

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium 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	181
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 22– August 25
Date this statement was published	September 23
Date on which it will be reviewed	July 24
Statement authorised by	Alison Randall
Pupil premium lead	
Governor / Trustee lead	Adel White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136890
Recovery premium funding allocation this academic year	£
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	£136890

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Holistic outcomes (directly related to independence)
- Emotional well-being
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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 21-22	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.
Intervention Lead (CIL) Teaching Assistant; to develop the careers and work experience offer for our KS4 pupils. To then develop the careers offer for all pupils across the school	All pupils in KS4 have a work experience opportunity. All pupils across the school develop their employability skills. Gatesby benchmarks are achieved.

<p>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.</p>	<p>All pupils have extra curriculum opportunities. Where appropriate pupils are able to describe their learning within skills for life.</p>
<p>The continued employment of a play therapist to support pupils with higher level emotional or mental wellbeing difficulties</p>	<p>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.</p>
<p>The continued employment of rebound therapy to meet the needs of our pupils with PMLD</p>	<p>Pupils have accessed rebound therapy. Pupils are maintained or developing their physical development.</p>

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: £ 8947

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
TLR 2a	To develop the role of subject co-ordinators and develop the formal curriculum. Support for curriculum lead	1
TLR 2a	Additional support for SLT to manage PP and behaviour for learning funding and ensure positive impact on pupils.	1

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

Budgeted cost: £ 76,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
TA4 to develop and co-ordinate the work experience opportunities.	A comprehensive offer for all KS4 pupils is available. There is choice available for pupils. There is opportunities for pupils to have work experience based on their preferred work area.	1 and 3
Targeted OT input	Use of OT for x 38 sessions a year to support children to ensure sensory regulation is an embedded	1

	<p>aspect of the curriculum. Developing sensory diets for individuals and groups within class assisting with the setting up of specific groups.</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>	
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: £51,338

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 through small group interventions and 1:1 targeted support work	Pupils who are confident and have resilience are more able to make good progress.	3

Play Therapist 1 session per week	Play therapy (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 and trips 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 2 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: £ 136890

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 2022 to 2023 academic year.

The assessment report for pupil progress and attainment clearly showed that pupils in receipt of PP outperformed their Non PP pupils. This was especially the case for pupils in the pre and semi formal curriculums. These pupils have benefited from the OT support of their sensory needs to enable them to focus more on their learning as well as the speech therapy support for communication. However as these needs are continually requiring assessment it is felt important to continue with these services.

Last year the TA4 worked with a number of individuals and groups on interventions to support their English and Maths skills. The data suggests that this was successful in ensuring the majority of pupils regardless of PP made expected progress. Therefore this year we have moved the focus on the TA4 to employability skills through careers and work experience.

The TA4 for pastoral and early help worked with a large number of our families last year supporting them with their housing and finance needs. She also worked with some individual pupils to develop their self-esteem and resilience. Our parent support group is developing strongly which will hopefully support families with the early levels of need and advice. The role of pastoral and early help worker is still required and needs to move her focus onto more direct work with pupils now that our parent support group is developing.

All other activity such as rebound, play therapy, CPD, enrichment activities have been very positive in their impact on pupils. 4 pupils were seen and discharged by the play therapist after a positive impact. There are still pupils on the waiting list who would benefit from this provision.

Pupils involved in rebound are developing their physical strength, confidence, sensory regulation and communication. This is now used by 11 out of the 18 classes across the year.

Externally provided programmes

Programme	Provider
N/A	

N/A	
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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)