

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	James Rennie School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2024
Statement authorised by	Kris Williams
Pupil premium lead	Kerry Dunbobbin
Governor / Trustee lead	Vicky Collis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,000
Recovery premium funding allocation this academic year	£12,000
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	£48,000

Part A: Pupil premium strategy plan

Statement of intent

At James Rennie School, all pupils are entitled to equal opportunities to become their best selves. This does not always mean that all children need the same provision – provision must be chosen carefully to scaffold learning, break down barriers that may prevent progress and give children the best chance to succeed in life and contribute meaningfully to society.

No child's progress should be restricted because of their socio-economic background. This includes academic achievement and progress, accreditation and qualification, exposure to social and cultural experiences, good physical and mental health, and development of social and emotional literacy.

Our learners face some of the greatest challenges presented in modern Britain – all have complex learning needs, which are further complicated by physical and cognitive disabilities, communication difficulties and for many sensory processing difficulties that can severely affect their well-being. When one combines these factors with complex backgrounds that include rural isolation, poor socioeconomic housing and families with complex social needs of their own the barriers that are pupils face can be substantial, complex and interlocking.

In order to address these wide and varying needs, our pupil premium strategy plan is multi-faceted; at times, this means we are able to address whole cohort's needs with significant strategies such as investing heavily in supporting communication needs, whilst other strategies require a highly individualised intervention such as supporting pupils individual sensory needs.

Understanding our pupil's complex and interlocking needs often means we have to consider interventions that are not as *simple* as a straightforward academic intervention in order to remove barriers, likewise within some strategies there is a dynamic approach to allow adjustment in year to pupils changing needs.

To back this complexity the School also places an onus on monitoring and evaluating interventions with class staff and subject leaders across the School.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction
2	Negative sensory processing and anxiety driven behaviours are reduced
3	Pupil's core literacy and numeracy skills improve
4	Functional and application skills in core literacy and numeracy subjects are improved, in order for children to access the world around them and ensure deep learning is achieved
5	Pupil's mental health and resilience allow appropriate learning to take place
6	Highly specialised and personalised resources for pupils to access learning and achieve their best
7	Changing cohort of pupils-increased number of pupils with complex Autism, engagement and communication

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
1) Communication and Interaction improved for all pupils	All pupils will be set individual communication targets during the school year; these will be reviewed and reset on a termly basis. These targets will be personalised and not cohort based. All class staff will work alongside a communication specialist to learn from them, then support pupils to achieve their termly target. All staff (including operational staff) will have the training and coaching needed to support children they come into contact with Parents and the wider families of all of children will be offered core communication training to support their children in the home Progression in this area will be in line with or exceeding peers who do not have pupil premium

2) Negative sensory processing and anxiety driven behaviours are reduced	Measures for core subject progression show increases Behavioural incidents around sensory processing and anxiety reduces The library of equipment to support these needs is diversified, and is used in assessment Staff have an understanding that this issue is not solely centred around ASC Progression in this area will be in line with or exceeding peers who do not have pupil premium
3) Pupil's core literacy and numeracy skills improve	Pupils in receipt of pupil premium will continue to make good progress in number, reading and writing, both within year and across their key stage, in line with their non-pupil premium peers.
4) Functional and application skills in core literacy and numeracy subjects are improved, in order for children to access the world around them and ensure deep learning is achieved	Pupils in receipt of pupil premium will continue to make good progress in using and applying (Numeracy), both within year and across their key stage, in line with their non-pupil premium peers. Pupils will receive personal and specific interventions linked to functional literacy and numeracy in the community, the impact measures from these will show the specific gains
5) Pupil's mental health and resilience allow appropriate learning to take place	Pupils will receive personal and specific interventions linked to mental health and resilience, the impact measures from these will show the specific gains and these pupils will access learning to the same degree as pupils without these substantive needs
6) Highly specialised and personalised resources for pupils to access learning and achieve their best	Pupils in receipt of Pupil Premium will consistently achieve their IEP targets, or achieve in line with their non pupil premium peers. Staff will be able to access personalised resources to support IEP targets and current priorities
7) Changing cohort of pupils-increased number of pupils with complex Autism, engagement and communication	Staff having training in specific Autism programmes including TEACCH and Attention Autism to support pupils to access ways to improve engagement and communication Continued support for Autism/sensory library to be used in school and support for parents

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)

Budget Allocation: £14,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff to have coaching on the Phonics programme from more specialist staff to ensure Quality Assurance Coaching and further developing the use of phonics strategies	ELS. has been shown to have a significant impact on pupils phonics. The program will target those using phonics and those working towards phonic use. The work in 22-23 will focus on coaching staff and quality assurance after the program was introduced in 21-22 Specific Phonics strategies (DfE approved) have been shown to have a significant impact on pupils phonics. The program will target those teaching phonics and those working towards phonic use. Simply delivering a program of learning does not ensure excellence in learning through that program, this is backed through research	3&4
Autism strategy training for staff working with young people with ASC To train a cohort of staff in Attention Autism techniques that will support the changing profile of needs in the school and support in pupil engagement.	NAS TEACCH identifies the values and priorities for using the TEACCH approach with young people with autism. TEACCH focuses on the young person, their interests, skills and needs; and teaches flexibility Education Endowment Foundation research supports our professional judgement that high quality CPD will enable teachers to target barriers to learning There is a changing cohort of pupils entering the school in the primary classes who have ASD associated communication and engagement difficulties. Attention Autism is an approach that aims to develop	1, 2 & 7

	natural and spontaneous communication through the use of visually based and highly motivating activities. Attention autism research has stated that results indicate and provide evidence to support Attention Autism as an intervention that has a positive impact on pupils with autism NAS highlight the importance of sensory processing for young people with ASC and how it can act as barrier for young people to learning and accessing the wider world School has data showing the effectiveness of sensory regulation activities and pupils ability to engage in learning	
Teaching staff to have coaching from more specialised teaching staff in creative development, particularly the use of music for communication.	Jessie's Fund recognises that music can provide a powerful and profound way in which children can express themselves and connect with the world around them Research has shown the significance of music therapy and musical approaches to communication for pupils with severe and profound learning needs	1, 7
Provide CPD and coaching for teaching staff linked to early literacy strategies (Makaton, Symbol Exchange, musical exchange and Alternative Augmentative Education)	Education Endowment Foundation research supports our professional judgement that high quality CPD will enable teachers to target barriers to learning Research has shown the importance of involving parents in AAC learning	2,3 & 6
Provide Coaching for teachers to remove barriers linked to a combination of sensory processing, behaviour and communication	Education Endowment Foundation research supports our professional judgement that high quality CPD will enable teachers to target barriers to learning Analysis of these areas has shown them to be significant areas of dynamic change for pupils, and that	1,2,4,5

	whilst training for these areas can be supportive individually our pupils have these areas all combined which act as a significant barrier to learning. Coaching will have focus on understanding strategies to overcome and see the combination of these barriers	
Specific Pupil Strategies linked to IEP	Whilst cohort strategies are supportive for cohorts, within these groups are individuals; because of the complex needs of our pupils we have a number of very specific barriers for individual pupils that need to be supported, including highly specialised resources.	1-7
To provide coaching for teaching staff from specially trained staff for maths, in particular, quality assuring the use of Numicon following the introduction of this in Sept 2022	Education Endowment Foundation research supports our professional judgement that high quality CPD will enable teachers to target barriers to learning An Impact Study stated that 97% of respondents agree or strongly agree that Numicon helps pupils improve their use of mathematical language and vocabulary	3, 4

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

Budget Allocation: £26,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual numeracy and literacy interventions for pupils supported by 1:1 specialist teaching staff – Including the training for families and staff	Pupil's complex learning needs at James Rennie mean that highly individual programs are needed for specific interventions. 'Off the shelf' purchased interventions provide only generic solutions, using a specifically trained teacher allows for this intervention to better targeted. By providing families and staff the same training and understanding learning can take place across a	3 & 4

	child's world, research has shown the advantage to learning for this approach	
Individual communication interventions for pupils supported by 1:1 Senior Teaching Assistant, overseen by a specialist teacher for communication	Pupil's complex learning needs at James Rennie mean that highly individual programs are needed for specific interventions. 'Off the shelf' purchased interventions provide only generic solutions, using a specifically trained teacher allows for this intervention to better targeted. Individual communication strategies to be targeted for individual pupil need The Bercow Report identified that communication is crucial and is a fundamental human right	
AAC Equipment Library for pupils with profound learning	For a small cohort of pupils with profound and complex learning needs, specialist equipment will support barriers to communication and early literacy learning.	1 & 6
STA 1:1 interventions to support pupil specific IEP targets	Pupil's complex learning needs at James Rennie mean that highly individual programs are needed for specific interventions, particularly IEP targets that look at priorities for the pupil at that given time. 1:1 direct support gives pupils time to work on specific targets particularly those around independence and community access	1-7

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

Budget Allocation: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To extend the sensory regulation	School reviews of pupil needs has shown that specific pieces of	2&5

equipment library for pupils to use at home and in school at short notice and for extended periods	equipment are needed to support pupils changing sensory needs, identifying the best piece of equipment has in past been a barrier to rapid support. This equipment is needed in the home and School	
To extend the area within the current library to support young people who are pre literate	The Education Endowment Fund suggests that children benefit from a balanced approach to literacy that includes a range of approaches – research supporting the love of reading is evident in research	1, 3 & 4
To provide specific parental engagement days in school for all parents	Education Endowment highlight the importance of parental engagement in their child's learning - link this will only be possible if they have the tools to do so. Our research was that over the Covid period parental time physically in school has severely reduced and we want this to continue to increase	1,2,3,4 & 5
To subsidise snack and cookery contributions for pupils in receipt of pupil premium	Schools reviews of pupils receiving pupil premium often are unable to contribute to snack money or cookery ingredients which puts them at risk of missing out	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.

Pupil premium pupils progressed in Maths and English equally or exceeded compared with peers across all areas these subjects over 2021/22

Phonics for pupils with pupil premium showed equal or better progress over 21/22

Pupil Premium pupils progressed in communication (a targeted pupil premium area) in line with their peers 2021/22

Of 35 individual strategies linked to pupils to EHCP's 32 were shown to have had a Significant positive impact, this was demonstrated through achieving IEP targets associated with EHCP targets

The impact of music development funded through pupil premium in class was observed at an outstanding level in classes, this included early communication responses from pupils. Pupils observed all achieved their communication targets in 2020-21

Pupils being supported with specific interventions linked to communication (pre-verbal and literate pupils) by specialised communication worker all achieved their communication targets linked to this intervention.

The impact of purchasing specialist IT equipment for pupils has been that pupils within these classes are now able to use AAC and as part of their everyday learning, the pupils accessing this equipment (with the exception of pupils with significant absence due to medical needs) achieved all IEP targets in 2020-21.

Music based interventions in learning were observed as outstanding through lesson observations, this contributed to the overwhelming majority of these pupils achieving IEP and Communication targets

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	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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.