

Fosse Way School

Appendix 1: 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	Fosse Way School
Number of pupils in school	220 (168 in KS1 to 4)
Proportion (%) of pupil premium eligible pupils	30.9% (40.5% In KS1 to 4)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Ian Tanner Assistant Principal
Governor / Trustee lead	Belinda Deery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,690
Recovery premium funding allocation this academic year	£19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total for 2021-22 academic year	£94,410

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Part A: Pupil premium strategy plan

Statement of intent

Fosse Way School is committed to developing the academic and life skills of all its pupils and students to enable them to lead safe, happy and purposeful lives, contributing economically and socially to society.

We want all of our pupils to leave school as independent as they can possibly be in fulfilling paid jobs or supported employment opportunities. To achieve this, we aim to create an educational experience that prepares pupils for adulthood.

Improving outcomes for disadvantaged pupils often requires a bespoke approach. We also recognise that more able disadvantaged pupils are often at risk of underachievement.

Our young people all have Education, Health and Care Plans. For each, it is vital that their whole situation, with regards to disadvantage and learning needs, is considered in devising the most effective interventions to support them.

Over previous years we know our strategy has ensured at least good progress for attainment for all our disadvantaged pupils. Past success is no guarantee of future achievement. However, our experience, review and evaluation will inform plans. We shall ensure all elements of our strategy have a solid evidence base.

We shall

- strengthen teaching and learning.
- provide targeted academic support and interventions to address barriers to learning.
- provide wider support to enable higher levels of aspiration, engagement and participation in all areas of school life.

Our intention is that all our students make good progress regardless of their background, level of disadvantage or needs.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring all disadvantaged students to make at least expected progress in English and Maths.
2	Teachers have the necessary training to lead learning in English and Maths.
3	Some students have negative attitudes to learning and struggle to re-engage and catch up post Covid-19.
4	Some students have high anxiety and poor emotional regulation.

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5	Outside school, some students have extremely restricted opportunities to learn life skills, low levels of community access and limited learning experiences.
6	Some students are hungry on arrival, may need support with school uniform and equipment in order to be ready to learn.

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
All disadvantaged students to make at least expected progress in English and Maths.	All disadvantaged students to make at least expected progress in English and Maths on their respective flightpaths.
Teachers have the necessary training to lead learning in English	Teachers receive training in teaching approaches and programmes adopted by the school e.g. 'Sounds-Write' and implement this to strengthen the impact of their professional practice.
All pupils will display positive attitudes to learning.	Positive attitudes to learning evidenced through learning walks, book scrutiny, positive behaviour celebration in assemblies.
All pupils will have reduced anxiety and increased emotional regulation.	Good levels of emotional regulation seen on learning walks, evidenced on class behaviour logs and through Behaviour Watch. Strategies to reduce anxiety are evident in classrooms. Pupils share routines in school that help them feel safe and feel calm.
All students to have experiences and opportunities for learning independence and life skills outside the classroom.	Learning for independence and life skills is supported by access to trips, after school clubs, community access and careers and work skills input. Evidence via Show Progress portfolios.

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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: **£14,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English: Sounds-Write training</i>	DfE research and monitoring of Sounds Write judged the scheme to be highly effective. Sounds Write The Education Endowment Foundation judged phonics as a high impact approach for very low cost, based on very extensive evidence. Phonics EEF (educationendowmentfoundation.org.uk)	1 & 2
<i>Maths: Sensory maths</i>	Training for staff to understand and use techniques to support numeracy. 10 Multisensory Math Techniques Understood - For learning and thinking differences Training to construct a maths curriculum that is built upon well researched and effective strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1 & 2
<i>Makaton training</i>	Effective communication is key to effective teaching and learning. How Makaton works - About Makaton Research - About Makaton	1 & 2
<i>Nurture scheme initiative including training for staff in Primary and Secondary and associated resources</i>	The EEF and Nurture UK have research based evidence of effectiveness. The EEF Toolkit and Nurture Groups (nurtureuk.org) More evidence and data is available in this study Controlled Studies of Nurture Groups (nurtureuk.org)	4
<i>Picture Exchange Communication System (PECS) – Training for staff.</i>	Enabling communication through PECS will improve access to learning and research shows it can enhance spoken language. The Picture Exchange Communication System (PECS) (nationalautismresources.com)	1 & 2

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

Budgeted cost: **£14,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School top-up National Tutoring Programme interventions in English and Maths</i>	The Education Endowment Foundation research shows this is an effective way to address disadvantage. One to one tuition EEF (educationendowmentfoundation.org.uk)	1 & 2
<i>Additional Speech and Language Therapy / interventions</i>	Research findings show that a high proportion of disadvantaged children have communication difficulties which are a significant barrier to learning, progress and future life opportunities. EEF research into oral language interventions (+6 months progress - very high impact for very low cost, based on extensive evidence) Oral Language Interventions - EEF	1 & 2

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

Budgeted cost: **£65,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast club</i>	There is wide ranging evidence that shows how a healthy breakfast can support concentration, learning and progress. Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)	6
<i>Access to counselling</i>	The Government paper explains the approach to supporting wellbeing and how it can impact academic progress. Research papers are referenced. Advice template (publishing.service.gov.uk)	3 & 4
<i>Access to the 'Closing the Gap' tutor</i>	The tutor, trained in Applied Behaviour Analysis and the Thrive Approach among other things is well placed to address barriers to learning. UK Society for Behaviour Analysis (beyondautism.org.uk)	3 & 4
<i>Access to learning and experiences outside of</i>	The Social Mobility Commission found a clear link between opportunities for	3 & 5

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<i>school and after school hours (clubs) and inclusion</i>	experiences and aspiration and achievement. An Unequal Playing Field report.pdf (publishing.service.gov.uk)	
<i>Exercise / playground equipment including bicycles.</i>	There is strong and growing evidence that physical activity supports academic progress. ALR Brief ActiveEducation Jan2015.pdf (activelivingresearch.org)	4 & 6

Total budgeted cost: £94,410

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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 2020 to 2021 academic year.

The pandemic has impacted how we work to implement our plans but not our objectives. The school counsellor has continued to work to support students through the vast majority of the pandemic. We have taken a flexible approach to take into account her safety and company policy around face-to-face meetings and to ensure our students who are at home are still able to access this valuable support. The counsellor has worked in school at times, meeting some students face to face and some via Zoom (or similar). We have provided laptops to some students to enable them to better access learning and other wellbeing support such as the counsellor.

We have adapted the way the Closing the Gap tutor works. In a similar way to the school counsellor, he has utilised face to face time and some remote / Zoom meetings to support students. This has been effective and impactful. Students and families have been appreciative of us working in this way. His work forms part of the wider intervention support across the school.

Some pandemic related issues have impacted the usual plans for the PPF grant. For example, the need for staff to run and facilitate in school testing has affected their availability to carry out other roles / duties for certain periods of the day / week. We have carefully considered a rota to minimise this. We have recruited other staff so as to minimise the need for our usual team to be involved. Another factor impacting the way we work is the availability of rooms / spaces. The testing centre is located in the school meeting rooms and this has had some knock on to available spaces. Some staff have been unwell or had time away from school due to their personal circumstances / vulnerabilities. We have also had to carefully consider how we deliver the objectives around the school's risk assessment.

We feel strongly that we must aim to deliver the plan we have made to the best of our ability. We have tackled challenges with determination and a drive to provide for these students.

In terms of the targets we set:

92.5% made progress in the non-academic targets as evidenced by Show Progress. There was a high focus on emotional wellbeing following the various lock downs and a great deal of emphasis on this approach to support our children and young people.

The overall attendance figure for pupil premium students was 79%; however, this includes all the lockdowns and three pupil premium school non-attenders. 1 school refusing due to high anxiety due to covid, one meant to be starting with another school but the transitions was affected by covid, and one who was under CAMHS as a school refuser before the pandemic. Pupil Premium attendance since the 8th of March 2020, when schools returned fully, was 89%.

All but one Pupil Premium Pupil, who struggled with anxiety and engagement, will displayed positive attitudes to school and their learning opportunities Teacher assessment of engagement and attitude to show positive results.

94% Made expected progress in maths. 98.4% Made expected progress in English. 95% Made expected progress in Science. Those who did not were those for whom attendance and engagement were a challenge during and after lockdown

92.5% have evidence of resilience in their additional progress in Show Progress. The access to therapists was restricted due to government guidelines and risk assessments regarding covid and then in high demand following the lifting of restrictions.

100% of pupils have had access to enriching trips. These were restricted due to covid guidelines but when those restrictions were eased and trips began again, all have had access to them.

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Externally provided programmes

Programme	Provider
The Thrive Approach	Thrive
Show Progress system for tracking learning over time	Show Progress
Behaviour Watch for monitoring behaviours, gathering information on patterns and tracking progress.	Eduspot
Sporting activities and experiences	Nova Sports
Sounds-Write	Sounds-Write
Talk4writing	Talk4writing
Maths training packages	The Maths Hub
Zones of regulation	Speech and language therapists

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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Further information (optional)

Additional activity

Fosse Way School is committed to and passionate about the learning and progress of our pupils. Staff and governors have high aspirations for our children and we aim to provide a high quality, relevant and balanced education for all our pupils that focuses on individual, personal and academic achievement. Students are taught in small groups, usually with more than one member of staff in attendance. There is a happy and positive atmosphere in which children can fulfil their potential and grow in self-confidence with respect for the people and environment around them.

Through strong partnerships with parents and collaboration with a range of other agencies the school offers a caring and friendly learning environment in which pupils make outstanding progress. Whilst the main school site caters for the needs of the majority of our pupils, satellite provision for pupils with Asperger Syndrome at nearby Writhlington School (mainstream Secondary) and our Project SEARCH provision at Royal United Hospital, Bath contribute to the range of learning pathways on offer.

Students experience a personalised approach to meeting their EHCP and academic targets. There are regular opportunities to put skills learned in school into practice in the community and on other trips. There are frequent opportunities to visit local providers of learning and training. Students have work experience in the school café and at a range of nearby employers.

Understanding of the world of work and skills needed within careers and roles are built into what we offer. Careers adviser input takes the form of whole class slots and individual meetings.

We strive to prepare all our students to be ready for their next step towards adulthood. Skills for life linked to everyday routines, hygiene, cooking, keeping healthy, communication and social skills all form part of the curriculum and are interwoven with academic study.

Various specialists support the learning and development of our students. These include the Specialist Autism Support Service, speech and language therapists (based in school), occupational therapists, physio therapists, qualified teachers for the visually impaired, the school counsellor, PROACT SCIP trainers and the school's behaviour support team among others.

Planning, implementation and evaluation

The Partnership Trust convened a Pupil Premium working party to bring all schools together to consider impact of Pupil Premium funding. In this way we could not only share our individually identified targets but discuss ways to pool ideas and planning to be as effective as possible in our work.

We considered the information, data and strategies available through EEF. We especially considered other special schools. Our review of targets and outcomes from the last year helped us understand needs.

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We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

We have been able to use a strong evidence base for our plans and strategies.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.