

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Icknield School
Number of pupils in school	90.7
Proportion (%) of pupil premium eligible pupils	51% tbc
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2024
Date this statement was published	September 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Sean Cannon
Pupil premium lead	Sean Cannon
Governor / Trustee lead	Louise Silke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46070 (+£29152 recovery premium)
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	£75222

Part A: Pupil premium strategy plan

Statement of intent

We use the financial support to improve the environment and resources in our school. All of our pupils are disadvantaged – some are more disadvantaged than others. We always strive to reduce any financial differences for our students. We aim to remove all barriers to progress that we can. All pupils to have access to sensory processing that require this intervention. Communication barriers are addressed so that all pupils can fully access all activities. Maintain well-being and behaviour at good levels to enable all pupils to access the learning and any additional extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	The main disadvantage our pupils face is their severe learning difficulty
2	Some pupils face difficulties such as funding for activities
3	Student access to ICT facilities and the ability to utilise them
4	Lack of room for sensory processing
5	Maintain attendance and behaviour
6	Communication difficulties are managed and addressed
7	Maintain extra-curricular activities where possible and support pupils/families emotionally
8	Improve a high-quality staff by enhancing training opportunities

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
Set up a room for sensory processing	To help all students that need a physical input before they are able to learn. Sensory processing room set up and in action.

Support more families with School Home Integrated Partnership - this helps families struggling at home. Add additional support to our main practitioner	We continue to fund a family support practitioner even though funding from Hampshire has ceased
More physical recreation with access to bikes and go -karts. Take part in bikeability.	Bikes replaced and repaired. Go – Karts repaired and used in the playground. Some students learn to ride a bike independently.
More support for pupils with emotional problems – particularly made worse by the Covid situation	Two fully operational ELSA support staff in place to meet demand. All training for ELSA staff to be funded plus allocation in timetable to be out of class half a day each week.
All students that require a sensory programme assessed by an external occupational therapist – Kay Morrish	Kay Morrish to have completed assessments and written programmes for all students that require one .
Communication strategies in place for all students that need one. Intensive input from the SALT service. Communication training increased and as a learning area its importance is emphasised	A communication leader is in post. Trained as a Makaton trainer. My communication progress measured on EFL. Makaton training offered to staff
Students continue to have access to the arts to be able to express themselves.	Shakespeare in schools to continue. Taking part in an expressive art project across the Test Valley. Orchestra of St John visit termly. Peripatetic art teacher in once a week.
Students have access to outdoor learning.	The allotment continues to be a joy to all of our pupils. We have replaced the sheds and created a more pleasant learning environment.
Re-evaluate our physical intervention approach. Taking up the PRICE model to keep all children safe.	Trained 3 staff to be PRICE trainers and trained all staff in the new procedure in 2023
All Teachers to have the opportunity of Equals training on teaching pupils with SLD	Staff to attend Equals training twilights or attend national conferences.
Setting up an entire transport team so that we can ensure the quality of experience extends to the home door step.	Employing drivers and passenger assistants. Negotiating for vehicles to run a successful service.

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: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruited an additional teacher for the lower school	ECT to work with a very experienced teacher. Teachers provide the core of excellence.	Challenge 1
<i>Equals training</i>	Increase the understanding of all staff about the curriculum	Challenge 8
<i>Training in am sessions</i>	Improve all staff in knowledge of all aspects of education at Icknield	Challenge 8
<i>Training in Teachers meetings</i>	Improve the quality of teaching and learning	Challenge 8
<i>Learning walks and targeted observation</i>	Improve the quality of teaching and learning	Challenge 8
<i>Communication</i> £15,000	Working with the STA for HI we needed someone to aid communication with one particular student. We continue to advertise but have been unable to appoint. We appointed an additional Communication leader as a teacher currently on 0.4 timetable	Challenge 6
<i>Quality CPD</i>	Visiting speakers of high quality enhance the opportunity for learning	Challenge 8
<i>SEN show</i>	Ability to access a variety of training seminars	Challenge 8
<i>Careers fair</i>	Ability to see a number of employers in one place	Challenge 1
<i>Well being events</i>	We look after the staff and then if they are well and in school they can look after the children.	Challenge 7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
OT	Sensory programmes enable students to engage in education	Challenge 4
<i>ELSA</i>	Maintaining mental health of students allows them to engage in education	Challenge 7
<i>1 to 1 support</i>	Extra staffing allows the maintenance of high quality learning opportunities	Challenge 1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PRICE training for 3 trainers £2400	A highly skilled staff should rarely use physical intervention but if they do they need to make sure the pupils and staff remain safe.	Challenge 5
<i>ICT investment</i>	Our ICT is being replaced and upgraded in a rolling programme	Challenge 3
<i>Support for residential trips</i>	This increases independence and maintains well being	Challenge 2

Total budgeted cost: £75,000

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 2022 to 2023 academic year.

All pupils that required a sensory programme were assessed and activities were implemented. Our survey of teaching staff showed that all teachers thought that the assessments were beneficial to learning and behaviour.

As an SLT we managed to do a review of some curriculum areas and we observed all teachers teaching classes in the summer term.

The ELSA team were expanded and completed the full training provided by Hampshire. The team were able to present their work to the rest of the staff on the first INSET day. The money was made available to get two members of staff fully trained.

The communication team made sure that all pupils were given the resources and SALT to assist in their communication. We invested in lots of AAC devices and made a lot of communication books. We supported two groups to complete Makaton level 1. We are working on making Andover a Makaton friendly town.

Independence was recognised more fully with a framework for assessment of progress formulated during the year.

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
none	NA