

# 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	181
Proportion (%) of pupil premium eligible pupils	43% of KS3 and KS4 receive PP 59% of whole school which includes KS5 receive FSM.
Academic year	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Martin Hanbury Headteacher and CEO
Pupil premium lead	Gayle Myers Pastoral Deputy Headteacher
Governor / Trustee lead	Jamie Clouting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,415.00

# 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
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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 cost of living crisis 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 opportunities in their community and therefore do not have access to a wider range of experiences beyond the classroom.

## 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.	<p>Learners are able to identify what they are good at and what their next steps are.</p> <p>Learners to increase self-awareness and confidence, enabling greater independence when completing life skills activities.</p>
Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<p>Learners achieve EHC plan termly outcomes.</p> <p>Learners are confident and able to express their wishes and feelings, which can be seen in class, free time and at home.</p>

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, evidenced by RPI reports and analysis by behaviour lead.  Opportunities to engage with therapies, such as art therapy, play therapy and lego 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.
Learners develop confidence by participating in a wide range of inclusion and enhanced learning opportunities.	Learners learn to self regulate and engage in learning. Learners are able to participate in a range of non classroom based activities. Through assessment included in the Learning to Learn programme.

## 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: **£30000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff on Therapeutic Crisis Intervention (TCI).	Built on relational practices, TCI is a trauma-informed, evidence-based, systems approach developed by Cornell University.	1,2,3,4,5,6

<p>Trained staff to complete bespoke plans and interventions across whole school.</p> <p>CPD for staff on British Sign Language. All staff to use BSL as part of the Total Communication Environment. Staff to be competent to deliver BSL via the scheme of learning.</p> <p>CPD for staff on Intensive Interaction.</p>	<p>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.</p> <p><a href="https://rccp.cornell.edu/downloads/TCI_7_SYSTEM%20BULLETIN.pdf">https://rccp.cornell.edu/downloads/TCI_7_SYSTEM%20BULLETIN.pdf</a></p> <p>BSL is a recognised language. After a big campaign BSL was finally recognised by the UK government as an official language in 2003. This has led to increased funding for the needs of the communication of people who are Deaf, and an increased awareness of the language which now has a similar status to that of other minority national languages such as Gaelic and Welsh. It was recognised as a language in its own right in 2003 and legally as an official language of Britain in 2022.</p> <p>Intensive Interaction is based on research showing the style of interaction that is connected with effective learning for infants (in Western culture). The use of this style in Intensive Interaction with people with learning disabilities has been positively evaluated. Nind's (1996) study showed that the participants developed behaviours that helped to sustain interactions (looking, smiling, vocalizing), developed their ability to be engaged in interaction and learned to initiate social contact. They made advances in their ability to communicate needs and preferences, their vocal imitation, and communication through sounds and gestures. In some cases, stereotyped behaviour reduced. There are also a number of published case studies illustrating the progress that children and adults have made. These also show benefits for the interactive partners.</p> <p>Nind, M. &amp; Hewett, D. (1994) Access to Communication: Developing the basics of communication with people with severe learning difficulties through Intensive Interaction. London: David Fulton. (A detailed explanation of the background, theoretical underpinnings and practical aspects of Intensive Interaction.)</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£30000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lead teacher to implement and review Student Voice Programme.</p> <p>Student Voice workshops to develop autonomy and self esteem.</p> <p>Development of total communication environment to facilitate communication for all students and the ability to be heard.</p>	<p><b>Mentally Healthy Schools:</b> Pupil voice in schools means a whole-school commitment to listening to the views, wishes and experiences of all children and young people. It means placing value on what children and young people tell school staff about their experiences.</p> <p>Children and young people need to be provided with meaningful opportunities to share their experiences, views and hopes about their school. Pupils need to know that it is safe and that it is important for them to express their views on what happens at school. They need to know that what they say is valued and will be listened to and considered.</p> <p>Schools with a strong commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improving attainment and attendance – all of which can also improve your school's rating by the school inspectorate.</p> <p><b>Thinking School Network:</b> a research informed approach to the teaching of thinking. They created a unique, whole-school approach that fused scientific evidence with what actually worked in classrooms. Bob and Exeter University became the accreditor of schools taking this approach whilst Richard and Thinking Matters' precursor, Kestrel Education, provided schools with training in it.</p>	1,2,3,4,5,6,7
<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.</p> <p>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>	1,2,3,4,5,6
<p>Aspiration day activities each term led by AHT and facilitated by teachers and TA4's, TA3's and TA1's.</p>	<p>There is a clear link between student aspirations and outcomes at aged 19+. Those students who have higher aspirations are able to gain employment and lead more fulfilling lives as an adult.</p>	1,3,5,7

Learning to Learn curriculum development and implementation.	<p><b>DFE:</b> Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.</p> <p>The Learning to Learn curriculum sits within the main school curriculum and is able to be accessed at a bespoke level, either 1:1 or as a whole class.</p>	1,2,3,4,5,6,7
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12000**

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
Sensory regulation training and implementation into practice across whole school. This will also include any resources required.	<p>Sensory regulation includes strategies and activities which enable students to maintain a balance of alertness.</p> <p>Regulation is the <b>ability to change arousal</b> to match the environment and the activity. Essentially it's the ability to <b>adjust to an optimal level of arousal</b>. 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.</p> <p>Some children (and adults) have <b>more difficulty regulating themselves than others</b>. This could include difficulty with sensory regulation and/or emotional regulation. Difficulty with regulation is often reported in autism, ADHD and attachment disorders.</p>	2,3
Assistant Headteacher to lead Emotional Wellbeing and Positive Behaviour	BILD accredited training.	1,3,4,5,6,7

<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 life for the person and others who are involved with them.</p>	
<p>Enhanced learning and enrichment opportunities for all.</p>	<p>Providing students with more opportunities to access high quality learning beyond the classroom experiences can:</p> <ul style="list-style-type: none"> <li>• Open their eyes to the world around them and allows them to develop into well-rounded citizens</li> <li>• Enhance academic attainment and personal development</li> <li>• Support their health and well-being, and spiritual, moral, social and cultural needs</li> </ul> <p>Find out more about the <b><u>evidence and research</u></b> to support the development of learning outside of the classroom.</p>	<p>1,3,6,7</p>

**Total budgeted cost: £72,000**

## 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 2022 to 2023 academic year.

Our internal assessments during 2022/23 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 2022-2023				
Quality of teaching for all				
Desired Outcome	Chosen action/approach	Impact	Further action	Cost
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.	Therapeutic Crisis intervention proactive strategies. ProactSCIPr training. Bespoke enhanced learning programmes. MUFC programme, lead and enhanced learning activities.	Staff trained in Therapeutic Crisis Intervention proactive and reactive strategies. This has enabled named students to be supported effectively, enabling reflection and positive learning after crisis. Positive engagement in learning and decrease in number of crisis. Increase in ability to regulate and respond appropriately when feeling angry/worried/upset. Increase in ability to communicate worries which	To continue to train new staff in TCI. To continue to use TCI strategies with named students. To develop a Learning to Learn curriculum.	MUFC, enhanced learning activities onsite and offsite and facilitation of these: £27,828.00  Staff training and accreditation for Positive Behaviour: £763  Staff training and facilitation of bespoke daily programmes: £16024

Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<p>Using Music to engage students, training for staff. Positive behaviour training for staff.</p> <p>SaLT input and CPD: Whole school strategies and individual bespoke strategies.</p>	<p>enables timely and appropriate support from staff.</p> <p>Consistent symbols used across whole school, enabling greater ability for students to understand the meaning of these and also use these appropriately. Specific training for individual staff teams based on needs of students ensures total communication environment. Bespoke training for individualised needs ensures new learning and the development of communication skills for named students. This has allowed greater engagement in learning and also peer to peer interaction during enrichment and free time.</p>	<p>Continue to provide a rolling programme for staff training. Continue to work closely with the SaLT to ensure staff have the correct skills to ensure communication needs met. Incorporate BSL within the Communication Strategy.</p>	<p>Resources: £1580.98</p>
Targeted Support				
Desired Outcome	Chosen action/approach	Impact	Further action	Cost
Disadvantaged learners have greater confidence and independence to help them engage more with the wider	Daily enrichment sessions, with targeted focus on independence and engagement.	Students engage in more peer to peer activities. Student autonomy has increased and there is a	To continue to develop daily enrichment sessions. To research further into the National Thinking Schools programme and implement.	Art Therapy: £910

<p>community and prepare for adulthood.</p> <p>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.</p> <p>Learners have a range of strategies that they can use to self-regulate, increasing engagement with learning.</p>	<p>Aspiration days each term.</p> <p>Bespoke programmes for named students co-ordinated by AHT and led by TA4. Weekly art therapy sessions.</p> <p>External consultancy and audit to baseline and action plan. Individualised assessments completed by AHT and resources provided for students based on need. Personalised programmes in place and training for staff to embed these into daily routine. Hydrotherapy training and resources.</p>	<p>greater participation in new activities.</p> <p>Students seem happier and confident, this has meant that there has been a decrease in behaviour incidents during free time and also greater engagement in learning.</p> <p>Named students have access to specific resources for sensory regulation. Students have sensory regulation programmes embedded throughout their day. This means that there has been a decrease in behaviour incidents linked to sensory regulation.</p>	<p>To continue to provide bespoke interventions, including art therapy, lego therapy and use of play.</p>	<p>Sensory regulation consultancy, follow up work and resources: £8976.10</p> <p>Hydrotherapy training and resources: £1020</p> <p>Mental Health training: £145</p> <p>Positive Behaviour training and related resources: £2431.37</p> <p>Therapeutic Crisis Intervention training: £2200</p> <p>Staff training for enhanced learning, including facilitation of daily bespoke programmes: £15086</p>
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Other approaches				
Desired Outcome	Chosen action/approach	Impact	Further action	Cost
Learners develop a love of reading and have access to a range of learning resources.	Training and resources for daily reading. Love of reading incorporated into Enrichment sessions. Bespoke use of student library. Training for Monster Phonics and resources to accompany.	Students often choose books as part of their enrichment activity or during their free time. Students enjoy going to the student library and this can help de-escalate named students. Teachers have planned trips to the local library, which has enabled enhanced learning opportunities through the love of reading.	To continue to promote the love of reading within class. To continue to promote the use of the student library as an enjoyable space. To continue to support and promote the use of local libraries and use this enhanced learning to develop inclusion within the community.	Whole school Monster Phonics training: £1250