



# Pupil Premium Strategy Statement – Sladewood Academy

This statement details Sladewood Academy’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

Detail	Data
Number of pupils in school	31 (2023-24) 53 (2024-2025)
Proportion (%) of pupil premium eligible pupils	39% (2023-2024) 31% (2024-2025) 17 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2023- July 2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024 September 2025
Statement authorised by	Katy Hanna
Pupil premium lead	Kathryn Baker
Governor / Trustee lead	David Drew

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£11, 036
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£11, 036

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Sladewood school we are an inclusive and therapeutic community that commits to ensure pupils within our care are safe, happy, curious and purposeful learners. Every pupil must be provided with opportunities to progress academically, socially and emotionally to achieve the best they can. **“Together we will Thrive”. Where we will create a community of play, laughter, acceptance, curiosity, empathy and a love for learning where strong relationships are at the centre of what we do.**

On leaving the school community, we will ensure they have been exposed to a broad and balanced education so they have the knowledge, social skills and confidence to **Thrive** in their next chapter of their journey.

Our objective for our disadvantaged cohort is enabling them to feel safe, secure and happy so that they are ready to learn.

Our plan is about ensuring social, emotional and well-being needs are met which ensures pupil are in the right place for learning and removes barriers to learning which means that they will be able to access their academic learning within the classroom setting through targeted support.

The key principles of our plan are catering for pupils social & emotional needs and removing barriers to learning which enables them to be in the right place for learning as their right time needs. We are looking to engage and work with our families and communities to ensure that we have a consistent approach with our children and support the challenges that are faced by our cohort.

We want our pupils to feel happy, safe, secure and valued so they enjoy being part of the Sladewood community where school attendance has improved.

## Challenges

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

Challenge number	Detail of challenge
1	Verbal communication and need of a total communication approach
2	Sensory processing needs and regulation needs to be able to access learning
3	Social & Emotional wellbeing needs
4	Hunger, travel times, income and support
5	Parent support and engagement

## 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
Provide a total communication approach which caters for the individual needs of the cohort	Children will have access to their communication and will begin to communicate and find their voice in their preferred outlet.
There will be a purposeful Occupational therapy plan for the pupils with bespoke programs where needed.	Children will feel more regulated and have purposeful programs of support which will enable them to access wider learning.
To ensure children feel happy, safe, secure and valued	Children's social, emotional and well-being needs will be met and they will show they feel safe, happy and secure where they belong.
To support families with individual needs and wider activities where it is needed.	Children and families will have support to access wider activities- breakfast club, trips and parent support groups. This will help to increase attendance.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
OT Support and CPD training for teachers. Our occupational therapist will support staff in having a better understanding of sensory processing, sensory circuits and interoception and how this can be included in teaching and learning activities to ensure they are in a place that is ready to learn.	EEF indicates that high quality teaching is the most powerful way for schools to improve pupil attainment particularly for disadvantaged pupils. So, if our staff team have a better understanding of sensory processing, Interoception curriculum and how this can be included within teaching and learning they will be able to get their pupils in a place ready to learn.  <b>Kelly Maher says</b> "interoception is the very foundation of independent self-regulation."	2
Total communication support and training for teachers. We will provide regular training our communication approach/ vision ensuring that we are offering a total communication approach	EEF indicates that high quality teaching is the most powerful way for schools to improve pupil attainment particularly for disadvantaged pupils. Therefore, if we value the CPD of total communication for all staff our pupils will have a consistent approach to how this is taught across the school which will have a positive impact on their teaching and learning.	1

<p>that can meet the needs of all.</p> <p>Training to include: Makaton, Tobi's, objects of reference, communication grids, AAC and bespoke programs.</p>	<p>SLT UK say: A total communication approach allows individuals with communication difficulties to communicate in the most accessible way to them. Speech and language therapists will use total communication in helping an individual to communicate to the best of their ability and as effectively as possible.</p>	
<p>THRIVE CPD training for the teachers. All staff to have an understanding of thrive and its ethos and impact it has across the school. Consistent approach across the school.</p>	<p>EEF indicates that high quality teaching is the most powerful way for schools to improve pupil attainment particularly for disadvantaged pupils. Therefore, by having THRIVE CPD for all staff we have a consistent approach to how this is being taught, used across the school to maximise impact for our pupils across the setting.</p> <p>Thrive states “support wellbeing and improve behaviour, attendance, resilience and attainment. “</p> <p>They discuss the impact as follows: Schools and settings that have adopted Thrive have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.</p>	<p>3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play therapy support for individuals as a 12-week block to support their social &amp; emotional well being</p>	<p>EEF STATES</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>Play therapy structural learning state:</p> <p>“Play therapy offers a unique and effective approach for supporting children with special needs. By providing a safe and engaging</p>	<p>3</p>

	environment, play therapy helps children express themselves, build essential skills, and promote their overall emotional well-being”	
Thrive Interventions to support individuals right time needs allowing them to make small steps of progress in learning with their Personal Development to plug the gaps.	<p>EEF STATES</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>Thrive state the benefits of THRIVE in special schools:</p> <ul style="list-style-type: none"> <li>• Understanding of children and young people’s needs through behaviour</li> <li>• Improved readiness to learn</li> <li>• Stress regulation systems</li> <li>• Tailored strategies and action plans for pupils’ healthy emotional development (for individual pupils and groups)</li> <li>• Knowledge and skills necessary to respond to distressed behaviour</li> <li>• Improved attendance</li> <li>• Improved readiness to learn</li> <li>• Stress reduction for pupils and staff</li> </ul>	3
Occupational therapy interventions to support individual needs in terms of their sensory processing needs and interoceptive needs. This could be done in the form of a sensory circuit.	<p>EEF States that intensive support either one to one or part of a small group can support pupil learning when provided in addition to. This intervention will be in addition to so that teaching and learning needs can be met within the classroom.</p> <p>Sensory surroundings state that the 5 benefits of sensory circuits are: enhancing attention, developing motor skills, reducing anxiety, improving co-ordination, improving behaviour.</p> <p>We need to gain a clear understanding between the connections of sensory, regulation and relationships (Sensory health).</p>	2
SALT interventions- Bespoke interventions for those children who require additional to the universal offer, this may include AAC assessments.	<p>EEF States that intensive support either one to one or part of a small group can support pupil learning when provided in addition to. This intervention will be in addition to so that teaching and learning needs can be met within the classroom.</p> <p>SLT UK say: A total communication approach allows individuals with communication difficulties to communicate in the most accessible way to them. Speech and</p>	1

	language therapists will use total communication in helping an individual to communicate to the best of their ability and as effectively as possible.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To provide a school breakfast club and breakfast as part of the morning check in routines.	EEF States that breakfast club can have an impact on pupil attainment but it is more likely that the social part of the breakfast club will support- which is why having this in a check in activity will support attainment.  Pupil behaviour improves with those who have a breakfast club which can then also have a positive impact on the class/ teaching & learning.	4 & 5
Trip Support- this is to help enable our disadvantaged cohort and families receive a wide range of experiences and learning opportunities	<b>EEF STATES:</b> Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes	4& 5
Family support & community meetings to ensure we are working together to maximise the impact on pupils.	EEF States key findings are: <ul style="list-style-type: none"> <li>• Parent engagement has positive impact on average of 4 months on progress.</li> <li>• Personalised messages linked to learning can promote positive interactions (class dojo)</li> <li>• Consider flexible communication- short sessions, flexible times to create opportunities for parental engagement (Learning conversation evenings, tea and chat meetings -school times)</li> <li>• Consider the support for high quality learning at home- practical strategies and resources to assist learning</li> </ul>	

**Total budgeted cost: £ 11, 036**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes for 2023-2024

##### Occupational Therapy

Occupational Therapy support has ensured that pupils have access to a range of sensory provision both 1:1 and within whole-class provision. All pupils have a sensory profile which is used to plan and deliver effective support for sensory needs and preferences. The interoception curriculum continues to be developed and embedded across the school. Regular CPD has ensured that existing and new staff are able to develop their knowledge and skills. This will continue.



##### Total Communication

The school has focused on introducing and developing a total communication approach. Regular, weekly CPD and support from a Speech and Language Therapist has enabled staff to effectively support all pupils to work towards their own individual Speech and language targets.



## Thrive

The Thrive approach continues to be embedded across the school. This enables all pupils to have individual targets to promote their social, emotional and mental health development. All pupils have a weekly Thrive lesson where individual targets are worked towards. Some pupils with the highest needs have also had access to bespoke Thrive interventions provided by the HLLP or they have been prioritised for play therapy.



## Play therapy

Many pupils have benefitted from play therapy provision from a qualified play therapist this year. The impact of the sessions is monitored and pupils with the highest social and emotional needs have been able to access high-quality and timely support to meet their social, emotional, mental health and wellbeing needs. This will continue.





## SALT

The school have prioritised SALT provision. All pupils have personal SALT targets with dedicated learning time in the weekly timetable. Some pupils will also have a more bespoke intervention in place. SALT provision will remain a priority for our pupils in receipt of pupil premium.



## Breakfast Club

Breakfast Club has open to all pupils and has allowed working parents to access wrap-around care. This will continue to be available.

## Trip support

Disadvantaged pupils have been able to access trips this year. This has enabled them to have personal development opportunities that they not otherwise have had. The PP funding will continue to be used for those families who are not able to contribute financially so that disadvantaged pupils do not miss out on personal development opportunities.



## Family support

The Early Help Offer is strong at Sladewood and the Early Help Team work alongside many external agencies to provide support to families. Regular coffee mornings have taken place which have enabled parents to network with other agencies and build supportive relationships with each other. This will continue to be developed and embedded.

## Academic Outcomes:

% Progress against target

**Red= negative progress, Orange= + progress, Green= ++ progress, Dark Green= +++ progress**

	Maths				English					
	Number and algebra	Geometry and Measure	Working mathematically	Overall	Phonics	Early Reading	Communication, Language and Interaction	Writing	Reading	Overall
Non-Pupil Premium	10%	15%	0%	8%	30%	0%	0%	25%	0%	8%
	75%	65%	95%	78%	70%	75%	80%	75%	95%	83%
	50%	55%	80%	62%	40%	69%	70%	40%	75%	62%
	30%	45%	65%	47%	40%	25%	60%	25%	40%	42%
Pupil Premium	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	67%	100%	90%	86%	56%	100%	90%	80%	70%	80%
	56%	90%	90%	79%	22%	71%	70%	40%	70%	60%
	0%	50%	60%	37%	22%	14%	30%	10%	75%	38%

The data shows that pupils who are eligible for pupil premium are making progress in line with pupils who are not eligible for pupil premium. In some areas pupils are PP are making more progress. This would suggest that the strategy in place is having a positive impact and the approaches chosen are effective.

## Attendance:

	Pupil Premium	Non-Pupil Premium	Persistently Absent Pupil Premium	Persistently Absent Non-Pupil Premium
<b>Sladewood</b>	<b>95.40%</b>	93.04%	<b>10%</b>	20%
<b>National Data 2022-2023 Special School</b>	89.4%		37.4%	

Attendance for pupils eligible for pupil premium is good. It is above the school target (94%) and above national data. The percentage of persistently absent pupils who are eligible for pupil premium is below national data. This would suggest that the pupil premium strategy (alongside the attendance strategy) is effective in ensuring good 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	Provider
N/A	
N/A	

## Further information (optional)

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