

Pupil premium strategy statement

This statement details our 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	Rachel Madocks School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	14 th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Niki Wilson
Pupil premium lead	Leadership Team
Governor	Alison Brooker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,895.
Recovery premium funding allocation this academic year	£24,475.
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	£73,370.

Part A: Pupil premium strategy plan

Statement of intent

We will ensure we use our Pupil and Recovery Premium Funding to support our pupils' learning, behaviour, wellbeing and inclusion. Progress and impact in these 4 areas is robustly monitored as detailed in our Pupil and Recovery Premium Policy (December 2022)

The key principles of the plan is to ensure that all pupils and students have the opportunity to access the curriculum, in whatever individual adjustments or support are required. This can be through communication, physical programmes, interventions (internally or externally provided) or through classroom staff support to ensure safety and/or access to the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Attendance due to medical wellness
2	Recruitment of experienced and/or trained new staff
3	Retention of trained, experienced staff
4	Communication and behaviour strategies not being used at home
5	Extra-curricular opportunities beyond the school environment being inaccessible
6	Social isolation relating to our pupils physical needs and exclusion due to their families financial needs.

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
Maximise learning opportunities for pupils to make progress with their learning based on their own individual abilities.	Maximise learning opportunities. <ul style="list-style-type: none">• Pupil Progress meetings• WOW moments• Evidence on EFL

	<ul style="list-style-type: none"> • SDE and ENI applications evidenced from CPOMS • Engagement model • EHCP targets and reviews.
Reduce challenging behaviours and anxieties so pupils are on task for learning.	<p>Sensory Integration and sensory diets. Intervention team referrals. Behaviour plans, targets, reviews and CPOMS. Range of opportunities to engage all learners. SHIP working with Parents/carers Wellbeing Interventions Art therapy, Play Therapy and Drama Therapy (Resources for placement students)</p>
Functional communication skills developed enabling choice making, increased understanding, vocabulary and expressive communication.	<p>Pupil Progress meetings and EFL evidence. Lesson observations and learning walks. Speech and Language targets and progress. Targeted communication devices and systems for individual students.</p>
Improve access to learning and develop functional core skills and skills of life.	<p>Outside therapists e.g. Music and OT Accreditation; Key Skills curriculum, MOVE curriculum, Rainbow Road and Sunshine Steps. Waldon – fine motor skills Appropriate equipment and resources; Words First and Symbols, Making Sense Reading curricular.</p>
Building confidence and resilience through new experiences beyond school and home. Positive development of existing and new relationships. Developing new skills and preparing for independence and life beyond school.	<ul style="list-style-type: none"> • Community trips • Residential trips • Links with mainstream settings • Use of local facilities and expertise • Football skills with external coaches
Maximising pupil comfort and maintenance of physical skills and good health ensuring maximum participation during all learning activities.	<p>Hydrotherapy MOVE Physio Programme Appropriate equipment including Acheevas, Walking Frames etc. Hoisting systems Specialist IT and switches</p>
Broaden experiences outdoors in the playground, in the local community and places further afield.	<p>Outdoor Play equipment used by all. Fun Days and Sports Days for all DoE and outdoor community opportunities including Kayaking and Peter Ashley Centre. Calshot Centre Calvert Trust</p>
Allowing our young people the opportunity to gain accredited qualifications.	<ol style="list-style-type: none"> 1. AQA unit assessment scheme 2. ASDAN – New Horizons, Transition Challenge, Towards Independence, PSD 3. Equals Moving on Award

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: £58,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
High staffing ratio	Eni Funding Behaviour Plans Complex medical needs High level of physical needs (2:1 support for Manual Handling) Sensory Integration Specialist	2
Training (new and current staff)	Induction Programme Annual and Biannual statutory training inc Pool Safety, Team Teach, Medical Training, ECT Programme. Refreshers for MOVE, Manual Handling, Team Teach trainers and Makaton.	2 and 3
Low & High Tech AAC equipment and methodologies	PEC's and PODD training and resources. Communication Assistant supporting whole school Software and hardware to support communication.	4
ICT equipment	<ul style="list-style-type: none"> • iPads • Desktops • Laptops • Notebooks • Interactive boards • Communication software • Accessible hardware • Agile specialist ICT school support 	4 and 6
Educational Subscriptions	<ul style="list-style-type: none"> • EFL + Insights • CPOMS • Twinkl • Busy Things • Information Exchange magazine • Charanga 	4
Disability Aids	Feeding Equipment	6

	Braille resources Acheevas Slings Static seating Sensory resources (fiddle toys) Hydrotherapy Pool Accessible playground equipment Sensory Studio Height adjustable equipment Walking Frames and Standers	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Integration	Behaviour Plans Sensory Passports (OT)	3 and 4
Subscriptions; ASDAN, Equals, AQA, Pearsons.	Bespoke and individualised accreditation routes. All pupils leave school with formal accreditation	5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy	<ul style="list-style-type: none"> EFL Independence skills Generalisation of skills previously learnt in school (EFL) Improved Social Skills (EFL) WOW moments CPOMS Wellbeing Programme 	5 and 6
Swimming offsite		5 and 6
Enrichment Activities		5 and 6

Total budgeted cost: £79,000

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 2021 - 2022 academic year.

Due to the complex nature of our pupils, standardised/diagnostic tests are not appropriate for their needs.

Intended outcomes were to ensure that all pupils were able to access school and activities/curriculum adjustments. Our recovery curriculum was effectively utilised and implemented. This can be evidenced in the teachers planning, data for the recovery curriculum and the impact on EHC targets, communication, focus and attention, transition, behaviour and wellbeing. Specific cases are also recorded where appropriate, in annual review paperwork, CPOMS for behaviour recording and other meetings such as PEP/POP's.