

## 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.

### School overview

Detail	Data
School name	Lancasterian School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	Sept 21– August 22
Date this statement was published	September 21
Date on which it will be reviewed	July 22
Statement authorised by	Alison Randall
Pupil premium lead	David Critchlow
Governor / Trustee lead	Fiona Worrall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101650
Recovery premium funding allocation this academic year	£23780
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	£125430

# Part A: Pupil premium strategy plan

## Statement of intent

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## Challenges

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

Challenge number	Detail of challenge
1	Due to the diverse range of pupil needs at Lancasterian; access, independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are prepared for adulthood
2	Our pupils from lower income families are disproportionately affected by this and so face further disadvantages in developing the skills of independence, confidence, resilience and the ability to problem solve in everyday situations.
3	Pupil vulnerability when faced with complex social dilemmas, such as the use of social media, presents as a barrier to many of our pupils The social and emotional well-being of pupils and families is of vital importance to the school and we work hard to ensure safety and engagement, as this is a barrier if issues are not addressed immediately.
4	Attendance and punctuality are crucial for continued progress and presents as a barrier due to difficult family circumstances. Collaborative working is essential to ensure that all staff can fully address the individual need of each pupil, this is reliant on parental engagement throughout pupil's time at the school. Parents are encouraged to support the school and become involved with school life.
5	Our pupils experience more difficulty in accessing extra-curricular activities either after school or at weekends. This is both due to the lack of accessible activities and the difficulties in accessing any that are adapted for their needs.
6	Pupils at Lancasterian have had a wider impact on their wellbeing due to covid inc emotional wellbeing, physical well being and 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
Targeted and general Speech & Language Therapy (SaLT) and Occupational Therapy (OT) Support.	Pupils will make at least good progress with their communication. Pupils will make at least good progress as their access and sensory needs are met.
Support from our Early Help and Intervention Lead (EHIL) to improve for some pupils and maintain for others their attendance; when comparing pupil attendance data from 20-21	Attendance has improved against last years attendance figures. Pupils with low attendance improve across the year.
The EHIL to support with intervention work supporting the PSHE curriculum in developing emotional literacy, self esteem, building relationship and developing the inclusion of safeguarding within the curriculum.	The pshe curriculum will include the development of personal progress. EHIL will see individual pupils who have identified need within keeping safe, emotional development, making healthy choices. This will have a positive impact.
Literacy & Maths Curriculum Intervention Lead (CIL) Teaching Assistant; to deliver targeted interventions for pupils not achieving expected progress in English and Maths across the school. (inc Yr 7 catch up)	All pupils make at least expected progress in English and Maths.
The development of our enrichment program and linking this to the Skills for Life program will support pupils opportunities to mix with a wider range of pupils, experience a wider range of activities and develop the skills they need in preparation for adulthood including employability.	All pupils have extra curriculum opportunities. Where appropriate pupils are able to describe their learning within skills for life.
The continued employment of a play therapist to support pupils with higher level emotional or mental wellbeing difficulties	Pupils will be able to access timely support for mental wellbeing and therefore continue with the education. Staff can access solution focused support to ensure their own mental wellbeing is maintained and/or they are able to support pupils with lower level emotional or mental wellbeing difficulties.
The continued employment of rebound therapy to meet the needs of our pupils with PMLD	Pupils have accessed rebound therapy. Pupils are maintained or developing their physical development.
Additional teacher time to support the recovery work for pupils whose learning has been impacted by Covid.	Identified pupils make accelerated progress to 'catch up' or mitigate the delay caused through the pandemic.

## 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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Development to address wide range of pupil needs at Lancasterian	Staff who have a deep understanding of our curriculum and sequence of learning are more able to adapt and differentiate the learning to meet all pupil needs.	1
MOVE training	To develop the physical movement and independence of all our pupils	1
MSI training	High quality training to meet the needs of our MSI pupils. We have extended the number of people who are trained beyond the identified intervenor.	1
TLR 3 post	Additional support for SLT to manage PP and School Led Tutoring funding and ensure positive impact on pupils.	1

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

Budgeted cost: £ 61,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
25% of 3 day additional teacher tutoring support	Recommendation from school led tutoring for more access to 1:1 or small group interventions	1
25% of TA5 to deliver 1:1 and small group tutoring	Recommendation from school led tutoring for more access to 1:1 or small group interventions	1
TA4 to deliver 1:1 and small group targeted English, communication and Maths interventions to improve pupil progress	Targeted interventions for pupils with identified communication needs and for those who are outside the differentiation within the school.	1

Targeted OT input	<p>Use of <b>OT</b> for x 38 sessions a year to support children to ensure sensory regulation is an embedded aspect of the curriculum. Developing sensory diets for individuals and groups within class assisting with the setting up of specific nurture group.</p> <p>To include training for staff including new starters to ensure sensory needs are embedded aspects of practice including in adult responses to behaviours</p> <p>Use of OT for x19 sessions a year to support children in daily living activities to promote independence.</p>	1
Targeted SaLT input	<p>Communication underpins all learning. High quality SaLT input by a qualified speech therapist allows for well trained staff who can implement professional communication strategies throughout the day.</p> <p>Having a speech therapist also allows for 1:1 support if and when it is professionally recommended.</p>	1

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

Budgeted cost: £ 60,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
EHIL works with attendance lead to monitor attendance register for patterns and prioritise parents. To meet with parents and families to address barriers to good attendance.	Good attendance is essential for pupils to access the education and holistic support they need. This is essential for good progress.	4
EHIL works with extended SLT to develop parent workshops.	Pupils with parents who are actively involved in their education and see themselves as partners make better progress than their peers who don't.	2
EHIL supports pastoral needs of identified pupils both	Pupils who are confident and have resilience are more able to make good progress.	3

through small group interventions and 1:1 targeted support work		
Play Therapist 1 session per week	<b>Play therapy</b> (38 x half day sessions) supporting children who are experiencing emotional difficulties and problems regulating behaviour. Emotional wellbeing and developing language skills through child led play	6
A quality enrichment (extra-curricular) program that includes a wide range of different experiences suitable for all our pupils.	Pupils who have access to a wide breadth of different activities develop more confidence and resilience which in turn enable them to make the most of the education provision.	5
Rebound Therapy 1 session per week	Rebound therapy is a physical programme which used a full-size trampoline with a qualified coach. It has wide ranging benefits which include but not exclusively: strength of limbs, numeracy, patience, communication, co-ordination, independence, self-confidence, balance, muscle tone, reaction speed, self-image, eye contact, relaxation, freedom of movement, sense of achievement, stamina, spacial awareness, body awareness social awareness, consideration of others, trust and confidence in coach & assistant, colour recognition, height & depth perception, fun & enjoyment stimulation of digestive system, improved bowel function, internal organ massage, clearing of toxins from the body	6

**Total budgeted cost: £ 125,430**

## 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.

No measure for the end of the academic year due to covid. Our SaLT linked with families as appropriate during the pandemic to offer support and provided CPD to all staff. She provided one to one intervention via zoom for families and pupils who had specific communication programmes. Our OT continued to provide support to families via telephone or zoom both linked to daily living activities and sensory needs. EHIL supported families who were of concern by continuing with home visits or telephone contact. She continued to work on improving attendance for all our pupils with our DHT.

### Externally provided programmes

Programme	Provider
N/A	
N/A	

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

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