

Pupil premium 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.

Creating Tomorrow Trust believes that as the schools know their students the best, it is for the schools themselves to decide how best to use the Pupil Premium Grant.

Therefore, all monies will be allocated directly to the schools.

Creating Tomorrow Trust will support the schools to use the Pupil Premium Grant in the most efficient way by working with leaders to identify strategies and monitor the impact. The schools in the Trust may wish to pool money, for example to pay for a specific role to be used across a number of sites. Creating Tomorrow will support the schools to manage these projects and may act as the vehicle to enable it to happen.

School overview

| Detail | Data |
|---|--------------------------------|
| School name | Isebrook School |
| Number of pupils in school | 254 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020-2023 |
| Date this statement was published | 11 th November 2021 |
| Date on which it will be reviewed | 11 th November 2022 |
| Statement authorised by | Tracy Hall |
| Pupil premium lead | Jenny Barker |
| Governor / Trustee lead | Frank Shore |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year (935 x 89 students FSM) Plus, one service child (£310 - spent separately for this child) | £ 83,215 |
| Recovery premium funding allocation this academic year | £ 21,460 |

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|---|-----------|
| £290 per student (20-21) | |
| 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 | £ 104,675 |

Part A: Pupil premium strategy plan

Statement of intent

The intention of the pupil premium strategy and recovery premium funding is to enable students to be able to access education at Isebrook using the extensive support mechanisms in place.

Our current pupil premium strategy works towards using specialist members of staff to support mental health and wellbeing, family support and interventions to enable students to thrive and achieve to their potential, removing barriers to learning.

Additional factors to consider for 21-22 is to upskill staff with the changing cohort of students at Isebrook. Investing in staff training is a priority in curriculum and pastoral functions. With the additional one-off recovery premium this year, we can focus on the training required adding to the three-year pupil premium strategy.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Poor mental Health for students |
| 2 | Communication limitations for students |
| 3 | Persistent absence for some students including medical and social barriers. |
| 4 | Lack of engagement in learning and lack of readiness to learn |
| 5 | Parental engagement. |
| 6 | To improve phonic skills and literacy levels |
| 7 | Addressing the gap in early maths skills development |

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 |
|---|--|
| Students will self-regulate and access learning | Reduced incidents recorded on Arbour, difference in progress diminished. Students will |

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| | participate in improving the mental health and wellbeing of students around the school. |
| Students will be able to communicate their needs and wants and be able to make progress against their communication outcomes | Students make progress against their communication outcome on their EHCP. Staff have a range of communication aids in place to support communication to include CIP, SALT plans, visual resources and schedules. Communication interventions are accessed effectively. |
| Assessment of EHCP outcomes and reading shows individual progress with the effective use of interventions | Assessment in place and used by staff delivering, improved attendance, (all success criteria form A. and B.) In addition, the QA cycle for interventions will demonstrate the impact. Improved progress data in reading. |
| Parents feel better able to support their child | Engagement in school activities, increase in parent confidence (shown through parent survey), improved student attendance and wellbeing. |

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: £ £25,350

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| <p><i>Numicon Training</i> http://fdslive.oup.com/www.oup.com/oxed/primary/maths/numicon/Numicon_Discover_Special_Needs.pdf?region=uk</p> | <p>Numicon is an approach to teaching maths that helps students to see connections between numbers. From Oxford University Press, it supports students as they learn early maths skills. It is a multi-sensory way of learning, which means students learn by seeing and feeling.</p> | <p>6 £7,200 (30 staff)</p> |
| <p><i>Numicon Resources (and other maths resources)</i></p> | <p>Concrete resources to support students following staff training</p> | <p>6 £5,000</p> |
| <p><i>Signalong Train the Trainer training</i></p> | <p>Tutor Training: Delivered by Senior Tutors, this is a comprehensive 4/5 day programme for people who have experience of signing in the context of learning difficulties, autism or the particular field in which they need to use augmentative communication. During the course Signalong methodology is explored, elements of language development are discussed and participants have the opportunity to demonstrate their understanding of teaching techniques and theory by preparing and delivering several presentations. Signalong is Isebrook's mode of communication and has been regularly rolled out in training programmes to support communication.</p> | <p>2 £1,325 per delegate (If 2 delegates attend there is a 5% reduction in cost)</p> |
| <p><i>Talk for Writing Training Package Bronze – over 6 terms (2 years) • 5 days (2 whole staff training days** plus 3 consultancy days of support) • From £2250 per</i></p> | <p>The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the</p> | <p>6 £4500 for Bronze</p> |

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| <p>year (Total £4500 plus expenses and VAT)</p> <p>https://www.talk4writing.com/wp-content/uploads/2019/09/TfW-Training-Offer-Website.pdf</p> | <p>ability in children to write creatively and powerfully.</p> | |
| <p><i>Colourful Semantics</i></p> <p>https://www.eventbrite.co.uk/o/integrated-treatment-services-13188452425</p> <p>Online training</p> | <p>Research has shown that children from low-income families have less developed language and comprehension skills than children from more affluent households. They also are less able to understand abstract language and have lower reading and writing skills. This may be due to less time and resources available to families struggling financially and being exposed to a less language rich environment. Colourful Semantics is a resource used in school and is Colourful semantics is a targeted approach to support children with their sentence building and to teach them about sentence structure.</p> | <p>6 £6000 total for 40 staff</p> |
| <p><i>ELSA training and supervision</i></p> | <p>The Emotional Literacy Support Assistant (ELSA) programme is an <i>evidence-informed</i>, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range social and emotional needs.</p> | <p>1 Free Supervision costs £220</p> |
| <p><i>Mental Health awareness training facilitated by Senior Welfare Manager to purchase in required specialism.</i></p> | <p>Senior Welfare Manager is working with local Mental Health services and programmes to support the wider staff team to develop awareness and skills in Mental Health. Whilst there are a number of free courses staff are tapping into, we have allocated a budget of £5000 for the staff team to access further courses.</p> <p>TAMHS – https://www.northamptonshire.gov.uk/councils-services/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/targeted-mental-health-in-schools-tamhs/Pages/default.aspx</p> | <p>£ Free plus time</p> |

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

Budgeted cost: £ 61,128

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Family Support – part funding of a Family Support worker</i> | <p>Family Support Worker who will draw up a profile of those families who need additional support and guidance with communication and engagement. She will then arrange a series of workshops e.g. building better outcomes and creative workshops to improve resilience and health and wellbeing.</p> <p>Help with FSM and DLA applications.</p> <p>Signposting to other support networks and services</p> | 3, 4, 5 |
| <i>Pastoral Support – Part funding of Pastoral Support Assistants x 3</i> | <p>The PSAs has been an area of growth for the school and we have successfully appointed 3. This approach will support students with self-regulation, strategies to understand emotions, have a safe space, breakout rooms and support class teams with challenging behaviours and a changing dynamic.</p> | 1, 4 |
| <i>Emotional Literacy Support – part funding of Emotional Literacy Support Assistant x3 and training</i> | <p>ELSAs provide the time and space for students to think about their personal circumstances and how they manage them. Most ELSA programmes will last for 6 to 12 weeks, helping the pupil to learn some specific new skills or coping strategies.</p> | 1, 4 |
| <i>Communication Support – part funding of a communication specialist</i> | <p>Class monitoring of the SALT targets and progress towards them, as well the SALT team monitoring the expected progress against targets. Annual review completed on the targets and new targets set accordingly.</p> <p>Communication intervention to target students in P1 & P2 classes. Communication intervention staff to target a whole school approach to communication.</p> | 1, 2, 4 |

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| <i>Literacy and Numeracy interventions</i> | Improvement in Literacy assessment data. Improved phonics, reading and comprehension skills. Love for reading. | 4, 6 & 7 |
| <i>Sensory Integration – part funding of Occupational Therapist</i> | Children in receipt of pupil premium will have equal access to therapy as and when this support is required. It is widely documented that children with additional needs and attachment difficulties will present with some sensory difficulties and challenges. Therapies will be essential for these children in order to encourage good learning behaviour. Children in receipt of pupil premium will make progress in their learning behaviour in line with their peers. | 1, 4, |
| <i>Counselling support for identified students – part funding of a trained Counsellor</i> | The pandemic has had a huge impact on our students mental health and wellbeing. We have also changed cohort to include 23 students that have SEMH as a primary need. This has increased the need for mental health services and whilst we use CAMHS, Mental Health support services and service Six, a local counselling provider, we still have a need for this service. | 1 |

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

Budgeted cost: £ 44,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <i>Educational Psychology support – advice and guidance for specific individuals</i> | We have used the Educational Psychologist to assess the needs of students at Isebrook and to gain advice about the changing landscape. This has been essential in being able to meet the needs of students and support families with potential strategies at home as well as in school. | All (£30,000) |
| <i>Riding for the Disabled</i> | RDA is an intervention to support mental health and wellbeing, enjoyment as well as sensory and physical skill development. | All (£5000) |

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| | This has been a valuable resources for students to access. | |
| <i>Breakfast club</i> | Our breakfast club is subsidised so that students can access a breakfast to start the day well. We also offer toast and snacks throughout the school day to support students if they have not managed to have a good breakfast and start to the day. | £3000 |
| <i>Reduction in uniform costs and trips</i> | Students are able to access the same provision with a discount if from a low-income family. Students and families will receive opportunities to access provision on offer at a discount. | £3000 |
| <i>Cogmed</i> | Cogmed is a valuable resource that enables students to develop their working memory skills. This is a resource that the OT runs throughout the school. | £1300 |
| <i>Attachment development – Course in house</i> | Two trained staff have delivered attachment training to whole school to enable the development of this priority in school. | Time |
| <i>Attachment development and SEMH awareness raising – Course external</i> | In order to stretch this further – external contacts such as Stephen Russell have made contact to support with the following: Morning assembly, Inspirational Steven’s story with live rap Connection workshops Some 1-1 SEMH sessions Afternoon workshop with staff | £2500 |

Total budgeted cost: £25,350, £61,128, £44800 = £131,278

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?

Reviewing the 20-21 funding summary

The use of our Pupil premium funding was successful in that Communication was a whole school development priority; all of the pastoral team had communication targets as part of their appraisals. This ensured that communication remained a high focus and all staff in pathway 1 and 2 classes were trained in Signalong. We had whole school training from the SALT and Communication Coordinator in school. Communication in Print training has been delivered to specific groups of staff to enable students to be able to communicate in their chosen mode.

Interventions continued during lockdown periods and a new system was devised in order to measure the impact of this remote way of working. Learning Mentors, OT, Therapy Assistant, Communication Coordinator all have recorded interventions through this period which enabled students to access wellbeing support and well as the services they required to access learning.

The Family Support Adviser spent time in family homes, working with families during lockdown periods. Food banks were accessed, additional funding was accessed for those families struggling financially.

Student progress has been made against EHCP outcomes and this is now being documented against Evidence for Learning. Staff used creative ways to measure this progress during 20-21 and each class worked in a bespoke way to capture this.

Development of literacy was driven through the English team promoting a love for reading – with the purchasing of additional books for both individual and guided reading sessions. Funds were also used to purchase the Accelerated Reader programme, to

support students in accessing books with their ZPD range and completing short comprehension tasks.

Funding that was not used include the use of funds for residentials and The LOTC role was revisited as we did not appoint a successful candidate.

Additional funds were used in 2021 to expand the pastoral team. We had an increasing level of safeguarding concerns post-pandemic and a changing cohort with the Connected Provision at Isebrook. This increase has enabled students to be supported more effectively in to class.

An SEMH course has also been funded to enable staff to use resources to develop their own CPD in SEMH, behaviour as a communication, attachment and promoting resilience in the classroom.

Boxall was an additional resources that was funded from Covid Catch up premium, this has enabled staff to capture the progress students are making in regard to their social and emotional wellbeing.

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 |
|-----------|----------|
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Service pupil premium funding (optional)

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

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | We did not have any service pupil premium in 2021. We have one service student with us in 21-22. |
| What was the impact of that spending on service pupil premium eligible pupils? | We have one service student that started in 21-22 and so no impact was recorded for last academic year. |

