

## 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	Clifton Hill
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	14.10.21
Date on which it will be reviewed	01.10.22
Statement authorised by	Lucy Wijsveld
Pupil premium lead	Jane Allen
Governor / Trustee lead	Jane Pittard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 12,060
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,060

# Part A: Pupil premium strategy plan

## Statement of intent

Clifton Hill School we are committed to ensuring the highest possible standards of education for all students equally.

All staff and Governors accept responsibility for ensuring 'socially disadvantaged' students' needs are met within a caring and supportive environment.

The Governors reserve the right to allocate the pupil premium funding to support any pupil or groups of students the school has legitimately identified as being disadvantaged.

Clifton Hill is transparent with its' expenditure and our reports identify how we have used the premium in order to ensure that parents and others are made fully aware of the attainment of students covered by the Premium and the extra support they receive.

At Clifton Hill we carefully review the impact of our spending to ensure the best possible outcomes for our disadvantaged students. We are always looking of any ways we can improve the ways in which we spend out pupil premium funding and this is researched and discussed continuously throughout the school year.

At Clifton Hill School we ensure all learning opportunities meet the very special needs of our students. All of our students have an Education Health and Care plan, are grouped according to preferred learning styles, and have access to a needs driven curriculum. We offer a variety of additional activities to support learning and enhance the curriculum.

In considering our provision for socially disadvantaged students we recognise the diversity of need, and therefore subsequent application of Pupil Premium will reflect the needs of individual classes, groups of students or individuals.

Other funding is allocated to support these activities from the delegated school budget.

## Challenges

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

Challenge number	Detail of challenge
1	Financial burdens on families can affect student progress as they may be less well –placed to support their children in their learning. This may be due to factors such as -increased working hours, lack of emotional resilience due to increased stress or increased physical or mental health needs due to stress.
2	Financial burdens on families can affect the ability to pay for enrichment activities such as music lessons and access to trips and educational visits.

3	Parents with low incomes are less likely to be successful in seeking help for their children
4	Financial burdens on families where there is increased stress can affect the mental health and well-being of their children

## 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
Students who receive PP will make consistent progress in line with their peers in all areas of their development	<p>1. Data obtained through termly pupil progress meetings will show that students receiving PP are making progress in line with their peers.</p> <ul style="list-style-type: none"> <li>• Where students aren't making expected progress strategies will be put in place to address this.</li> <li>• Where students should be making better than expected progress strategies will be put in place to address this.</li> <li>• Evidence in pupil progress data will show the impact of this.</li> </ul>
Students will Improve their functional life skills	<ol style="list-style-type: none"> <li>1. Evidence through Pupil progress meetings will show data relating to physical &amp; sensory skills. <ul style="list-style-type: none"> <li>• Where students aren't making expected progress strategies will be put in place to address this.</li> <li>• Where students should be making better than expected progress strategies will be put in place to address this.</li> </ul> </li> <li>2. Teacher assessment of learning following lessons such as food Tech and functional life skills will show progress.</li> <li>3. Feedback from staff from the times when students are eating and drinking or managing their personal care will demonstrate progress</li> <li>4. Feedback from parents will demonstrate progress where students have generalised these skills in different places such as the home or when out in the community.</li> </ol>

<p>Students will have access to enrichment activities such as individual music lessons, trampolining and after school activities.</p>	<p>Feedback on the positive impact from staff that run enrichment activities and parents/carers.</p> <p>Students are more able to access the learning in school due to the positive impact of enrichment activities. This will be seen through Clifton Hill Values IEP data, learning walks and pupil progress meetings.</p> <p>Review meetings will show that students who access enrichment activities are on track to meet their long term EHCP SEMH outcomes.</p>
<p>Students will have access to Specialist Social skills lessons, music therapy or drama therapy. Therapy will address areas such as developing confidence and communication, managing anxiety, trauma or mental health issues and raising levels of self-esteem.</p>	<p>Students will be more able to access learning in school due to improvement in areas such as anxiety, confidence and self-esteem. This will be evidenced through IEP data, learning walks and pupil progress meetings.</p> <p>Parents and carers will report on the therapy having a positive impact on all areas of their child's life.</p>
<p>All students will have access to trips, and residential</p>	<p>Feedback from parents, carers, and staff on increased skills such as life skills, developing independence, developing confidence and social skills. This will be evidenced through IEP data, learning walks and pupil progress meetings.</p>

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: £ 3,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff in areas identified that will support identified gaps e.g.</p> <ul style="list-style-type: none"> <li>PECS training</li> </ul>	<p>Evidence from learning walks shows that staff trained in specific areas greatly increases student progress. E.g. Information gathered from maths mastery learning walks demonstrates higher levels of engagement amongst students resulting in greater progress.</p>	<p>1</p>

<ul style="list-style-type: none"> <li>• ELSA training (new for 2021-2022)</li> <li>• Continued maths mastery training etc.</li> <li>• Training identified during the period 2021-2022</li> </ul>	<p>Staff trained in ELSA during 2021-2022 will be better equipped to support individual students and small groups identified through pupil progress, teacher and parental conversations.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding provided for additional occupational therapy within school	Previous additional OT has had a significant impact on students by improving their functional skills such as: cutlery skills with the provision on adapted cutlery and crockery Postural skills during eating and drinking Fine motor programmes to improve manual dexterity and bilateral control, Toileting skills to aid independence	1
Classroom equipment, e.g. classroom laptops , specific items/resources used as a strategy, etc.	Evidence from PP expenditure during previous years demonstrates that targeted equipment such as additional laptops increases progress.	1
Funding towards professionals who can provide support through individual assessments and personal interventions e.g. OT's to provide sensory integration programmes	Evidence shows that assessments provide staff with both important student information relating to the need and an intervention plan. Such interventions best prepare our students for learning and support them to regulate throughout the day.	1

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards school trips and residentials	Evidence shows that it is crucial for students to have the same opportunities as their peers. This enables them to develop skills such as life skills, independence, confidence and social skills.	2
Funding for enrichment activities such as 1-1 music lessons	Evidence shows that students who would otherwise not be able to take part in enrichment activities experience better mental health and raised self-esteem. Enrichment activities also have shown to discover 'hidden' talents amongst students providing students with skills they can pursue into adult life.	2
Funding towards the cost of specialist social skills teaching, music therapy and Drama Therapy	Previous evidence shows that well-being levels increase when students participate in therapeutic activities.	4
<p>Support for parents &amp; carers in seeking the support they need for their child.</p> <p>Support for families by signposting them to the right help they need via our family link co-ordinator</p> <p>Additional support identified through EHCP review meetings, Pupil progress meetings and less formal meetings between professionals &amp; parents.</p>	Support empowers parents and carers to gain the help they need for their child. It helps them to build a stronger case and have a voice where they would otherwise not be as successful.	3

**Total budgeted cost: £ £18,060**

## 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.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.</i></p> <p><i>If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?</i></p>	
Clifton Hill School Pupil Premium Report for 2020-2021	
Outcome	Review September 2021
<p>Students who receive PP will make progress in line with their peers in all areas of their development</p>	<p>All students in receipt of PP made progress in line with their peers or above. Despite Covid and the impact this had, hard and soft data showed that disadvantaged students made expected or above expected progress across all subjects.</p> <p><u>Case Study</u></p> <p>One student made below expected progress in 2 areas for the Autumn term 2020. They were funded for a specialist occupational therapist intervention and by the Summer term 2021 had progressed to expected and above expected progress for these 2 areas of the curriculum.</p>
<p>Students will Improve their functional life skills</p>	<p>Our 100 hours OT has continued to have a significant impact on students by improving their functional skills such as: cutlery skills with the provision on adapted cutlery and crockery Postural skills during eating and drinking Fine motor programmes to improve manual dexterity and bilateral control, Toileting skills to aid independence</p>

	Provision of sensory diets and activities to be used with specific students for strategies to help regulation
Students will have access to enrichment activities	1-1 music sessions for students via zoom during Covid lockdown were highly effective. Parents commented that this promoted good mental health and raised self-esteem. <u>Case Study:</u> One students received an additional music session on zoom per week for a short period of time. They were finding not being able to come into school particularly challenging and parents commented on how this was so beneficial for their mental health.
Students will have high levels of well-being through building their confidence, happiness, ambition, curiosity and companionship (Clifton Hill Values)	Both music and drama therapy have been invaluable this year, especially following Covid and the impact this has had on our students. Feedback from teachers has been that the therapy has significantly helped where students have suffered a bereavement and high levels on anxiety and trauma.
All students will have access to trips, events and residential	Covid naturally affected many trips and events however we were still able to access some of these where possible. Supporting students who would not usually be able to attend, through the additional funding is crucial for both their well-being and education.

## 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