

2Pupil premium Strategy Statement 2022-2023

| 1. Summary information | | | | | |
|--------------------------|-------------|------------------------------------|---------|---------------------------------|--------|
| School | Mapledown | | | | |
| Academic Year | 2022 - 2023 | Total PP budget | £37,430 | Date of next PP Strategy Review | Termly |
| Total number of students | 114 | Number of students eligible for PP | 47 | | |

At Mapledown we have high aspirations for our students and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and meet meaningful goals which will support them in life. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers who live in families with higher incomes. We are required to use this funding to tackle disadvantage and by ensuring students who need it most have access to opportunities which will diminish the difference.

As a school we consistently track all groups of students to ensure that they make good or better progress. Through targeted intervention we are working to eliminate barriers to learning and progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium students achievement

2021-2022 Attainment summary - Making outstanding progress Making good progress Making below expected progress

| Overall % | | Communication and Literacy | | Cognition and Learning | | Physical/Sensory needs | | SEMH | | PfA | |
|-----------|----|----------------------------|----|------------------------|----|------------------------|----|------|----|-----|----|
| Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| 27 | 22 | 26 | 23 | 28 | 19 | 26 | 22 | 27 | 24 | 28 | 26 |
| 67 | 70 | 70 | 74 | 69 | 74 | 66 | 64 | 70 | 72 | 58 | 62 |
| 6 | 8 | 4 | 3 | 3 | 7 | 8 | 14 | 3 | 4 | 14 | 12 |

| 2. Barriers to future attainment (for students eligible for PP) | |
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| In-school barriers (issues to be address in school) | |
| A. | Specific learning needs |
| B. | Specific sensory processing needs |
| C | Specific behaviour needs |
| External barriers (issues which also require action outside school) | |
| D. | Parents/carers ability to implement strategies at home |
| E. | Parents/carers understanding of how disability affects learning |
| F. | Poor housing and opportunities outside of home |

| 3.Outcomes (desired outcomes and how they will be measured) | | Success Criteria |
|---|---|--|
| A | Specific learning needs supported | Students with specific learning needs make good and better progress compared to their peers, students with PMLD are able to access a range of activities which are appropriate for their specific learning needs Students with communication difficulties are able to use a range of strategies to get their voice heard. Students with physical disabilities can access the curriculum with the assistance of equipment |
| B. | Specific sensory processing needs supported | Students are more able to access more of their class sessions. Teachers are more able to meet a student’s sensory processing needs and are able to support the students in their class in a timely manner. Therefore incidents of challenging behaviour is reduced and students are happier. |
| C | Specific behaviour needs SEMH supported | Students are more able to access more of their class sessions. Teachers are more able to recognise when a student requires strategies to distract the students in their class in a timely manner and implement/teach emotional regulation strategies. Therefore incidents of challenging behaviour are reduced and students are happier. Students access extra-curricular activities safely and benefit from learning to transfer emotional regulation skills from the school setting to community settings. Students transitioning from primary settings benefit from being in class with more experienced staff, and from the support of a Music Therapist to help transition, emotional regulation and social skills. |
| D. | Parents/carers ability to implement strategies at home | Students make good or better progress and parents and cares are able to support their child using strategies which are successful at school |
| E. | Parents/carers understanding of how disability affects learning | Students make good and better progress and their parents are able to request support which is relevant for their child. Parents and carers make safe choices for their child. |

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| F. | Poor housing, poor access to resources, short breaks, etc and opportunities outside of home | Students are able to successfully access a range of activities which parents/carers may not be able to access due to the level of support their child needs. |
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4. Planned expenditure

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| Academic year | 2022-2023 |
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The three headings below demonstrate how we use Pupil Premium to improve pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

| Desired outcome | action/approach | Rationale for action | Monitoring of action and quality of action | Staff lead | Review of action |
|---|---|--|--|--------------------|------------------|
| A. Improve communication opportunities for all students | <p>Roll out PODD training and in class implementation</p> <p>Makaton tutor is supporting in the delivery of training to staff</p> <p>Switches are used for students who are able to access them</p> <p>Eye gaze technology is available in each class and further training for all staff where appropriate</p> <p>Literacy Software (PODD and Clicker 8) for eye gaze, iPads, class computers Students are taught prerequisite skills for the use of eye gaze</p> | <p>Communication matters : an AAC Evidence based <i>“Communication is an essential life skill, central to interaction and vital for development, helping to reduce social isolation.”</i> 2016</p> <p><i>Makaton is the only intervention which uses signs and symbols that is included in the What Works database; a resource created by The Communication Trust and endorsed by The Royal College of Speech and Language Therapists that records evidenced interventions for Speech, Language and Communication Needs.</i></p> | <p>Use observations in Autumn term to review implementation</p> <p>Spring term : Learning walks</p> <p>Summer term: Further observation to ensure impact is clear and barriers reduced</p> | SLT LZL (Michaela) | Termly |

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| Improve literacy opportunities for all students | New books for more reading areas around school New books for new curriculum themes and whole school project Whole school reading scheme | <i>"kids who read most, read best."</i> (Anderson, et. al., <i>Becoming a Nation of Readers</i>). | Learning walks | SLT and LZLs | Termly |
| Evidence for Learning influences teaching | Use EfL package to store evidence, inform future planning and demonstrate progress as well as to access CPD opportunities to develop teaching and learning/pedagogy | <i>"The key to effective learning is to then find ways to help students restructure their knowledge to build in new and more powerful ideas"</i> (Assessment for learning) John Gardner | Observations | SLT- Caroline | Termly |
| B. Specific sensory processing needs are assessed, addressed and students can better attend to learning | Assessment at the beginning of term, with additional directly commissioned OT and referral as appropriate to Barnet NHS and / or support obtained from sensory processing experts (from the teaching staff or directly commissioned), with resources/programmes devised/amended (from Autumn 22 and ongoing) | <i>"The ability to modulate sensory information provides a foundation for meaningful and purposeful participation in a full range of daily occupations, and therefore, people with poor sensory modulation often have problems successfully meeting the challenges of everyday life"</i> Roseann C Schaaf and Kathleen McKeon Nightlinger (2012) | Use observations in Autumn term to review implementation and generalisation Spring term : Learning walks Summer term: Further observation to ensure impact is clear and barriers reduced | SLT - LZL | Termly |
| C. Staff are able to use program and use its analysis feature to support future interventions according to triggers observed. Senior leaders are able to demonstrate a reduction in the time lost due to disruptive or challenging behaviours Transition is supported by music therapy | Ongoing development and analysis to inform action planning through behaviour analysis program – CPOMS | <i>"Knowledge opens up possibilities for either preventing or reducing the occurrence of challenging behaviour by the "indirect" manipulation of antecedent variables"</i> Eric Emerson 2001 Challenging behaviour: analysis and intervention in people with severe intellectual disabilities | SLT report to governors | SLT – Charlotte | Termly |

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| sessions to help develop relationships, self-esteem, group cohesion | Music therapy groups | Music therapy - <i>"Music appears to exert direct physiologic effects through the autonomic nervous system"</i> Music as Therapy Kathi J. Kemper, MD, MPH, and Suzanne C. Danhauer, PHD | SLT report to governors Observations | SLT – Sandra/Sue | Termly | |
| D.Parents begin to feel confident to follow strategies at home | Parents invited to work alongside their children and to regular coffee mornings/training sessions delivered by skilled staff (Makaton, PODD, behaviour support), EP, guest speakers – virtually/face to face | Parents who are able to work with the staff have the chance to practice skills in a supportive environment | Observations, EHCP reviews, parental involvement lists | SLT - Sue/ LZL / L3 supporting | Termly | |
| E & F Parents and Carers have support to help them with all aspects of caring for a young person with SEND | Deliver training to parents | Parents who are able to work with the staff have the chance to practice skills in a supportive environment | Some of our parents are new to special education or have recently moved to the UK. Many of our parents do not speak English as a first language | Observation of meetings, monitor quality of coffee morning, training sessions | Termly | |
| Total budgeted cost | | | | | £25,210 (including £3884 TT £1199 EfL £450 CPOMS £6483 part PODD, £799 clicker 8, £1465 Reading scheme+books) | |
| ii Other approaches | | | | | | |
| Desired outcome | Outcome to be addressed | action/approach | Rationale for action | Monitoring of action and quality of action | Staff lead | Date of review |
| Students to receive a rich and varied range of opportunities including | F | Outings Horse riding | Many of our students have limited outdoor play opportunities | LZ updates Assemblies | LZL SLT | Termly |

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| outdoor activities (swimming, horse riding, sailing, gardening) | | Swimming | | | | |
| Total budgeted cost | | | | | | £12,220 (including Swimming £3990, £1500 external events i.e. British Museum workshops) |