local Health Authority and the local social care service to identify and support those families where there is a risk of family breakdown or where the pupil is at risk of be hospitalised.

Covid-19 had a profound effect on both our pupils and their families this year. The school was kept open during lockdown with skeleton staff to support our most vulnerable pupils and food parcels as well as food vouchers were distributed in person by our staff, to those who needed them. Teachers also made doorstep visits to hand over work packs and insure our pupils had visual contact and reassurance and consistence of school work was maintained as well as support for the families.

As a school we also provided our pupils premium pupils and the most vulnerable families with laptops & tablets to help support these families with home schooling and leisure activities during lockdown.