

## 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	Southlands School
Number of pupils in school as at 2/11/23	<b>159</b>
Proportion (%) of pupil premium eligible pupils as 2/11/23  Number of pupils eligible for PP <b>103 = 64.7%</b>  Number of pupils eligible for PLAC (3) include SGO (7) = <b>10</b>  Number of pupils eligible for LAC (6) = <b>6</b>	
Academic year/years that our current pupil premium strategy plan covers <b>( 3 year plans are recommended)</b>	2023/24 <b>2023 -2026</b>
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	Samantha Hall Acting Head teacher
Pupil premium lead	Stella Ellis
Governor / Trustee lead	Christine Bain and Lara Kimage

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1035 103 – 16 (PLAC, LAC and SGO) = 87	£90,045
LAC funding £2530 (6)	£15,180
PLAC funding £2530 (10)	£25,300
Recovery premium funding allocation this academic year £552 per student	£56,856
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 187,381

## Part A: Pupil premium strategy plan

### Statement of intent

Southlands special school is set over two sites for students with moderate learning difficulties. All our students have Education and Health Care plans.

When making decisions about using Pupil Premium funding we will take into account common barriers to learning for disadvantaged students (research conducted by EEF): less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations. All of the students at our school have difficulties with cognition and learning, some have emotional and social difficulties and as our school designation changes we have an increase of students with ASC- Autistic Spectrum Condition -currently 48%.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will improve alongside progress for their disadvantaged peers.

#### High profile

Reducing differences in attainment will receive the highest priority in school. There is a whole school approach with staff involved in identifying students in need and their barriers to their learning.

#### Inclusive provision

Southlands acknowledge that pupil premium are not always socially disadvantaged and at risk of underachievement. Likewise, there are many students that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive additional funding.

#### High Quality teaching

Southlands recognise that to have high standards of student attainment is high quality teaching and learning. Southlands will continue to ensure that all students receive good teaching with a consistent approach to teaching and learning such as planning and assessment. Southlands give high priority to teacher's appraisals and ensure high quality professional development is available.

#### Emphasis on basic skills

Southlands will continue to ensure the highest possible standards in English and Maths. This may be in the form of direct teaching and intervention or indirect through improving attendance, behaviour or accessing resources and support.

#### Strategies

-Staff will assess the progress of PP students regularly. Performance data is analysed each term in order to evaluate performance of all students. Comparisons are made between pupil premium and non pupil premium within school for maths and English.

-This data is used to provide school improvement targets. Data is tracked termly and is clearly identified on the school system for reading, writing and maths.

-Data is used to monitor progress against targets. Students who are not making expected progress will be identified and receive specific interventions aimed at accelerating their progress

## Challenges

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

Challenge number	Detail of challenge
1	Lost learning' due to significant time out of formalised education – impacting on pupils' ability to build on prior knowledge and regain skills.
2	Emotional and mental health needs of pupils and families (including attachment, separation anxiety and anxiety relating to the virus/hygiene/personal safety) – impacting on students' attendance and ability to be emotionally ready for learning.
3	Limited social skills – impacting on pupils' ability to interact with adults/peers appropriately.
4	Low levels of self-esteem and resilience – impacting on pupils' motivation and ability to challenge themselves
5	Involvement from social services – including EHAs, family partners, child protection status - impacting on students' attendance and ability to be emotionally ready for learning.
6	Students' abilities to communicate due to weak language, understanding , communication skills and social interaction difficulties.
7	Financial challenges faced by families due to cost of living increases.

## Intended outcomes 2023- 2026

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
Staff have appropriate knowledge and skills to provide high quality teaching.	Staff provide high quality teaching; students achieve well and make progress relative to their starting points as identified through baselines assessments.
Targeted support and interventions enable pupils to be successful in their learning.	Students are safe, happy and secure; are resilient to change; able to communicate; make choices; and are mentally happy.
Improved attainment in specifically in phonics and reading programmes and targeted interventions for pupils relative to their starting points	Through achievement of improved performance, as demonstrated by our target setting and on- going assessments and at the end of our strategy in 2024/25.
Improved staff knowledge of identified approaches and strategies to support teaching and learning	Observations of teaching and learning will evidence the consistent application of approaches and the positive impact on pupil outcomes

Improved knowledge of individual pupil's sensory profiles and strategies to support pupil's sensory needs.

Staff will have a sound understanding of pupil's sensory needs and clear an arrange of strategies to support their education and wellbeing. This will be evidenced through improved outcomes and class observations

## 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:

£65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff who currently work in the BASE on SCERTS. To be rolled out over 23-26 to whole staff team Staff to be up skilled and prepared for change in profile of students going forward.</p>	<p>The National College states: CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment.</p> <p>Benefits of high quality CPD <a href="https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teach-ers-and-students/">https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teach-ers-and-students/</a></p>	<p>1,2,3,4,6</p>
<p>Professional development sessions for the whole staff team – Update available to all staff online. Staff have regular updates of skills and knowledge and department meetings.</p>	<p>SLT staff member to organise and prioritise specific training sessions. Departments are able to discuss progression of students, organise interventions and continue to make teaching and learning a priority and develop CPD based on their department needs.</p> <p>The National College states: CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment.</p> <p>Benefits of high quality CPD <a href="https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teach-ers-and-students/">https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teach-ers-and-students/</a></p>	<p>1,3,4</p>
<p>School led tutoring by individualised instructions providing different tasks for each learner and support at the individual/small group level</p>	<p>DfE guidance <a href="https://bit.ly/2Y1akQw">https://bit.ly/2Y1akQw</a> EEF: Individualised instruction <a href="https://bit.ly/3EsRxgp">https://bit.ly/3EsRxgp</a></p>	<p>1,2,3,4,6</p>

<p>All staff in all specialist subject area focus on promoting student's literacy by ensuring that the materials and resources used are adapted to enable each student to access them and make swifter progress in their learning.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>EEF Early research by Camden LA indicates that a focus on a synthetic systematic programme for Early Readers which supports all pupils to be readers by the age of 7. Tight ongoing focus of the lower 20% of readers within each year group.</p> <p>EEF focus on 'keep up' rather than 'catch up' approach. Where pupils make insufficient progress, additional practice and support will be put into place immediately</p>	<p>1,2,3,4,6</p>
<p>Weekly Arts participation lessons for all students. Specific intervention for some students.</p>	<p>EEF:  Arts participation +3  <a href="https://bit.ly/3Bnch7o">https://bit.ly/3Bnch7o</a>  EEF evidence review:  <b>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children</b>  Published: 2015</p>	

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

Budgeted cost: £ 64,381

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>System for recording and monitoring EHCP targets and interventions within school.  Interventions include behaviour, subject, SEMH, targeted maths or English,  Including external interventions- e.g animal therapy, horse, play, art</p>	<p>Implementation . To be able to assess accurately whether interventions have had an impact on a specific target for a student and assess whether they have made progress in that area. Check points three times per year.  Impact - Students to have targeted interventions and to track and ensure that they have the desired impact intended. To follow the model plan, do and assess.</p> <p>EEF :  Teaching assistant intervention +4  <a href="https://bit.ly/3jFTePC">https://bit.ly/3jFTePC</a>  Small group tuition +4  <a href="https://bit.ly/2ZopZcR">https://bit.ly/2ZopZcR</a></p>	<p>1,2,3,4,5,6</p>

<p>Established tiered whole reading strategy for the school –  Reading for pleasure – Tier1  Reading to learn – Tier 2  Learning to read – Tier 3</p> <p>Group interventions and 1 to 1 support.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>EEF :  Teaching assistant intervention +4  <a href="https://bit.ly/3jFTePC">https://bit.ly/3jFTePC</a>  Small group tuition +4  <a href="https://bit.ly/2ZopZcR">https://bit.ly/2ZopZcR</a></p>	<p>1,2,3,4,5,6</p>
<p>Specialised programmes which are targeted at students with specific behavioural issues.</p>	<p>Students improve their behaviour on school site.. Social and emotional skills begin to improve, increasing their prospects when they leave Southlands</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interventions</a></p>	
<p>Targeted support from teaching assistants in small groups throughout school</p>	<p>EEF :  Teaching assistant intervention +4  <a href="https://bit.ly/3jFTePC">https://bit.ly/3jFTePC</a>  Small group tuition +4  <a href="https://bit.ly/2ZopZcR">https://bit.ly/2ZopZcR</a></p>	



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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students to have access to mentor and student support team to improve their mental and physical health</p>	<p>Linked support with home and school to manage emotions and form close consistent partnerships between home and school. Students are able to have a key worker to talk to and deal with their emotions and HOY are able to use keywords and strategies during the school day. Pastoral staff to discuss key students and ensure a targeted supportive approach.</p> <p>EEF: Parental engagement <a href="https://bit.ly/2ZDzBAP">https://bit.ly/2ZDzBAP</a></p> <p>EEF: Social and Emotional Learning <a href="https://bit.ly/3bgZVTR">https://bit.ly/3bgZVTR</a> Behaviour Interventions <a href="https://bit.ly/3nzhlRm">https://bit.ly/3nzhlRm</a></p> <p>Student mental health identified as a problem nationally and we have a number of students who receive CAMHS input or have low self-esteem</p> <p>Guidance for parents and carers post Pandemic can be found on the Government website and is supported by Every Mind Matters (NHS guidance)</p>	<p>1,2,3,4,5,6,7</p>
<p>All students to have access to breakfast at the start of each day</p>	<p>Provide breakfast for any student, particularly targeting those who are vulnerable</p> <p>Students should not feel hungry and will be better equipped to learn by having eaten breakfast. Students are aware of healthy choices for breakfast</p> <p>Family action October 2019 : The impact of breakfast on learning <a href="https://bit.ly/3nfRfE2">https://bit.ly/3nfRfE2</a></p>	<p>2,3,4,5,6,7</p>

<p>All students to have the opportunity to attend out of school clubs and enrichment activities</p>	<p>All students are able to access enrichment activities outside of school in a safe environment. Families have respite. Transport offered if needed. Students learn how to socialise appropriately</p>	<p>2,3,4,5,6,7</p>
<p>Additional paid trip for classes with a focus on Cultural Capital to support parents with the cost-of-living crisis</p>	<p>Students benefit from wider experiences beyond the classroom to develop a greater range of experiences and to learn about a range of cultures and beliefs</p>	<p>2,3,4,5,6,7</p>
<p>Day to day budget-additional expenditure in response to need</p>	<p>Fund for one off purchase to ensure all students have an advantage.</p> <p>To support students with one offs for example – school trousers, specific resources to improve learning – left hand pen, sanitary products,</p>	<p>2,3,4,5,6,7</p>
<p>Use of Trackit behaviour system in school and behaviour policy developing a positive school ethos improving behaviour across the whole school with an aim to support greater engagement in learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=interventions</a></p>	<p>1,2,3,4,5,6</p>
<p>Students with anxiety concerns have access to FRIENDS group to improve their strategies dealing with problems.</p>	<p>Linked support with home and school to manage emotions. Students are able to deal with their emotions and staff are able to use keywords and strategies during the school day Key trained staff to deliver Pastoral staff to discuss key students 12 week programme implemented</p> <p>EEF evidence <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/friends?utm_source=/projects-and-">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/friends?utm_source=/pr</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/friends?utm_source=/projects-and-">jects-and-</a></p>	<p>2,3,4,5,6</p>

	<a href="https://www.example.com/evaluation/projects/friends&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=friends">evaluation/projects/friends&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=friends</a>	
Support and challenge provided to families encountered difficulties with attendance	EEF: Parental engagement <a href="https://bit.ly/2ZDzBAP">https://bit.ly/2ZDzBAP</a>	1,2,3,4,5,6,7

**Total budgeted cost: £ 187,381**



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.

The pupil premium strategy clearly identifies actions taken by the school to raise outcomes for disadvantaged students following categories: Quality of teaching for all Targeted support Welfare

Barriers faced by disadvantaged pupils at Southlands during 22/23:

- Limited access of ongoing enrichment experiences – students adapting to no restrictions.
- Need for heavily scaffolded learning well supported by teachers and appropriate resources
- High levels of underdeveloped language, literacy and numeracy skills impeding student's access to the curriculum and independent learning strategies
- Certain disadvantaged disengagement with learning
- Students identified with complex welfare needs, e.g. young carers/EHA/CIN/CP

Provision at Southlands 22/23 included

- Targeted enrichment activities to broaden experiences – Cultural capital.
- Structured approaches to the teaching of reading, writing and maths in school, that are scaffolded, level appropriate to level and progress. Introduction of three tier reading strategy.
- An increase in parental engagement activities to involve parents and improve their understanding of the curriculum to enable them to support at home. Included parent/carers forum,
- External interventions from speech and language and occupational therapy.
- Personalised learning based on students ability

Actions taken 22/23

- Assessment frameworks were devised to meet the needs of a diverse range of learners and bespoke to specific Pathways. The frameworks have been written to accurately reflect the curriculums for the Pathways. This enables teaching and learning to be personalised to support learners needs and demonstrate connected practice which links curriculum, pedagogy and assessment and identifies areas for development
- Recognised the barriers that are faced by disadvantaged pupils – uniform was changed Sept 22 and all students were given a full set – free of charge.
  - Established and embedded a consistent approach through the implementation of English and maths and identified gaps in learning to provide targeted support.
- Maintained a universal and targeted approach to meet the needs of all students. - Regular communication and accountability against robust target setting
- Ensured pupil progress meetings rigorously identified the progress made by disadvantaged groups and adjusting interventions accordingly
- Created a strategic plan to address the welfare needs which impact on learning of disadvantaged students if required.
- Increased attendance and reduced absence/persistent absenteeism. –Regular contact to all parents based on the PRAG rating system.

**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

<b>Programme</b>	<b>Provider</b>
None	N/A