

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	56 in years 7-11 24 in years 12-14
Proportion (%) of pupil premium eligible pupils	28.5% of years 7-11
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	4.10.2022
Date on which it will be reviewed	01.10.23
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	£ 18,170 (including post LAC funding)
Recovery premium funding allocation this academic year	£29,808
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	£47,978

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"> • Where students aren't making expected progress strategies will be put in place to address this. • Where students should be making better than expected progress strategies will be put in place to address this. • Evidence in pupil progress data will show the impact of this.
Students will Improve their functional life skills	<ol style="list-style-type: none"> 1. Evidence through Pupil progress meetings will show data relating to physical & sensory skills. <ul style="list-style-type: none"> • Where students aren't making expected progress strategies will be put in place to address this. • Where students should be making better than expected progress strategies will be put in place to address this. 2. Teacher assessment of learning following lessons such as food Tech and functional life skills will show progress. 3. Feedback from staff from the times when students are eating and drinking or managing their personal care will demonstrate progress 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.

<p>Students will improve their social, emotional and mental health through taking part in 1-1 or small group sessions led by one of our ELSA trained members of staff.</p>	<p>Feedback from teachers during pupil progress meetings on student progress in areas such as –</p> <ol style="list-style-type: none"> 1. Being more ready to learn 2. Raised Self –esteem 3. Raised self -Confidence 4. Better relationships with Peers and those around them 5. Managing problems
<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: £ 5,000

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"> • PECS training • Attention Autism Training • Continued maths mastery training etc. • Training identified during the period 2021-2022 	<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>	1
<p>Staffing to cover our Elsa staff when they are out of class during interventions and supervision.</p>	<p>ELSA is widely known to support students with their social, emotional and mental health. The additional staff cover in class will allow our ELSA trained staff to carry out this important work</p>	3, 4

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

Budgeted cost: £ 37,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding towards setting up and delivering 'read, write inc'.</p>	<p>Past 1-1 interventions such as reading have positively impacted progress. 'Read, write, inc' however is a phonics <i>complete</i> literacy programme that is flexible enough to meet the needs of students in special education. It will have the benefit of ongoing access to</p>	1, 3

	consultants, effective resources and training for many of our staff members.	
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, 3
Classroom equipment, e.g. classroom laptops , software programmes, specific items/resources used as a strategy, etc.	Evidence from PP expenditure during previous years demonstrates that targeted equipment such as additional laptops and software resources 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: £ 5,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards school trips and residential	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	Previous evidence shows that well-being levels increase when students participate in therapeutic activities.	4

therapy and Drama Therapy		
<p>Support for parents & 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 & parents.</p>	<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.</p>	3

Part B: Review of outcomes in the previous academic year

Pupil premium & COVID recovery premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021-2022** academic year.

Clifton Hill School Pupil Premium Report for 2021-2022	
Outcome	Review September 2022
Students who receive PP will make consistent progress in line with their peers in all areas of their development	<p>Data for 2021-2022 shows that all students who receive PP are making progress in line with their peers. 2 students made above expected progress in Maths for the entire year and 1 student made above expected progress in English for the entire year.</p> <p>3 students made below expected progress in 1 curriculum area only. Their additional funding for 2022-2023 will look at ways this can be spent to improve outcomes.</p> <p>This will be documented on the Additional Funding strategy for 2022-2023</p>
Students will Improve their functional life skills	<p>11 out of 14 students made at least expected progress in their physical & sensory skills for the entire school year. 6 of these students made above expected progress for at least 1 term during the year.</p> <p>3 students made below expected progress for 1 term during 2021-2022. This very small percentage shows that our strategies to improve functional life skills are effective.</p> <p>A food technology deep dive was conducted during March 2022 by the Curriculum leader. All lessons observed were good or outstanding. An action that arose from the deep dive was to finish the new food tech curriculum .This has now been completed and also includes an advanced skills level.</p> <p>A project was set up during 2021-2022 to help students generalise skills achieved at school but not at home or community. All the support requested was around functional life skills, mainly eating and drinking.</p> <p>Collaboration with other professionals such as</p>

	the OT along with parental involvement meant that students are now able to use a skills in a variety of places.
Students will have access to enrichment activities such as individual music lessons, trampolining and after school activities.	<p>There was extremely positive Feedback from Parents, carers and students who were able to access enrichment activities due to additional funding.</p> <p>This included the after school club and experience activities they would otherwise have missed out on.</p> <p>Students who receive funding to pay for 1-1 music lessons performed at a concert in July 2022. Some of these students have had lessons for a number of years now and their raised levels of confidence and musical skills since the previous concert was very evident.</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>Students receiving additional funding have greatly benefitted from our Specialist Social skills lessons and both music and drama therapies this year. Feedback is that these students have raised confidence, increased self –esteem, increased self –advocacy, better communication skills and a better ability to manage their emotions.</p> <p>Music technology work was played at our recent prize giving that demonstrated the positive impact this therapy can have.</p>
All students will have access to trips, and residential	<p>The activities that have had the most positive impact this year were the department residential that took place at Hindleap Warren. The main feedback was regarding the social emotional and mental health development of the students who attended. They grew in confidence, developed greater self –esteem and developed deeper relationships with their peers. This is evident when they return home and to school and has a positive impact on all areas of their learning.</p>

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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