



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Horton Lodge
Number of pupils in school	58 FTE
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Pupils with a social worker	18
Date this statement was published	September 2023
Date on which it will be reviewed	Termly until July 2024
Statement authorised by	Board of Governors
Pupil premium lead	Lucy Bloor
Governor / Trustee lead	Alison Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year	£10,540
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	£25,090



Part A: Pupil premium strategy plan

Statement of intent

Our aim is that learners who are eligible for Pupil Premium exceed in their achievement. We will achieve this through our commitment to ensuring the support around each child is the best it can be and providing an expert, personalised learning offer based the holistic needs of the individual.

We aim to ensure that support is focussed ensuring that learners meet the aspirational aims identified in the Education Health and Care Plans. We recognise the barriers to learning that our pupils experience and therefore our strategy focuses on:

- Personal Development
- Independence Skills
- Communication Skills
- Cognition and Learning
- Movement and Mobility
- Sensory Development
- Social Interaction
- Mental Health, resilience and wellbeing
- Preparation for the next phase

All pupils at Horton Lodge have significant barriers to their learning as a result of their complex special educational needs and therefore our objectives for our pupil premium eligible pupils are aligned to all pupils in school. Implicit in the strategy detailed below is our intentions to develop our practice and offer to further to minimise the barriers facing pupils who as well as their complex needs have additional disadvantages and are eligible for pupil premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Requirement for specialist expertise and support in the areas that support the development of pupils' physical needs due to physical disabilities and medical needs.
2	Requirement for specialist expertise and support in the area of motivating



	and providing means for communication (in particular Alternative and Augmentative Communication).
3	Requirement for the delivery of a specialist curriculum ensuring that all children are exposed to quality first teaching on a daily basis, to ensure high expectations are set for all pupils.
4	Requirement for access to emotion coaching and resilience support that will enable them to positively develop their mental health and physical wellbeing.
5	The need to access the right support at the right time
6	Requirement delivery and enhanced support during specialist therapeutic approaches including Rebound and swimming.

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
Learners who are eligible for Pupil Premium do not underachieve in comparison with their peers.	Personalised assessment and review of teaching and learning will demonstrate that progress is as good as it can be for all pupils due to personalised learning around the holistic needs of the individual.
The children's mental health needs and behaviour will be fully understood and practice ensures that they learn at their optimum and enjoy their learning.	Leaders in behaviour, mental health and AATI practice, secure a culture and excellent practice across the learning community. Audits and planning by these leaders lead to actions which secure a whole school ethos and consistent approaches meaning that all pupils can access learning. Emotion coaching techniques and a sharp focus on mental health lead to strong connections and improved outcomes for pupils including those who are most disadvantaged. Evidence demonstrates how enhanced opportunities in swimming and Rebound increase motivation and wellbeing.
Enhanced support from staff in a 1:1 or small group capacity increases access and progress.	Additional support from Classroom Assistants during therapeutic approaches such as swimming and Rebound will be used to increase quality, access and thus maximise pupil progress.



Improved mobility of joints minimises pain and leads to greater independence and wellbeing.	Maintained and improved mobility and joint range of movement will enable reaching, grasping, selecting objects and all physical engagement in learning. Assessment evidence will demonstrate increase in the child's mobility and independence skills as a result of CE approaches, Rebound and swimming.
Staff are equipped with the relevant knowledge and skills to support pupils in the specific approaches required to reduce barriers and increase achievement.	Staff Development across the whole year will have taken place which will be accurately matched to the needs of the pupils. It will demonstrate impact in key areas identified on this strategy (CE, AAC, swimming and Rebound).
The right support is accessed by families.	Case studies will demonstrate how pupils and families have been supported by the appropriate professionals at the time it is needed. Early Help assessment will be provided for families who require facilitated, coordinated multiagency support.
Through staff development and support pupils have a meaningful, quality first teaching offer which enables them to able to use their skills and knowledge to flourish in the next phase of their education to enable them to lead fulfilling adult lives	All staff will have received training which to ensure that they fully understand and develop who the child is and what is important to them. Pupils maximise their progress, making at least expected progress in their academic skills and knowledge. Pupils will be prepared for the next phase in school or life.

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: £10,000 (cover for leaders in school to develop staff and improve quality in teaching and learning areas and in AAC and CE)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated weekly time for leaders	AAC:	1, 2



<p>of AAC and CE to be released from class to develop their own expertise and to improve practice across the school</p>	<p>https://www.communicationmatters.org.uk/research/</p> <p>Further to the research, we as a school have observed the impact on academic, social and emotional progress when consistent approaches to communication are used by highly skilled and motivated staff in order to ensure modelling and immersion.</p> <p>CE:</p> <p>Conductive Education for Children With Cerebral Palsy: Effects on Hand Motor Functions Relevant to Activities of Daily Living - Archives of Physical Medicine and Rehabilitation (archives-pmr.org)</p> <p>Whilst there is little evidence based research to demonstrate the effectiveness of this system, personal stories of triumph and case studies indicate the potential benefit of CE for many (National Institute for CE).</p>	
<p>Dedicated leadership time with the aim of improving teaching in key curriculum areas through e.g. peer support</p>	<p>Quality teaching helps every child</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>If area leaders are given the time to provide effective development in their area for the school, this will ensure further improvement in teacher performance and therefore improve outcomes for children. Ofsted findings on Curriculum Research e.g. in primary schools, where the curriculum was often delivered in topics, they had subject specialists and thought about progression in terms of subjects.</p>	<p>3</p>

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

Budgeted cost: £14,000 (Weekly 1:1 / small group emotion coaching, Rebound lead, Rebound support, swim ancillary)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Children develop sensory awareness and communication skills through Rebound Therapy. Lead practitioner and additional staffing required</p>	<p>Rebound therapy involves the therapeutic use of a trampoline and can be used across a range of disabilities. Rebound is a well researched therapy to enable pupils to develop sensory awareness and develop communication skills Research can be found on https://www.reboundtherapy.org</p>	<p>1, 2, 6</p>
<p>Pupils benefit physically from additional time and support in the hydrotherapy pool due to a swim assistant in every session.</p>	<p>The benefits to mental and physical fitness as well as joint mobility and range of movement are well documented: https://www.swimming.org/swimengland/health-and-wellbeing-benefits-of-swimming/</p> <p>The EEF's research into the effectiveness of interventions recognises how TA interventions positively impact on pupil progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 6</p>
<p>Individual and small group emotion coaching and resilience work with PP eligible pupils.</p>	<p>Children who are able to access pastoral support and emotion coaching regarding their emotional health, resilience and wellbeing, will be happier in themselves and therefore happier in their learning. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>4</p>

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

Budgeted cost: £1,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Families access the right support at the right time. Ensure that Family Link Workers have the skills and time to support families and promote multi-professional working through training, early help, events, communications and meetings</p>	<p>Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health (2011) Early help and early intervention NSPCC Learning</p>	<p>5</p>
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Total budgeted cost: £25,090



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.

Through the use of pupil premium we were able to increase the number of staff trained in Rebound across the school. This impacted positively on the amount of Rebound our disadvantaged pupils received.

Pupil Premium increased the number of staff supporting pupils during Rebound and swimming. This enhanced ratio increased the amount of time that each pupil could access the activity and the quality of the support that they received.

The Family Link Workers had dedicated time to run parent workshops and work with individual families. We successfully increased the support that these families received and increased parental engagement. It contributed positively to the safeguarding teams work.

Our personal progress data for 2022-23 indicates that disadvantaged pupils are all making progress against IEP targets.

Key Staff were released to be part of the Virtual School AATI pathway. This led to improved practice with pupils who have experienced attachment and trauma and better quality individual support.

The implementation of the EQUALS curriculum approach was quality assured by external improvement partners and found to be meaningful and meeting the needs of the learners in each model / phase.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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None	



Further information (optional)