

Pupil premium strategy statement – Maple Ridge School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	26%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-24, 24-25, 25-26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Vicki Clovis - Headteacher
Pupil premium lead	Vicki Clovis
Governor lead	Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35, 995
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£29, 000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£64, 995

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to use pupil premium funding to help us achieve and sustain positive outcomes for all pupils, irrespective of their background or the challenges they may face, make good progress and achieve across all subject areas. We focus our pupil premium strategy to support disadvantaged, vulnerable pupils to achieve this goal through a variety of activities outlined in our statements below.

We consider the challenges faced by vulnerable pupils as those who have specific SEN needs that affect their access to education, socio-economic disadvantaged, LAC, social worker involvement. High quality intervention, with a focus on areas in which the identified pupils require most support has proven to have the greatest impact on closing the disadvantage attainment gap.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment about the impact of disadvantage. To ensure they are effective we will:

Support their academic attainment

Increase Social opportunities

Act early to intervene at the point specific needs are identified

Adopt a whole school approach with all staff taking responsibility for disadvantaged pupils' outcomes and to raise expectations of what they can achieve

Below are detailed the intention that all pupils' attainment will be sustained and improved alongside progress for their more disadvantaged peers, including specific intervention targets that will be implemented.

Challenges

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

Challenge number	Detail of challenge
1	Progress and outcomes can be linked to emotional literacy and a need to be able to self-regulate before being able to engage in learning.
2	Attendance and emotional regulation can be impacted on by SEN needs combined with disadvantaged home circumstances.
3	Due to their SEN needs, individual children who are disadvantaged require individualised planning to meet their needs and help them to overcome barriers.
4	Children with SEN and disadvantaged home circumstances will find it harder to engage in school work at home.
5	Children with EAL in addition to SEN and disadvantaged home circumstances have multiple barriers to learning due to possible language barriers.

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
Progress in English is in line with other children in the school.	No or insignificantly small gap between PP and non-PP groups.
Progress in Mathematics is in line with other children in the school.	No or insignificantly small gap between PP and non-PP groups.
Progress in Science is in line with other children in the school.	No or insignificantly small gap between PP and non-PP groups.
To support and develop emotional self-regulation.	Behaviour data – reducing RPI and incidents for individuals.
To promote good attendance.	Attendance data – reducing persistent absence and increasing attendance for PA individuals.
To promote effective joint working and planning between school and parents	Annual review and parents evening attendance data – target 95% engagement.

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: £52,000

Activity	Evidence that supports this approach (from menu of approaches in schools guidance)	Challenge number(s) addressed
Emotional Welfare Support Assistants to work with individuals/groups to teach and develop emotional literacy skills.	Supporting pupils' social, emotional and behavioural needs Activity and resources to meet the specific needs of disadvantaged pupils with SEND	1, 2, 3
Staff development time and costs to ensure that staff are trained to meet the needs of children with complex SEN, including ASD, SLD, attachment and emotional regulation needs.	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning Interventions to support language development, literacy, and numeracy Activity and resources to meet the specific needs of disadvantaged pupils with SEND	1, 2, 3, 4, 5
ELKLAN Speech and Language Support for Pupils with SLD	Interventions to support language development, literacy, and numeracy Activity and resources to meet the specific needs of disadvantaged pupils with SEND	1, 3, 4

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach (from menu of approaches in schools guidance)	Challenge number(s) addressed
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LSA support to cover Teachers for attendance at individual annual reviews for each child and to release teachers to carry out further curriculum development.	Communicating with and supporting parents Supporting attendance Activity and resources to meet the specific needs of disadvantaged pupils with SEND Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	1, 3, 4, 5
EAL assessment for pupils to support individual planning.	Activity and resources to meet the specific needs of disadvantaged pupils with SEND Interventions to support language development, literacy, and numeracy	3, 5

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional regulation, need for individualised support, attendance.	Supporting attendance Activity and resources to meet the specific needs of disadvantaged pupils with SEND Supporting pupils' social, emotional and behavioural needs	1, 2, 3, 4

Total budgeted cost: £65,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2022 to 2023 academic year and explain how their performance has been assessed.

- Our internal teacher assessment data has shown that Pupil Premium pupils are doing just as well or making better progress than our non-pupil premium pupils.
- Internal data has shown a significant reduction in the use of RPI across the years when this strategy has been in place.
- Our attendance data shows that our attendance rates were higher last academic year than published national averages and Hampshire CC averages for special schools.
- Last academic year our whole school attendance was 3% lower than in pre-pandemic years.

Our intended outcomes have been met well and so we will continue with strategies that we have found to be successful whilst adding in further staff development and additional resources to try to achieve even better outcomes for all of our children. A priority for the next year will be to improve the attendance of persistent absentees.