

## 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	Pear Tree School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Walker, Headteacher Will Gayle, Chair of Governors
Pupil premium lead	Rebecca Warnock
Governor / Trustee lead	Will Gayle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,320
Recovery premium funding allocation this academic year	£7540
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	£38860

# Part A: Pupil premium strategy plan

## Statement of intent

Pear Tree School is committed to 'Achieving the best we can in everything we do'; ensuring all of our learners can achieve their true potential regardless of the many barriers to learning they may face. We make it our duty to identify potential barriers to learning for individual and groups of pupils and work creatively and innovatively to remove these barriers. We recognise that socio-economic factors are one of the many factors that can hinder pupil progress, attainment and ultimately affect life chances and are therefore committed to planning a pupil premium strategy that will enable all of our pupils to realise their true potential.

Our school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Our curriculum is highly personalised across school and our premium strategy plan is driven by the strengths and needs of each of our pupils. Formal and informal assessments are used to identify gaps and required interventions. Our pupils access a range of curriculums based on their learning needs and, therefore, our premium strategy plan does not focus solely on formal subject specific areas of learning but rather focuses on the intervention required to enable all of our pupils to regulate themselves, access education and learning and develop the knowledge and skills necessary to make the next transition in their education.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring programme.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations show that each child's learning profile is unique and therefore whole school interventions are not always the most effective use of premium funding.
2	Our observations and assessments show that the children within the Early Years age group have been significantly impacted by restrictions due to COVID19. They have had limited early intervention from other professionals and parents have not received support to manage needs

	and behaviour. Communication skills and behaviour for learning skills of early years children are extremely limited on entry to school.
3	Our assessments and observations show that sensory regulation is a huge barrier for many of our children and that children are struggling to engage in learning as a result.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Physical disabilities/ complex medical needs and possible deterioration in physical skills and/or health impact on pupil progress.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
7	Observations and assessments show that SaLT input has not been as effective during the pandemic due to lack of face to face contact with children, families and teaching staff. Staff need to be upskilled in their knowledge and practice to enable all children to make accelerated progress.
8	Our children find early reading skills and phonics difficult to master and progress is slow for developing reading skills.

## 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
Improve communication outcomes for all pupil by upskilling staff and working collaboratively with SaLT, HI, VI to plan and deliver personalised and targeted provision for all learners alongside improved resources.	<p>3 teachers trained as lead communication practitioners to deliver whole school training.</p> <p>Training plan in place for 18 months</p> <p>Pupils achieve EHCP outcomes</p> <p>Targets set at annual review achieved</p> <p>Evidence for Learning demonstrates pupil progress and learning journey.</p>
To introduce and embed a new phonics scheme across KS1-KS4 to ensure a consistent approach is used to impact on pupil progress and accelerate reading. To improve overall progress in reading.	<p>Pupil progress data shows pupils are making increased progress.</p> <p>Evidence for learning clearly demonstrates pupil progress.</p> <p>Targets set at annual review achieved</p>

	EHCP outcomes achieved
To better demonstrate and measure progress of all pupils and identify gaps in learning across cohorts of pupils so interventions can be identified and implemented.	Progress of all pupils can be clearly measured, even those making very small steps of progress. Potential gaps in learning are identified and interventions put in place. Progress of all cohorts of children can easily be tracked and measured.
All pupils are able to access learning and make progress across all aspects of their curriculums through highly personalised provision that removes the barriers to learning.	Pupil engagement in lessons is improved and is evidenced on evidence for learning through the engagement model.
To ensure that all pupils are able to enhance and extend their cultural capital through access to a wide range of extra-curricular and curriculum opportunities.	All pupils access a range of extra-curricular activities appropriate to their needs.

## 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: £7,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elklan Communication Friendly Status for school and planned programme of CPD for all staff to upskill the whole school team in supporting children to develop their communication skills.	Communication is key to our pupils making progress. The pandemic has had a huge impact on pupil progress in communication due to lack of face to face contact with therapists and children and opportunities to deliver training for staff and multi-agency working. <a href="https://www.elklan.co.uk/Training/Settings/CFSe/">https://www.elklan.co.uk/Training/Settings/CFSe/</a>	1, 2, 7
Read, Write Inc training delivered to whole school team and this phonics programme embedded across the whole school curriculum.	The Education Endowment Foundation identifies phonics interventions as a low cost but highly effective intervention based on extensive research. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>	1, 8

<p>Engagement Model training delivered to whole school staff and whole school approach adopted to measuring progress for all pre-formal learners.</p>	<p><a href="https://www.gov.uk/government/publications/the-engagement-model">https://www.gov.uk/government/publications/the-engagement-model</a></p> <p>The Rochford Review concluded that the P Scales were not able to accurately or informatively measure progress for pre-formal learners and that the engagement model was the most effective tool to measure progress. This needs a whole school approach to be consistent and accurate at recording progress for a pre-formal learner.</p>	<p>1, 3, 5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual pupils attend mainstream inclusion sessions to meet an identified learning need. Pupils will be taught in small groups to provide challenge for learning and role models in the process.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Our extensive experience of supporting inclusion shows that this is a highly effective strategy in improving outcomes for children.</p>	<p>1, 4, 8</p>
<p>Pupils are supported to manage their behaviour through access to appropriate personalised timetables and sensory diet.</p>	<p><a href="https://juliadyer.com/">https://juliadyer.com/</a></p> <p>Our extensive work in sensory regulation and experience of supporting children within Pear Tree and other settings shows us that sensory regulation and the ability to self regulate is key to a child being able to engage and learn.</p>	<p>1,2,3</p>
<p>Engaging with the National Tutoring Programme to provide targeted interventions in English, MSI and sensory regulation for disadvantaged children.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 7, 8</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	<a href="https://juliadyer.com/">https://juliadyer.com/</a> Extensive research into appropriate provision for pupils with complex challenging behaviour has been undertaken by senior leaders and curriculum evolvment and pupil progress demonstrates effectiveness of sensory interventions	1,2,3
Commando Joe-building Resilience	Research findings have shown that the pandemic had a negative effect on pupil wellbeing, mental health and resilience. Our school recovery curriculum-SHINE identified this intervention as an effective way of building pupil resilience.	1, 4
Personalised interventions to support delivery of health programmes to enable pupils to stay well so they can attend school regularly.	Extensive evidence based research that postural management, hydro therapy, physio programmes etc are key to a child/young person staying healthy and well.	5

## 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.

Our internal assessments during 2020/21 indicated that whilst pupils made progress over the academic year, less accelerated progress was made by pupils than in previous years. This is largely due to the impact of COVID and partial school closures. Our pupils struggle to engage with online learning due to the nature of their barriers to learning. The majority of our pupils also struggle to access remote learning without parental support and this was a challenge for some of our working families. The greatest impact has been seen with our Early Years pupils and our PMLD pupils.

For some pupils accessing personalised timetables with a focus on sensory regulation, these activities must be delivered face to face and 1:1. Whilst staff supported parents in delivering these sessions at home with some success, the provision was not the same to being in school with a highly structured routine and personalised timetable throughout the day with highly skilled and experienced staff.

Teaching was disrupted across all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. There has been a noticeable impact on pupils' behaviour for learning and ability to self-regulate and develop self-regulation skills.

Whilst we worked hard to mitigate the impact of the pandemic on our pupils, not all of our planned interventions could be carried out. All of our pupils are classed as vulnerable and so school remained open to as many pupils as possible. Due to the vulnerable health needs of some pupils, some parents chose to keep their child at home. However, remote learning for these children via platforms such as zoom are not effective and can not replace the face to face intensive interactions that these pupils require.

Assessment data has been used to analyse where the premium funding needs to be targeted over the next academic year. Some interventions had been started 2020-21 and were having a positive impact e.g. Commando Joe programme. These interventions have been continued this academic year.