

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Durants School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	54% (95 Students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Rachel Carli
Pupil premium lead	Jackie burke
Governor / Trustee lead	

## 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

*You may want to include information on:*

*Desired Outcomes:*

- *To provide autism friendly software supporting Maths and Literacy.*
- *To provide Sensory Art and clubs such as gardening & lunch time clubs.*

*Targeted support:*

- *To support students safely and calmly when dysregulated and displaying challenging behaviours (Ensuring calming strategies/ distraction incentives are in place and available)*
- *1:1 support for pupils with additional needs (medical & behavioural).*
- *Provision of therapies (extra SaLT, Music therapist & Sensory Art Resources.*

*Other Approaches:*

- *Family support Adviser to support vulnerable parents who struggle to manage their children at home.*
- *Contract weekly African Drumming sessions to support the Social, Emotional and wellbeing of each student.*
- *To run lunchtime clubs weekly (boy/girl clubs)*

*Implementation:*

*We are a secondary school for pupils with Autism (some with additional needs), and we sometimes find that we need to help our pupils to regulate their behaviour, accept minimal changes to routine, support with transitions and help vulnerable parents before we can concentrate on delivering the curriculum. Our pupils' health, happiness and safety are our priority before their attainment.*

- *To support motivation, we are working towards updating and maintaining our curriculum software in Maths and Literacy by subscribing to Mathletics (Maths software) and ASD reading scheme (Replacing our previous reading scheme Lexia).*
- *To support the wellbeing of each pupil, we will be opening some Sensory Art clubs such as gardening and lunchtime clubs, to promote a sensory diet for each pupil, as well as participating in group work, turn-taking and social and emotional stability.*

- *When pupils become dysregulated and display challenging behaviours, as a school we find that space and distance (taking health and safety into account) is the best approach. We try to instil self-regulation into all our pupils, and having reasonable motivators (electronic devices) available at all times, may support that young person into doing the right thing. All staff have been trained in physical intervention, which is always a last resort.*
- *To manage self-regulation we have added extra SaLT and staff to support Music therapist and Art resources.*
- *We have an employed Family Support Officer to support vulnerable families in the home.*
- *This year we will be contracting an African Drumming company to visit our school once a week (alternating weeks over two sites). We have used this company previously and found it to be an excellent way of promoting socialisation, turn-taking, concentration and the general wellbeing (including mental health) of all students who took part.*

*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, specially for pupils with Autism to allow them to achieve.*
- *Ensure that vulnerable parents are given support to manage their child/children in the home*

## 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	English may be a second language in the home and interpreters may be required for understanding and communication.
5	To ensure that all educational electrical devices and equipment are available for students to avail of when needed, to enhance 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
<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 support with class teams and outside agencies.
Therapists	To provide strategies for communication and emotional balance.
To support pupils to self-regulate	To provide strategies which will allow all pupils with dysregulated behaviour, to self-regulate and to eliminate self-harm harm to others.

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Update software</i>	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.	Our cohort is steadily increasing with each year and so we need to increase the quantity of annual subscriptions for each software used.
<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.
<i>Reintroduce clubs &amp; outside activities ( West African / Brazilian Samba drumming)</i>	When pupils interact socially in small groups, doing fun activities, they become more willing to accept peers and focus to learning increases. This also allows them to practice socially accepted rules & cues for later in life.	Girls/boys clubs and drumming club to be reintroduced, ensuring quality peer time and supporting our RSE, PSHE and other cross curricular areas.

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional therapists.</i>	Those that receive therapy benefit from it. We need more time with therapists to enable more pupils get benefit	With the increase in cohort, we need an increase in therapists to make sure more 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.	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: £ [0£]

<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
<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.

**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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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*

Programme	Provider
External Moderation	CASPA
Curriculum software/hardware	Lexia & Mathletics computers/laptops/ ipods & ipads/ touchscreens and all tech. equipment.

### Service pupil premium funding (optional)

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

Measure	Details
Employed extra Music therapy staff	We employed a new member of staff to support every class with live music sessions, individual and group and whole school performance. There was also 1-1 tuition for some pupils teaching the drums and piano to a number of pupils.

	<p>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 &amp; music equipment needed to support</p>
<p>Extra staff to provide extra 1-1 support to the most vulnerable pupils with behavioural or medical needs.</p>	<p>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.</p> <p>Extra staff to go with and support our more challenging pupils at purposely built unit at Enfield site.</p> <p>Some pupils had onset epilepsy, diabetes and needed extra supervision throughout the day.</p>
<p>To support our most vulnerable parents who struggle to manage their children at home to be able to cope better (additional given respite) Use of Family Support Adviser to support these parents</p>	<p>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. Food parcels were sent home along with laptops to help support the pupils to access learning in the home during lockdown.</p>

## Further information (optional)

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 53.3%. 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:

- Prepared for independent living
- Actively promoting good physical and mental health
- Teach skills for employment
- Help to develop friendships, relationships and participate in the community.