



Pupil Premium Strategy Statement 2022

This statement details our school's use of pupil premium 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	Cromwell High School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	42% (57)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-23, 23-24 and 24-25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023 or as required
Statement authorised by	Andrew Foord (Head)
Pupil premium lead	Nicky Read
Governor / Trustee lead	Jane Bates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,000
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,000
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5400 LAC £52,400

Part A: Pupil premium strategy plan 2022-23

Statement of intent

We receive this funding to support our eligible pupils and narrow the attainment gap between them and their peers. We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential. It is for us as a school to decide how this money will be spent based on the knowledge of pupils' learning needs and progress data.

We value all our pupils equally and we ensure that teaching and learning opportunities meet the needs of all of the pupils whatever their backgrounds. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, and helping pupils to access a broad and balanced curriculum.

We have a commitment to meet the social, emotional and pastoral needs of all pupils as well as their academic needs.

When allocating our Pupil Premium/LAC funding we recognise that not all pupils who receive free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered to qualify for free school meals.

Allocation of the funding is decided annually, following a needs analysis which will identify priority classes, groups or individuals. An action plan is then produced, identifying how it will be spent and how the impact will be monitored.

Pupil Premium will be used to:

- Accelerate the progress of targeted groups or individuals, particularly in communication, numeracy and reading.
- Fund activities which will raise self-esteem, boost confidence, develop independence and increase motivation to learn.
- Purchase equipment to enhance learning and meet individual needs.
- Enable pupils to develop specific talents in music or sport which will boost confidence and self-esteem.
- Enhance curriculum provision and provide pupils with activities which families would not be able to otherwise afford.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
2	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.
3	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
4	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.

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 ensure that all pupils can use and access a range of communication systems to aid their understanding and to develop their expressive communication skills.	Through observations and discussions with families and other professionals including SALT during Annual Review meetings. Achievements towards EHCP outcomes/ Communication IEP targets
To develop pupil's confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Through accreditation and other evidence. For example, enrichment.
To improve academic and personal progress for all pupils	Through subject data using Onwards and Upwards. The scoring system on IRIS against pupil IEP targets. Evidence in the pupil work files, observations and record of achievements.
To develop pupils love of reading and reading skills.	Through reading data.

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: £ 8156

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Training for 2 teachers on Curriculum development</i></p> <p><i>Training cost: £720 PECS</i></p>	<p>Ensure every teacher is supported in delivering high quality teaching to achieve the best outcomes for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	4- Covid catch up
<p><i>2 staff employed to support pupils in the community 1 day per week</i></p> <p><i>TA1 cost: £1790</i></p> <p><i>TA2 cost: £ 3046</i></p>	<p>To plan and provide a range of enrichment activities and opportunities (both within and beyond the classroom) for learning and personal development that pupils would not normally experience including local trips, theatre, residential trips, observation of key dates in the calendar.</p> <p>EEF</p> <p>www.educationendowmentfoundation.org.uk</p> <p>Develop personal skills and readiness for P16 opportunities and settings, by having opportunities that will instil greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>https://educationendowmentfoundation.org.uk/education.evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1-Communication</p> <p>2- Cultural capital</p> <p>3- personal skill development</p>
<p><i>The development of reading- staff training in read, write inc and developing the library, areas in classrooms, lunchtime clubs, phonics groups, reading and phonics resources, reading for pleasure</i></p> <p><i>Read, write inc training cost: £500 Est</i></p>	<p>The Department for Education (2012) has undergone research evidence on reading for pleasure by the Education standards research team. This evidence-based research discusses the benefits of reading for pleasure.</p> <p>Reading is the gateway to learning. It is the key to pupils' future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading.</p> <p>https://educationendowmentfoundation.org.uk/education.evidence/teaching-learning-toolkit/reading-comprehension.strategies</p>	1- Communication

<i>Resources: £100</i>		
<i>1 day INSET Julia Dyer- Sensory processing training for 30 members of staff £2000</i>	At the end of the study, analysis showed that the children in the sensory integration group scored significantly higher on attaining their goals. In addition, standardized tests showed that the children receiving sensory integration therapy required less assistance from their parents in self-care and social situations. https://www.autismspeaks.org/science-news/study-finds-sensory-integration-therapy-benefits-children-autism	2- Personal skills 4- well being

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

Budgeted cost: £ 19372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lego therapy Training cost: £138 TA3 half a day per week delivery: £1931 TA2 half a day per week delivery: £1523 Resources: £100 SALT Practitioner £10000</i>	14 studies reported at least one improvement in social and communication skills (e.g., building friendships, improved social interactions and social competence), ASD-specific behaviours, belonging, family relationships, coping, and reductions in playing alone. https://www.researchgate.net/publication/309896288_A_scoping_review_of_the_role_of_LEGOR_therapy_for_improving_inclusion_and_social_skills_among_children_and_youth_with_autism	1- Communication and social interactions
<i>Intervention groups and 1:1's for English and Maths following pupil progress meetings TA-3 lead 1 day per week English: £2840 TA-3 lead 1 day per week</i>	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1- Communication and social interactions 4- Covid catch up

Maths: £2840		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 53864

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>After school and lunchtime clubs including, sport, forest school and music therapy</i></p> <p>Music SLA £20000</p> <p>Forest School £1000</p> <p>TA4 £17244</p> <p>Sports Club £4000</p> <p>Lunch Club =2XTA2x1 hour per day £4480</p> <p>After School Club =2XTA2x1 hour per day £4480</p>	<p>These programmes are more likely to have an impact on attainment than those that are solely academic in focus.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1- Communication and social interactions</p> <p>2- Cultural capital</p>
<p><i>Rainbow scent massage</i></p> <p>2 hours per week</p> <p>£ 2660</p>		<p>3- Pupil wellbeing and postural management</p>

Total budgeted cost: £ 81392

Part B: Review of outcomes in the previous academic year – 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

As you can see from the below Maths and English data, on the whole there is very little difference in the progress made between pupil premium and non-pupil premium pupils. The planned intervention groups enabled the pupils who were identified as not being on track to make expected progress through targeted support from both the subject teacher and the intervention lead. The exception appears to be in the Sensory Department English where there is a higher percentage of non-pupil premium pupils making gold progress, however, this department is based on a small cohort of pupils. (12 in total).

Pupil Premium Maths data 2021-2022

Whole Sensory Department

	Red	Bronze	Silver	Gold
	%	%	%	%
PP	0	0	50	50
Not PP	0	12	38	50

Whole Structured Department

	Red	Bronze	Silver	Gold
	%	%	%	%
PP	6	19	26	49
Not PP	2	32	23	43

Whole Conceptual Department

	Red	Bronze	Silver	Gold
	%	%	%	%
PP	5	7	15	73
Not PP	3	14	20	63

Pupil Premium English data

2021-2022

Whole Sensory Department

	Red	Bronze	Silver	Gold
	%	%	%	%
PP	0	33.3	0	66.6
Not PP	0	11	0	89

Whole Structured Department

	Red	Bronze	Silver	Gold
	%	%	%	%
PP	5	16	24	55
Not PP	3	14	29	54

Whole Conceptual Department

	Red	Bronze	Silver	Gold
	%	%	%	%
PP	5	10	22	63
Not PP	14	14	19	53

Alongside the data, we also asked the staff leading music 1:1s, massage therapy, forest school and the interventions to give an example of the impact they felt they had on pupil progress for pupil premium pupils.

- Massage therapy: “Personally I have immensely enjoyed this year at Cromwell. It has a lovely warm and happy atmosphere, which I can see has such a positive impact on the students. From starting at Cromwell I have seen the students accept and thrive with the new experience, which most have never had before. We have taken it slowly with the sessions gradually getting the students to feel comfortable with this new experience. Week by week giving them longer in the sensory room having aromatherapy massage. Now they all enjoy the sessions which are tailored made for each individual student, as their needs are all different. Most of the students enjoy choosing the oils each week which has helped their sense of smell and awareness of their environment more. The sessions help the children relax into their school week and have been a positive addition to their timetable.” Sarah
- Feedback from Interventions TA: “I think all the students I have for English and Maths are all showing some signs of progression. One pupil is now understanding the concept of more/less and has progressed from symbols to verbal instruction. One pupil who could sort correctly can now complete Venn diagrams and place pictures/objects correctly in the middle section. One pupil was engaged with another staff member when I entered his classroom. He recognised who I was and stood up to come towards me so we could leave to do our work. The way the pupils want to come out of the classroom to another working environment shows their desire to want to learn and participate in the intervention activities. “ Karen

- Music: “One pupil has particularly progressed in terms of reaching out towards the instruments. Class staff reported that he doesn’t usually reach out for objects but in his 1:1 sessions he has begun to reach towards the chimes and initiate the activity.” Cordelia
- Forest school: “One particular pupil has recently started attending FS club, he has been doing really well socialising with new students and staff- each week I see how much his confidence grows in terms of initiating interactions, his imagination and creativity has been developing and he suggested creating 'cakes' at the mud kitchen. This pupil asked to make pizza for snack, and remembered the process how to make them the next week, washing up and how to safely use the dragons sneeze. (fire lighter)” Lyn
- Sports club: “In after school club, we have been continuing to practice skills which we have been learning through the curriculum and I believe it has helped the pupils to further develop their skills through repetition and also increase understanding how to access pieces of equipment. For e.g. last half-term we practiced throwing and catching skills which are transferable to the game rounders, which was the topic for that half term. Also- its nice to see pupils mixing with other pupils from different classes who wouldn’t normally get the chance to do that and take-part in activities together- which I believe is touching on inclusion and developing an understanding between the different levels.” Luke

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)

N/A