

Pupil premium strategy statement – Chalk Hill

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview 2023-2024

Detail	Data
Number of pupils in school	14
Proportion (%) of pupil premium eligible pupils	71.4%
Academic year/years that our current pupil premium strategy plan covers.	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Graham Alcock Executive Head
Pupil premium lead	Nicki Jennings
Governor / Trustee lead	Local Academy Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,827
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,827 Total

Part A: Pupil premium strategy plan

Statement of intent

As a special school for pupils with complex Moderate Learning difficulties. Situated in a rural community and drawing from a wide regional area, just over 40% of our pupils are eligible for pupil premium funding. Many of our students are diagnosed with Autism Spectrum Disorder and a range of other complexities in addition to low cognitive ability. This means they can face challenges in regulating their behaviours and communicating with those around them.

For these reasons our strategy is always to look at the entirety of our pupil premium funding and to look to maximise its impact on the greatest number of pupils. Therefore, the areas we have identified as being supported by pupil premium funding are having higher levels of Special Teaching Assistants. This helps to support our pupils emotional regulation and in turn increases academic attainment. Student Support is required to deliver effective academic and sensory interventions.

As a Trauma Informed School, we use training and strategies, which support not only our disadvantaged pupils but all pupils as equally as possible.

Our approach is that we have to ensure there is no gap between those pupils receiving pupil premium funding and those who are not.

The challenges faced by our pupils are multiple, complex and interlinked. They are educational, medical and linked to life experiences.

As with schools nationally, the Covid pandemic added another complexity to this profile. At Chalk Hill we recognise that perhaps the single biggest impact of the Covid experience for our children has been social and emotional as much as academic.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have depressed levels of attainment upon entry to the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic attainment tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our observations and discussions with pupils and their families is that our pupils have significantly poorer experiences of education than their peers. They have frequently experienced significant disruption to their education and have rarely accessed full time education.
3	Our assessments, observations and discussions with pupils show that our pupils 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 pupils and their families, we find that our pupils generally have fewer opportunities to develop an understanding of the wider world of employment.
5	Our assessments, observations and conversations with pupils indicate that our pupils often require additional support to develop personal skills, which includes social interactions with people in the wider community, being able to travel safely to local venues.
6.	Our assessments, observations and discussions with pupils and families demonstrate that the wellbeing and wider aspects of development of many of our pupils have been impacted by the pandemic to a greater extent than for other pupils.

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
Most outcomes identified in pupils' EHCPs are showing good levels of progress	Progress will be identified on the Individual Learning Plans, which feed into the ECHP annual reviews.
That all pupils demonstrate progress in a range of independence skills including personal health, travel and preparedness for adult life.	That all pupils take part in activities that directly relate to these outcomes. Pupils are able to access post 16 provision on a sustained basis
To improve academic outcomes for pupils, through the developing academic and vocational curriculum.	A narrowing of the gap between our students and their peers, as evidenced in attainment data.
Students can identify their needs and regulate their emotions and behaviours.	Reduced physical interventions; reduced number of fixed term exclusions.
To achieve a whole school attendance which meets and exceeds similar settings.	Attendance for the whole school has met and exceed that of similar settings.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relevant CPD	To ensure that students at Chalk Hill are given the best teaching and learning, suitable CPD is delivered to meet these needs is identified through work looks and learning walks. CPD on sensory integration and trauma are delivered to all staff regularly.	1, 2
Development of a curriculum that enriches all students.	Students will be able to take part in a range of trips, visits and sporting activities where they will interact with other schools, adults and enriches the curriculum. The visits support individual interests and enquiry of the world around them. All students have the offer of the SENDAT 20 list of activities that support social development and confidence. We work alongside the Trust Employment and Engagement Officers to provide student led work experience.	2, 3, 4, 5
Trauma Informed Schools UK	A suitable number of staff trained in the Trauma Informed School approach, which supports all students in their development, based upon research tried and tested approaches. All staff know and use the Trauma Informed School approach and benefit from CPD input.	2, 5, 6
Assessment of Approach	The use of "Motional" software to inform staff on the best approaches to support all children in their development. Throughout the school we use the use of Zones of Regulations to support students to understand their emotions and make appropriate choices.	5, 6

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

Budgeted cost: £8,000

Activity		Evidence that supports this approach	Challenge number(s) addressed
One to One support		<p>Interventions which are linked to EHCPs and the expected outcomes. Seen at the annual reviews and where progress is seen in the ILPs.</p> <p>The use of Lexia and similar software packages to support and develop academic understanding and progress to be in line with their peers.</p>	1, 2, 3, 5, 6
In class support.		<p>Observed through learning walks and work looks. Family Support Workers liaise with families to integrate home intricacies with the school environment. Educational subscriptions and student devices are deployed as incentives and learning strategies.</p>	1, 2, 4, 5, 6

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

Budgeted cost: £327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Interventions	<p>As a Trauma Informed School, with all pupils having communication and interaction needs, access to interventions and therapeutic approaches are essential to support them.</p> <p>Based upon identified needs, pupils have access to a Music Therapist one day a week.</p> <p>From January Chalk Hill is supporting an Occupational Therapist for 2 days a week. Based upon internal referrals and EHCPs, students will be able to access this.</p> <p>Motional based interventions on a one to one basis</p>	1, 2, 3, 4, 6

Total budgeted cost: £14,827

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates progress against Individual Learning Plans was made for all disadvantaged students. The progress in learning behaviour strategies had positive impact on the wider student body measurable by an increased attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Providers include
Alternative Provisions	PLOT Riding Lessons