

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	Chatsworth High School and Community College
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	41% of KS3 and KS4 receive PP 60% of whole school, including KS5 receive FSM.
Academic year	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Birkinhead Headteacher
Pupil premium lead	Gayle Myers Pastoral Deputy Headteacher
Governor / Trustee lead	Amanda Downing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,025

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
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that 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.

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

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Our observations show us that disadvantaged learners are more likely to have lower self-esteem and confidence when compared to non-disadvantaged learners.
2	Our observations and assessments show that disadvantaged learners generally have greater difficulty in self-regulating their own behaviour.
3	Our assessments, observations and discussions with learners show that disadvantaged learners generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with learners and their families, we find that disadvantaged pupils generally have greater difficulties in expressing their worries and emotions.
5	Our assessments, observations and conversations with learners indicate that disadvantaged learners often require additional support to develop personal skills and independence.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
7	Through observations and discussions with families and learners, we find that disadvantaged learners have limited access to reading resources outside of school and therefore a decreased love of reading.

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
Improved self-esteem, confidence and independence by participating in a range of activities and sessions which develop students self-evaluation and self-esteem with a higher level of independence.	Learners are able to identify what they are good at and what their next steps are. Learners to increase self-awareness and confidence, enabling greater independence when completing life skills activities.
Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.

Disadvantaged learners have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Through working with families and learners during termly Aspiration Days
Learners are able to express their emotions in an appropriate way, e.g. by using symbols, verbally or bespoke strategies rather than exhibiting challenging behaviour.	Challenging behaviour decreases. Opportunities to engage with therapies, such as music therapy and art therapy increases ability to express worries.
Learners have a range of strategies that they can use to self-regulate, increasing engagement with learning.	Engagement and progress increases. EHC core targets used to track progress.
Learners develop a love of reading and have access to a range of learning resources.	Engagement and progress increases. EHC core targets used to track progress.

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: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff on Therapeutic Crisis Intervention (TCI). Trained staff to complete bespoke plans and interventions across whole school.	Built on relational practices, TCI is a trauma-informed, evidence-based, systems approach developed by Cornell University. The ability of the entire organization to respond effectively to crisis situations is critical in establishing not only a safe environment, but also one that promotes growth and development. https://rccp.cornell.edu/downloads/TCI_7_SYSTEM%20BULLETIN.pdf	1,2,3,4,5,6

<p>CPD for staff on ELKLAN. Trained staff to complete bespoke plans and interventions across whole school.</p>	<p>ELKLAN has Decades of front-line expertise in speech and language therapy and training. They understand the vital tools for people to use when working with children. Elklan write our own accredited courses and produce a host of supporting materials</p>	
--	---	--

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

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Middle leader to Plan, implement and review Enrichment programme across whole school.</p>	<p>Enrichment gives children opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develop character, resilience and motivation, and encourage them to pursue wider goals. It helps to teach life skills that benefit children beyond the classroom, and can develop an appreciation for cultural and community issues, teamwork and social responsibility. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.</p>	<p>1,2,3,4,5,6,7</p>
<p>Teacher to plan and deliver bespoke intervention packages for specific students for 3 hours per week.</p>	<p>Research tells us that anxiety in children and young people is on the rise. Anxiety disorders are among the most common mental, emotional, and behavioural problems to occur. In addition, about 13 of every 100 children and young people aged 9 to 17 will experience some kind of anxiety disorder. There are a range of evidence-based and evidence-informed packages of support, from whole school training to bespoke individual and small group interventions. We use our TCI and PBS training to ensure that we complete assessment of need and plan bespoke packages for individual students, which are delivered by one of our TCI trained teachers.</p>	<p>1,2,3,4,5,6</p>
<p>TA4 to lead, plan and review bespoke reading and communication packages.</p>	<p>The development of communication friendly spaces across the school and within classrooms facilitates and promotes expression of emotions and independent communication.</p>	<p>1,3,5,7</p>

<https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-noise-in-learning-environments-.pdf>

The development of the student library and love of reading programme is in line with the government initiative:

<https://www.gov.uk/government/news/new-action-plan-to-inspire-thousands-more-pupils-to-read>

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

Budgeted cost: **£22000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as weighted blankets, scooter boards, and additional proprioceptor equipment can be effective at providing support for our learners with sensory needs.	2,5,6
Assistant Headteacher to lead sensory regulation training and implementation into practice across whole school. This will also include any resources required.	Sensory regulation includes strategies and activities which enable students to maintain a balance of alertness. Regulation is the ability to change arousal to match the environment and the activity. Essentially it's the ability to adjust to an optimal level of arousal . Throughout the day the brain and body are constantly doing things to increase and decrease arousal levels in an effort to regulate. Sometimes it's called self-soothing. Some children (and adults) have more difficulty regulating themselves than others . This could include difficulty with sensory regulation and/or emotional regulation. Difficulty with regulation is often reported in autism, ADHD and attachment disorders.	2,3
Assistant Headteacher to lead Emotional Wellbeing and Positive Behaviour	BILD accredited training.	1,3,4,5,6

<p>strategies training and implementation across whole school.</p> <p>This will also include any resources required.</p>	<p>In the last few years Positive Behaviour Support in the UK has developed from a process implemented by a very small but committed group of people to a movement which is now embedded in government policy. It is at the heart of the Department of Health policy document 'Positive and Proactive Care' published in April 2014.</p> <p>Positive Behaviour Support is: An understanding of the behaviour of an individual. It is based on an assessment of the social and physical environment in which the behaviour happens, includes the views of the individual and everyone involved, and uses this understanding to develop support that improves the quality of live for the person and others who are involved with them.</p>	
--	---	--

Total budgeted cost: £66,000

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 to 2022 academic year.

Our internal assessments during 2021/22 indicated that there was no significant difference between learners who received pupil premium when compared to whole school progress.

Based on this we can confidently state that our strategies in place had a positive impact.

Please see below for outcome and impact:

Review of Pupil Premium 2021-2022				
Quality of teaching for all				
Desired Outcome	Chosen action/approach	Impact	Further action	Cost
To develop student self-esteem, confidence and independence	MUFC lead to lead sessions. Music Therapist. Bespoke EWB from EWB lead	Learners have participated in a range of activities and sessions which develop students self evaluation and self esteem. During the pandemic, this has had a positive impact, as whole school virtual sporting activities and competitions have been able to continue and maintain a sense of togetherness.	To continue to use both MUFC and also Music therapy to increase confidence, self-esteem and independence. Music therapy had a significant positive impact via virtual sessions. Face to face sessions are now enabled.	Staffing and resources: £15,000 Therapies and resources: £16,000
To develop communication skills	SaLT and Communication Consultant	Quality Assurance and Action Plan completed in conjunction with Communication Consultant.	To continue to focus on development of consistent communication environment and staff awareness and training in total	

		This will ensure consistent communication environment and resources across the whole school and increase in student independence.	communication. Impact on whole school and specific learners increases progress. New target setting format linked to EHCP increases targeted input for individual learners.	
Targeted Support				
Desired Outcome	Chosen action/approach	Impact	Further action	Cost
To develop self regulation To be able to express emotions and feelings	Access to sensory integration and positive behaviour support consultant. Staff training Art Therapy TCI training for staff.	Quality Assurance of sensory regulation and action plan completed via consultant. Specific strategies in place for specific learners which decreases the number of incidents within school. Specific learners has made progress with communicating and stress behaviour decreased	To further develop the use of sensory regulation within each individual learners daily routine. To continue to develop staff skills and training. To continue for specific named learners. To roll out TCI training for all staff.	Therapies and resources: £16,000 TCI training: £6000
Other approaches				
Desired Outcome	Chosen action/approach	Impact	Further action	Cost
To develop a love of reading	Create a student centred library. To increase in class resources and opportunities to read for pleasure.	Learners accessed the student centred library and started to develop a love of reading. Learners have many opportunities in class to access reading for pleasure.	To continue the develop the love of reading within Enrichment time. To incorporate use of library into student routine. To develop phonics teaching across the whole school	Staffing and resources: £15,000

<p>To develop a positive sense of self and healthy emotional wellbeing</p>	<p>Emotional Friendly Settings initiative.</p> <p>Right to Play project.</p>	<p>Staff received training each term to ensure the Emotional Friendly Settings ethos and framework was implemented.</p> <p>Student voice was a large part of this.</p> <p>Positive changes within the school community, including zones of regulation in use within the school.</p>	<p>To continue the work on positive sense of self and emotional wellbeing via daily Enrichment, including training staff and developing class based resources.</p> <p>Development of shared space resources for break times and other areas within the school.</p>	
--	--	---	--	--