



Isebrook School Pupil Premium Strategy Statement 2022 - 2025

This statement details our Isebrook 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	Isebrook School
Number of pupils in school	254
1	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tracy Hall - Headteacher
Pupil premium lead	Lynn Johnston - SEN & Inclusion Lead
Governor / Trustee lead	Frank Shore



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,760
Recovery premium funding allocation this academic year	£25,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4825
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	£112,115



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Part A: Pupil premium strategy plan - Statement of intent

Isebrook School is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a passionate and dedicated senior leadership team, with a wide range of knowledge and skills from various branches of Education, bringing a wealth of experience and talents and a school ethos where staff champion our students and have the highest expectations with students and staff at the heart of all we do.

Isebrook School is a secondary setting which provides for students from 11-18 years old with a range of complex educational needs. About one-third of the students have autistic spectrum conditions and many of our young people have comorbidity of challenges which include social, emotional and behavioural difficulties; some of which have very challenging behaviours.

Isebrook specialises in cognition and learning with focus on general and specific learning difficulties [SpLDs] which include:

- Low levels of attainment
- Difficulty in acquiring literacy and numeracy skills
- Difficulty with processing abstract ideas
- Difficulties with fine and/or gross motor skills
- Signs of frustration
- Sequencing, organisation, phonological or short-term memory abilities
- Language skills and following instructions
- Delays in forming concepts
- Sensory processing / awareness

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our students and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition and aspirations for **all** our pupils and preparing them for the challenges and opportunities of adulthood.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our students. Whilst socio-economic disadvantage is not always the primary challenge our students face, evidence shows that outcomes for disadvantaged students across the school can be affected by efficient use of Pupil Premium funding to complement and support educational, social, emotional and mental health attainment.



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At the heart of our approach is high-quality Special Educational Needs teaching focussed on areas within the Education and Health Care Plan (EHCP) that our students in receipt of Pupil Premium require. Targeted support is offered, based on assessment of need, and helping students to access the curriculum intents, most appropriate to their development and progress.

Although our strategy is focused on the needs of students in receipt of Pupil Premium, efficient and planned allocation of funds will benefit all students at Isebrook School in the instance where funding is spent on whole-school approaches. It is the intention that outcomes for those not in receipt of Pupil Premium will be improved alongside progress of those who are.

We will also provide our students in receipt of Pupil Premium, with support to develop independent life and social skills through a robust and effective Preparation for Adulthood curriculum and are an accredited Skills Builder setting.

Our strategy is integral to wider school plans for education recovery, notably through renewed engagement with the National Tutoring Programme for students that have been most affected by breaks in access to education or deficits in emotional support and mental health intervention.

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



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Challenges.

Barriers to future attainment (for students eligible for PP)	
In-school barriers (issues to be addressed in school, such as communication, behaviours for learning, slow physical development, attendance) NB use school data, school monitoring evidence, plus staff, parental, pupil consultation to identify these. Identify factors such as parental engagement.	
A. Poor mental Health for students	
B. Communication limitations for students	
C. Persistent absence for some students including medical and social barriers	
D. Lack of engagement in learning and lack of readiness to learn	
External barriers (issues which also require action outside school, such as low attendance rates	
E. Parental engagement	
F. Low attendance rates for some – Including persistent absence	



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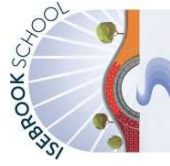
Intended outcomes

Outcomes (Desired outcomes and how they will be measured)	Success Criteria
A. Students will self-regulate and access learning	• Reduced behavioural incidents recorded on Arbour, difference in progress diminished. • Improve the accurate recording of behaviours on Arbour to ensure the accuracy of the data. • Students will engage in strategies aimed at improving the mental health and wellbeing of students around the school.
B. 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 and the costs and timings of interventions recorded on the School Provision Map.
C. 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 at interventions, recorded on Arbour and the Provision Map. • The QA cycle for interventions will demonstrate the impact of interventions. • Improved progress data in reading. • Improved Progress data in Maths.



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D. Parents feel better able to support their child	• Increased opportunities for engagement in school activities. • Increase in parent confidence in engaging with staff at Isebrook School. • Improved student attendance and wellbeing. • Improved face to face engagement at Annual Reviews. • Opportunities to engage with the SEN & Inclusion Lead, Pastoral and Family Support Staff. • Opportunities for Parent Centred Training.
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Activity in this academic year

Planned expenditure					
Academic year		2022 - 2025			
The 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					
Quality of teaching for all					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What are the desired outcomes?	Staff lead	When will you review the implementation?
1. To improve Phonic skills and improve literacy levels.	Phonics, reading and comprehension interventions on an individual or small group basis working. Whole school implementation of Talk for Writing strategies.	Research has shown that children from low-income families have less developed language and comprehension skills. They also are less able to understand abstract language and have lower reading and writing skills.	- Improvement in Literacy assessment data. - Improved phonics, reading and comprehension skills. - Increased love for reading and availability of books. - Increased overall literacy skills. - Appointment of a Literacy Intervention TA.	English and Literacy Intervention leads and AHT	Review the impact after every term using assessment data.
				Budgeted cost	£24,405 (T4W +TA)



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2. To develop Pupil communication skills.	AAC training, Signalong training and Communication interventions Engagement with Salt provided programmes and training.	To develop communication skills and inclusion. i.e Signalong, SALT, CIP, PECs, I pads.	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. Communication Intervention to target students in P1 & P2 classes. Communication intervention staff to target a whole school approach to communication.	Communication Lead and AHT	Review impact at QA milestones and at Annual Review. Engagement with SALT provided programmes and training.
				Budgeted cost	£4,295



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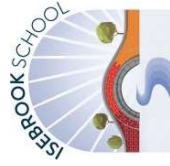
3. To develop a vocational offer at Isebrook	To realise the construction, horticulture and small animal care offer to support students in vocational options after compulsory education. To facilitate Royal Horticultural Society Accreditation for the Horticulture Provision and offer access to appropriate vocational qualifications.	The percentage of SEN students is significantly lower than the general population and this is further impacted for students that access pupil premium. A vocational offer will support students to develop work skills and be ready for their chosen vocation. Access to Horticulture and Small Animal Care will also provide significant emotional and wellbeing support for students.	Fully functioning Horticulture and Small Animal Care provision at Isebrook.	Spring 2023
			Budgeted cost	£500,000
			Total budgeted cost for Quality of Teaching	£528,700



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

Targeted support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
4. Family Support	Increase and maintain engagement with school from some families. To continue to use Class Dojo, Arbor and Social Media platforms to maintain contact and share information with Signposting families to external agencies for help and support.	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. Help with FSM and DLA applications. Signposting to other support networks and services	Building relationships with families will ensure trust is built and a collaborative approach to supporting the students. Improved health and wellbeing and resilience in families will in turn impact on more resilient pupils.	Family Support Worker, Senior Welfare Manager, SEN & Inclusion Lead and AHT's.	Family and staff survey & feedback Case studies
				Budgeted Cost	£50,000 Family Support Worker + % of Senior Welfare Manager, SEN & Inclusion Lead and AHT's.



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5. To develop concentration, develop relaxation, body awareness; Develop self-regulation of behaviours.	Occupational Therapy programmes delivered by the School Occupational Therapist and Therapy Assistant.	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.	Therapies and interventions will be monitored by the class team in which the student is based. Access will be monitored on each session as well as for some pupils – monitoring of the behaviour records alongside. Pastoral Support Assistant to measure impact of interventions on behaviour incidence. SEND Officer to monitor and track all interventions for PP students	Intervention staff, SEND Officer and AHT	Review impact at QA milestones and at Annual Review. Review OT programmes every 6 weeks.
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	Instigation of the Thrive approach across school.	An independent study looking into the social return on investment of the Thrive Approach estimates that between £7.70 and £9.06 of value for society is generated for every £1 invested in its implementation. Research shows that helping children and young people learn about their emotions and regulate their own behaviour.	Enrolment of two staff as Qualified Thrive Practitioners.	£1790.00
	Budgeted Cost			£34,790 Therapy Ass + % of SEN Officer



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7. To develop the use of VR technologies.	To develop the use of VR technologies to support emotional development, physical and sensory development	Virtual reality therapy is the use of virtual reality technology for psychological and/or physical therapy. Those receiving virtual reality therapy navigate through digitally created environments. They can incorporate specially designed tasks tailored to treat a specific ailment or simply provide a relaxing and therapeutic environment. Medical VR is already available in hospitals and has shown amazing results. From supporting children through chemotherapy or physiotherapy to improving social and behavioural difficulties in autism – as well as reducing levels of pain, stress, depression and anxiety. Our goal as a school, with support from specialist providers, is to harness the opportunities that VR can bring to supplement and enhance our Occupational Therapy and Emotional and Mental Health support offering. https://vrtherapies.co.uk/	Occupational Therapist SEN & Inclusion Lead	
			Budgeted cost	£ 4000



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Wider strategies

Other approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students have access to school uniform	School uniform budget available for parents to access.	Students may be reluctant to come to school if they do not have or cannot afford pieces of uniform. We want to ensure that these students are happy to come to school.	Provide information to parents about the new scheme. Attendance monitoring.	Family Support Worker AHT	£2000 Summer 2023
Students will be ready for their learning at the start of each school day.	Provision of Breakfast and after school Club – where parents struggling to drop/pick up after school	To ensure students are attending school and ready to learn and make progress, we provide the opportunity for students to come in from 7.30am and have breakfast. Also, to have a safe place before and after school	Club activities are planned to engage children so they are ready to learn. Range of healthy food options are available.	Outdoor Learning Coordinator	£8,000 Summer 2023



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Students to be able to take part in a residential visit.	Enable students to attend a residential when run in their academic year.	Some students have been unable to attend residential visits due to a lack of financial support from home. We aim to enable all students to have access to at least one residential during their school years.	Our residential visits and venues are selected to meet our student's needs. Evaluate the visit and obtain student feedback.	Key Stage Leaders	£3,000 % salary of Learning Outside the Classroom Coordinator £6, 300 Summer 2023
Attendance to be in line with non-PP children	Continue to provide attendance initiatives, interventions and incentives.	To ensure that students make the most of their learning opportunities, we have a high profile whole-school attendance focus	Attendance rates are closely monitored weekly whole school communication meetings are held where levels dip. End-of-term attendance prizes are high-profile and desirable.	AHT	FSW work as stated above – included in above budget. Summer 2023
Healthy Eating	Fruit in place for students every day	To ensure students have access to healthy snacks at break times.	Provide information to class teams, encourage students to collect fruit at break times.	Finance	£2100



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	Isebrook are working towards the Healthy School Award.			
	Budgeted cost			£21,300

Total budgeted cost: £618,700.00

Quality of Teaching for all	£528,700.00
Targeted support	£88,790
Other approaches	£21,300
Overall budgeted costs 2022 - 2023	£638,700.00



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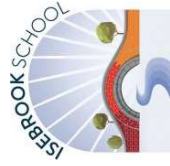
Part B: Review of outcomes in the academic year 2021/2022

Review of expenditure				
Previous Academic Year	2021/2022			
Quality of Teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lesson learned	Cost
1. To improve Phonic skills and improve literacy levels.	Teaching Assistants to support students with phonics, reading and comprehension. They will work on an individual or small group basis working under the supervision of the English lead and literacy coordinator. Individual learning goals will be set and targets will be assessed and reviewed.	Teachers have now all had initial training in the Essential Phonics programme. Phonics lessons are delivered daily but the implementation is in its infancy. Full impact will be seen by Summer 2023. Talk for writing programme has also been implemented	Reading has been identified as a school priority.	Talk for Writing Training £2750
			Age appropriate and phonically appropriate books were needed to support school wide reading and phonics progress. Communication boards were required which has been purchased to support	Dyslexia Gold £718.80



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		which will further impact reading and phonics. Dyslexia Gold has been purchased to support the progress of students with Dyslexia or Dyslexic tendencies.	phoneme/grapheme correlation.	
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How will Talk for Writing meet school priorities?

- Implement a clearly sequenced curriculum
- Embed CPD offer for all staff
- Embed total communication across the school

Talk for Writing in special schools:

- Jane Ralphs is currently working with six special schools.
- Norwich special school have been using it for two years now with fantastic results (Jane will put JS in touch with English lead in Norwich)
- Jane is working with special schools and Pie Corbett to develop a TFW book specifically for special schools.



How will Talk for Writing improve students' progress?

- Works best as a whole school approach.
- Can and should be used cross-curricular
- It is based on the principles of how people learn.
- A key feature is that students internalise the language structures needed to write through 'talking the text', as well as close reading.
- The approach moves from dependence towards independence
- See link below for evidence of the impact of TFW
<https://www.talk4writing.com/about/does-talk-for-writing-work/>

Which package is suitable for Isebrook?

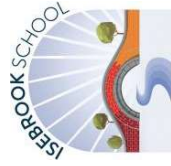
- Jane Ralphs (Talk for Writing consultant) face-to-face training and support
- **Bronze** package 5 days over two years
- Initial INSET day
- Series of development days
- Consultancy: Strategic Planning with Leadership (including HT)
- Whole-staff Training: Introduction to Fiction
- Consultancy: Review impact of Fiction input, leadership support, teacher support e.g., surgery, in-class support etc.
- Whole-staff Training: Introduction to Non-Fiction
- Consultancy: Review impact of Non-Fiction input, Evaluation and Next Steps
- Highly recommended Visit to Talk for Writing Training Centre (*Additional cost Payable to Talk for Writing Training School)

When could training begin?

- Standard INSET days e.g. training days immediately after half terms are fully booked for two years.
- However, Jane is keen to work with us and be as flexible as possible.
- Earliest opportunity for initial INSET day is end of November 2022

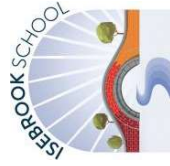
What is the cost for whole staff CPD?

- 5 days over two years with continuous support and TFW consultant **£4500** for 50-60 staff
- Additional staff charged at £24pp although this may be negotiable.
- The cost can be paid in installments, as a whole or yearly (£2,250 per year)

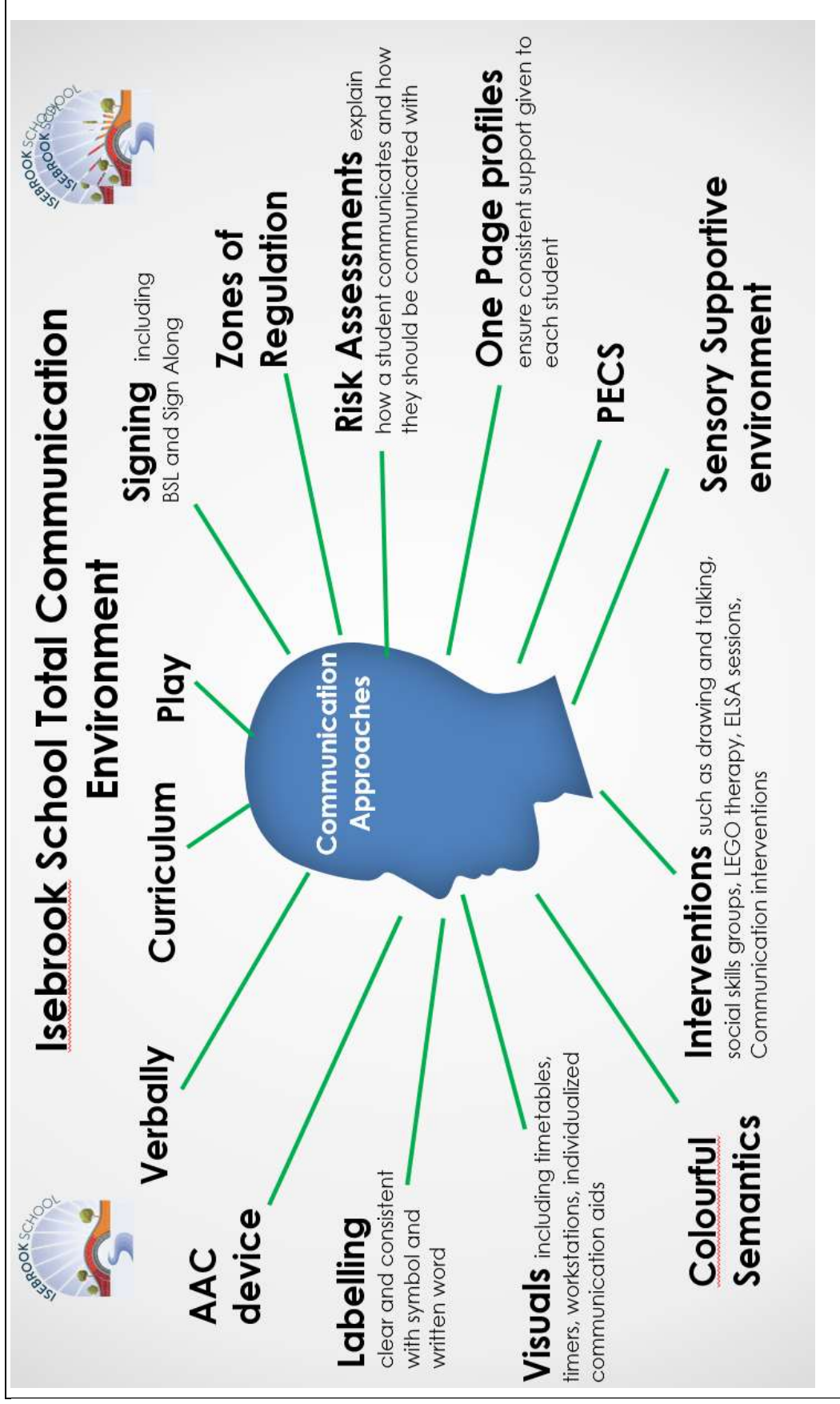


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2. To develop communication in pupils	AAC training, Signalong training and interventions	Communication Group has been set up to share and learn from good practice. Communication focus in school. All staff wearing visual aids. Teacher with a TLR to support Communication.	Communication boards were required which has been purchased to support phoneme/grapheme correlation and support the communication of non-readers and non-verbal students.	Total Communication Boards £1960 TLR – £2796
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3. To develop a vocational offer at Isebrook	To develop the construction, horticulture, hair and beauty and small animal care offer to support students in vocational options after compulsory education. The LoTC Co-ordinator and Vocational teacher will work together to choose the most appropriate accreditation for Isebrook students to enable them to make appropriate progress into their chosen vocation.	Plans have been drawn for the Horticulture provision and work is due to start in Spring 2023. Plans are in place for Small Animal Care provision. Work due to start in Spring 2023. Advert placed for additional Horticulture assistant.	n/a	£900,000
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Targeted Support				
4. Family Support	There is a lack of engagement with school from some families. During lockdown engagement improved and we used Class Dojo to enable families to stay in touch. Some, however, are not engaging with this and this impacts on the student in turn. Some families are in crisis and need signposting to external agencies for help and support.	Home Visits, Safeguarding and Welfare visits. Parent meetings, EHA's, CIN meetings and assistance with benefits paperwork. Strategy Meetings. Class DoJo is used to improve Home/School Communication. Use of Arbor to improve communication of School actions/events/information. Staff training has been provided. Return to parental visits into school to share events and celebrations.	Use of Arbor provides an audit trail of information and timely sharing of information and parent contact through linked email and text message contact. Improved Parental engagement and contact with school.	£ 50,000 % of Family Support Worker, Pastoral Support Assistants, Welfare Managers, Senior Welfare Manager salaries.



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5. To develop concentration, develop relaxation, body awareness; Develop self-regulation of behaviours.	Occupational programmes i.e. Therapy, Learning	Therapy Lego	Appointment of a new Therapy Assistant.	Staff training needs identified and a whole school approach and training has been identified and acted upon.	
	Mentor intervention, Communication support to include drawing and talking.		Research into the use of VR to support therapies in school. Vists have been carried out to specialist VR therapy centres and VR providers. Improved School focus on Zones of Regulation in classes. Whole School Attachment Awareness Training delivered in September 2022. Leadership Team engagement in Trauma Informed Practice provided by the Mulberry Bush.	Research into VR therapies and factfinding visits/demonstrations	£200



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Other approaches					
6. Students have access to school uniform	School uniform budget available for parents to access.	Students may be reluctant to come to school if they do not have or cannot afford pieces of uniform. We want to ensure that these students are happy to come to school.	Provide information to parents about the new scheme. Attendance monitoring.	£2000	
7. Students will be ready for their learning at the start of each school day.	Provision of Breakfast and after school Club – where parents struggling to drop/pick up after school	To ensure students are attending school and ready to learn and make progress, we provide the opportunity for children to come in from 8.00am and have breakfast. Also, to have a safe place before and after school	Club activities are planned to engage children so they are ready to learn. Range of healthy food options are available.	£8000	



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8. Students to be able to take part in a residential visit.	Enable students to attend a residential when run in their academic year.	Some students have been unable to attend residential visits due to a lack of financial support from home. We aim to enable all students to have access to at least one residential.	Our residential visits and venues are selected to meet our students's needs. Evaluate the visit and obtain pupil feedback.	Key Stage Leader Time £3000 TLR - Learning outside the classroom £2796
9. Attendance to be in line with non-PP students	Continue to provide attendance interventions and incentives.	To ensure that students make the most of their learning opportunities, we have a high profile whole-school attendance focus	Attendance rates are closely monitored weekly whole school communication meetings are held where levels dip. End-of-term attendance prizes are high-profile and desirable.	% of Family Support Worker and Senior Welfare lead salaries £ 25,000



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10. Healthy Eating	Fruit in place for students every day	To ensure students have access to healthy snacks at break times.	Provide information to class teams, encourage students to collect fruit at break times.	£2090 (28 x £55)
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Final Comments:

Our internal assessments during 2021/22 indicated that disadvantaged students academic and wider development outcomes were in general, in line with their personal targets and outcomes within the EHCP. Where this was not the case, steps have been taken to provide additional resources and support both in school and via external providers to supplement their provision. The outcomes we aimed to achieve in our previous strategy by the end of 2021/2022 were not all fully realised due to the aspirational nature of some of the outcomes and circumstances outside of school's control, namely delays in planning and building works, reliant on contractors. As such, these outcomes have been planned for a further year.

Our assessments and observations suggested that for many students, mental health, anxiety and the effects of delays in the Connected Provision building availability, were pivotal in contributing to uncertainty and concern over their future for some vulnerable students. This led to challenges around access to support and provision for these students was detrimental to their behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required and to mitigate the effect of these challenges to benefit all students.

Externally provided programmes

Programme	Provider
Dance and Drama Therapy	BHVA Ltd. https://bhva.co.uk/
Educational Psychology Services	Thistleburrow Ltd https://www.melaniehartgill.com/
Performing Arts therapies	Picture The Difference https://www.picthediff.com/



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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Purchasing of School Uniform
What was the impact of that spending on service pupil premium eligible pupils?	Students may be reluctant to come to school if they do not have or cannot afford pieces of uniform. We want to ensure that these students are happy to come to school. Use of Service Pupil Premium finding in this way allowed the relevant students to have equity of provision.



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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges and employers to provide opportunities such as work experience, employability sessions and community inclusion work, alongside the Skills Builder programme to complement our Preparation for Adulthood provisions, ensuring that lifelong skills are taught and practised to enable future independence.



- **Our Transition Lead** enables and sources link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study. This includes arranging work-based learning that enables students to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation and evaluation

In addition, Isebrook School have identified the following priorities. Fulfilment will involve some investment from Pupil Premium funding:



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Isebrook School Priorities 2022-23

- ▶▶▶ Teaching of Reading
- ▶▶▶ Preparation for Adulthood (PFA)
- ▶▶▶ Vocational: small animal care and horticulture
- ▶▶▶ Assessment: EFL (Skills Builder and EHCP)
- ▶▶▶ Pathway priorities
- ▶▶▶ Total Communication
- ▶▶▶ Quality Assurance
- ▶▶▶ Learning outside of the Classroom
- ▶▶▶ **Post16:**
- ▶▶▶ Curriculum development
- ▶▶▶ Work placements
- ▶▶▶ ISE Print

Quality of Education

Behaviour and Attitudes

Leadership and Management

Personal Development

- ▶▶▶ Connected Provision
- ▶▶▶ Attendance – recording, reporting, monitoring
- ▶▶▶ THRIVE – emotional regulation

- ▶▶▶ SMSC – quality mark
- ▶▶▶ Student Voice
- ▶▶▶ safeguarding
- ▶▶▶ Rights respecting schools
- ▶▶▶ Student mentors
- ▶▶▶ Gatsby Benchmark 1 and 8

- ▶▶▶ Trauma informed leadership
- ▶▶▶ .School Partnership Programme
- ▶▶▶ Mental Health and Wellbeing
- ▶▶▶ Leadership and subject development
- ▶▶▶ Recruitment and retention

Current judgement:

- Overall Effectiveness & Quality of Education - **Good**
- Behaviour & Attitudes, Personal Development & Leader & Management - **Good**



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