

# Ladywood School Pupil premium strategy statement

This statement details our school's use of pupil premium funding, for the 2022 to 2023 academic year, 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	Ladywood Special School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	89 children 46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 - 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Susan Tailor Head Teacher
Pupil premium lead	Sarah Dakin
Governor / Trustee lead	Gail Scholes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,800 (FSM) £7230 (previously LAC)
Recovery Premium	
<b>Total budget for this academic year</b>	£118,030
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Carried over funds: £21,254 Total - £139,284

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes and narrow the gap for all our disadvantaged pupils.

We believe in providing opportunities for all children at Ladywood to achieve their full potential and maximise their outcomes. The pupil premium monies are spent according to need, alongside whole school investment and therefore does not necessarily mean that each pupil receives direct funding.

At Ladywood we do see a variance in 'starting points' for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points). Within some of our families, we see a disparity relating to academic attainment, impacting engagement in higher education and/or employability, alongside a disparity of social opportunities.

Ladywood believe in providing high-quality Teaching and Learning opportunities for all and this strategic approach will utilise the diagnostic assessment tool, alongside; individual data, pastoral knowledge and research to best support our disadvantaged pupils in their ability to access an engaging and effective learning environment, to positively impact progress. This will ensure that we offer the relevant skills and experiences required, to effectively support our Ladywood Community.

Although our strategy is focused on the needs of disadvantaged pupils, it will have the opportunity to benefit all of the Ladywood cohort, as some elements of the funding will focus on approaches, which strengthen our Teaching and Learning provision and incorporate Whole School incentives.

Through our strategy there will be the opportunity to support and develop independent life and social skills and continue to ensure that high-quality experiences will be implemented.

Our strategy is integral to developing our children's voice and therefore increasing vocabulary and reading within school and increasing wellbeing for pupils, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge : Through assessments, observations and discussions pupils show ...
1	All our children at Ladywood have a range of disabilities and <b>learning needs</b> – all students at Ladywood School have a range of Learning (moderate/severe) and/ or Autistic Spectrum Conditions, which can impact on their ability to access their curriculum.
2	Assessments, observations and discussion with pupils and families show that our pupils present with <b>communication</b> difficulties and decreased level of vocabulary.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop <b>cultural capital</b> outside of school, impacting on a reduced access to social and community opportunities.
4	Through observation and discussion with families there is an increased need for <b>pastoral support and parental engagement</b> for our disadvantaged pupils.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to access <b>enrichment activities</b> .
6.	Some of our disadvantaged children present with <b>Sensory</b> difficulties and are identified on the sensory pathway, which has an increased need for further intervention opportunities to access their learning.
7.	Some of our disadvantaged children present with <b>Behavioural</b> difficulties and are identified on the S&E pathway, which has an increased need for further intervention opportunities to access their learning.
8.	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to access a range of <b>different teaching and learning environments</b> and/or having the opportunity to learn in different contexts and generalise 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
To improve attainment for disadvantageded pupils in all subjects, notably Reading, Vocabulary and Early learning skills.	Ladywood assessment to show on average that disadvantageded pupils are working in line with their peers. An increased number of children accessing their learning, which will positively impact on progress and individual potential.
To support health and wellbeing for our disadvantageded children in providing opportunities for physical activities and cross-curricular learning, enhancing our curriculum and increasing engagement.	Intervention impact relating to our Pathway needs. Development of skills in mindfulness and relaxation to impact behaviour. Developing learning opportunities within different environments to support engagement of learning in different contexts. Decreased level of behavioural incidents.
To improve communication for our disadvantageded children and provide experiences which increase 'pupil voice'	Through attainment data, at the end of 2022/23. Development and implementation of AAC communication strategies. Increased Staff Training and cascading of information for staff. Staff to indicate increased confidence and ability to implement in their practice. Impact statements and case studies. Through observations and discussions with pupils and their families.
To provide educational opportunities/experiences which enrich and supplement our curriculum offer and develop opportunities for social interaction, communication and vocabulary. To provide opportunities for pupils to apply learning skills in different contexts.	To access a range of experiences throughout the year. To gain impact statements on engagement and development of skills. To show progress with communication outcomes.
To provide opportunity to participate in outbound activities, sporting activities and experience residential holidays with their peers.	Engaging in sporting activities alongside their mainstream peers. Increased attainment of life and social skills.

	Observe increased self-esteem and independence.
To provide schools, families and carers with a range of information to support individual students, in all areas of life.	<p>For staff and parent competence to increase – through discussion and questionnaires.</p> <p>For parents to feel supported with specific needs (linked to parent training).</p> <p>Attainment through pathway/subject data.</p> <p>Reduction in behaviour incidents through implementation of specific interventions.</p> <p>Increased engagement through implementation of specific interventions.</p> <p>Through observations and discussions with pupils and their families.</p>
To extend sensory provision through school addressing sensory needs and enhancing sensory experiences of students throughout school.	<p>For staff knowledge and pedagogical skills to increase through collaboration with external providers.</p> <p>Attainment through sensory pathway data.</p> <p>Increased engagement through implementation of sensory diets.</p>
To support our parents and families with strategies, resources and tools to engage with their children and develop effective learning and removal of educational barriers.	<p>Good level of engagement from parents.</p> <p>For parents to engage in training.</p> <p>To increase health and wellbeing of students.</p> <p>For all parents to have the chance to engage with all aspects of support through translators.</p> <p>Through observations and discussions with pupils and their families.</p>
To provide our pupils with the basic needs to engage in our curriculum through the use of Maslows needs to remove barriers for learning and provide opportunities for social interaction and communication.	Ladywood to have access to National Big breakfast.

## 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: ~£61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Teaching and Learning environments, specifically targeting outdoor learning.	<a href="#">8 Proven Benefits of Outdoor Learning For School Children - The Stable Company</a> "Playing in natural spaces supports a child's sense of self, allowing children to recognise their independence alongside an interdependence and connectedness with their ecological worlds."	1
Investment in pathway provision, linked to the sensory pathway. Enhancing sensory regulation, assessment and delivery.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1, 6
Investment in communication pathway. Enhancing provision, assessment and delivery.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. <a href="http://ican.org.uk">What works database (ican.org.uk)</a>	1, 2

<p>Creation of a core curriculum lead - to develop and improve consistency between core subjects and teaching across the school in line with DfE guidance; especially English and challenge.</p> <p>The lead will engage with our local hubs to develop the quality of teaching through CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching, drawing on evidence-based approaches:</p> <p><a href="https://www.impact.chartered.college">Leading the primary curriculum: Developing subject leadership and expertise - impact. chartered.college</a></p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p><a href="https://www.suttontrust.com/What-Makes-Great-Teaching-REPORT.pdf">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p>	<p>1, 2, 6, 7, 8,</p>
<p>Therapeutic offer, supporting skills of Teaching and Learning staff</p>	<p><a href="https://www.lambeth.gov.uk">Narrowing the Achievement Gap (lambeth.gov.uk)</a> Utilising therapeutic strategies and sharing teaching skills with teachers to develop practice has a positive impact on narrowing the gap.</p>	<p>5, 2, 6, 7</p>
<p>CPD for teaching staff throughout Ladywood to develop approaches</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>great teaching is the most important lever schools have to improve pupil attainment</p>	<p>1, 2, 6, 7,</p>

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

Budgeted cost: ~£31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to support Ladywood's Teaching and learning offer in the classroom, additional clubs throughout school and Gifted and talented workshops.	<p>To enable access to the curriculum, Douglas et al (2011) noted that teachers educating children with SEND should ensure that the children themselves are suitably equipped to independently access relevant resources.</p> <p>Dowker, A. (2009). What works for Children with Mathematical Difficulties? Department for Children, Schools and Families. Retrieved from <a href="http://www.catchup.org/resources/735/what_works_for_children_with_mathematical_difficulties.pdf">http://www.catchup.org/resources/735/what_works_for_children_with_mathematical_difficulties.pdf</a></p>	1, 3,
Investment of Therapeutic offers to support our Pathways within Ladywood.	<p><a href="http://lambeth.gov.uk">Narrowing the Achievement Gap (lambeth.gov.uk)</a> Utilising therapeutic strategies and sharing teaching skills with teachers to develop practice has a positive impact on narrowing the gap.</p>	5, 2, 6, 7
Additional staff support within class to enable increased engagement in teaching and learning.	<p><a href="http://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> when staff are used effectively in the classroom will improve outcomes.</p>	1, 6, 7
To develop an inclusion offer within school to support our most able children in accessing further educational opportunities.	<p><a href="http://schoolsweek.co.uk">Research: Who benefits from inclusion? (schoolsweek.co.uk)</a></p> <p>Interesting to observe impact in schools relating to inclusive offers.</p>	5, 1,
Targeted intervention support: linked to individualised support, pathway interventions,	<p><a href="http://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supporting children in metacognition strategies and the ability to self regulate, developing reading strategies: Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p>	1, 2, 6, 7, 8

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

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enable Enrichment Experiences within the year to supplement our curriculum offer.	<a href="#">Narrowing the attainment gap   STEM</a> enriching opportunities within/outside the curriculum using imaginative and inventive teaching methods are often led in a less formal, out-of-timetable setting, giving students the confidence to experiment, explore and ask questions they may not otherwise ask and impacting on narrowing the gap.	1, 3, 5, 8
Development of targeted Teaching and Learning resources linked with Early learning strategies.	<a href="#">Thirty-five Years of Research on Perceptual Strengths: Essential Strategies to Promote Learning: The Clearing House: A Journal of Educational Strategies, Issues and Ideas: Vol 78, No 6 (tandfonline.com)</a> looking at the impact of kinaesthetic resources on SEND children's ability to engage and learn.	1.
Programme working with Parents and carers to develop effective support at home.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a> <a href="#">45 Pupil Premium Strategies for Best Impact in Schools (2021) (thirdspacelearning.com)</a>	1, 4
For children to have access to National Big breakfast and develop communication.	<a href="#">45 Pupil Premium Strategies for Best Impact in Schools (2021) (thirdspacelearning.com)</a> It has been found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and Maths results by the equivalent of two months' progress over the course of a year – and for very little cost.	1, 4, 5, 2, 3

<p>To provide our Year 6 children with an annual opportunity to develop independent skills and life skills in an Outdoor adventure experience.</p>	<p>Adventure learning typically involves outdoor experiences such as climbing and assault courses, or outdoor sports such as sailing and canoeing. They usually do not include a formal academic element although studies show these interventions have positive benefits on learning, particularly for more vulnerable students and teenagers. They require the contributions of well-trained and well-qualified staff and appear to be most effective when they are longer in duration, such a week. They can have positive impacts on self-confidence, self-efficacy and motivation.</p>	<p>8, 1, 4</p>
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## 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 2021 to 2022 academic year.

Research suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We continued to use pupil premium funding to help provide wellbeing support and targeted interventions where required to eradicate loss of learning for our children.

This positively affected our Outcomes as our academic data stayed in line with our historical trends; that children in receipt of PPG are on par with their peers. Last years' data suggested that identified children were on average performing better than their peers, especially in Reading. LAC students are making progress in line with non-LAC in English and Maths, showing impact of extra readers, developing vocabulary and early writing opportunities.

The input to support core skills linked with early writing and early maths was evident in the assessment data collated in 2020-21,

Parental engagement, in both early writing and maths, showed an increase in support at home, allowing collaborative teaching and learning both at school and home. Parents quoted *'The resources and training has helped me support my child at home. Ideas has helped me to know how to do learning in a fun way at home and engage my child'*.

Manchester Occupational Therapy involvement: 100% of children on the sensory pathway were seen by the OT and teachers commented that the support and advice offered supported our children effectively within the classroom to access their Teaching and Learning. One child who had previously not met progress expectations had this year made expected progress and parents commented on the positive impact at home: *'he is getting very independent now, he is able to let us know his needs and generally seems calmer and more content'*.

Councillor – 1 child was supported by a councillor who targeting specific subject matter which positively impacted behavioural incidents. Parents commented that *'he is so much calmer... and at school he is thriving'*.

Cultural capital – Children were given a range of experiences this year, impacting on wellbeing, vocabulary and retention of skills. Example - One child, who requires highly motivating opportunities for Teaching and Learning progress, was highly engaged with the Firebird experience. *'He was talking about it for weeks, using an increased range of communication and vocabulary which was seen in his independent writing opportunities in the classroom'*.

Inclusion opportunities – 5 children accessed inclusion in our partner schools linked with specific areas of Teaching and Learning. The skills developed in the mainstream class-

room have transferred back into their Ladywood classroom. E.g. One child has increased her time on task for writing lessons and is developing her vocabulary use in her writing. Her confidence has increased, enabling her to complete independent tasks within the classroom with less adult direction.

## 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
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activities that we are not funding using pupil premium or recovery premium. That will include:

- Enrichment curriculum utilising the Sports premium fund.

Working in partnership within the Trust to include: Peer review, JPD of Teaching and Learning/ sharing best practice.

### **Planning, implementation and evaluation**

In planning our yearly pupil premium strategy, we evaluate the impact of activities undertaken and potential projects/activities to endorse.

We have researched other schools with particularly positive outcomes for disadvantaged pupils to learn from their approaches and read research provided by the DfE in utilising Pupil Premium effectively – implementing the EEF toolkit and outlined activities.

We continue to look for opportunities to strengthen our links with our families, identifying specific need, strategies and support. Collaborative working with our Multi-Disciplinary Team partners continue to enable us to support our children at home, within their local community and engage with health and social care professionals.

We have used this evaluation framework to make adjustments and quality improvements to secure better outcomes for pupils over time and decrease the gap between non-disadvantages and disadvantaged children.