

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Saxon Wood School
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	J. Alexander (head teacher)
Pupil premium lead	Laura Burling ( <i>Assistant Head</i> )
Governor / Trustee lead	Hannah Burroughs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9532
Recovery premium funding allocation this academic year	£8220
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	£100,500

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us identify individual needs as soon as possible so as to achieve and sustain the best possible outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge our pupils face, when compared to their peers with similar needs a variance in outcomes can be seen particularly in terms of:

- Communication development
- Physical development
- Personal care and independence skills
- Social skills and opportunities

Our teaching approach focusses on quality first, small step teaching focussed on pupils' individual needs and overcoming barriers to learning. At the root of this is multi-disciplinary, diagnostic assessments of need accompanied by targeted, ongoing assessment of progress within classes. Individualised, knowledge rich curriculum provides relevant, purposeful skills which will be of benefit to pupils as they continue to develop. This in turn aims to provide foundations to be of use to them in later life.

Although this strategy focuses on needs of disadvantaged pupils, its principles will be of benefit to all pupils across the school for example through high quality, pupil focussed teaching and a relevant, aspirational curriculum. This will enable all pupils, both disadvantaged and non-disadvantaged, to progress alongside each other.

Our strategy is integral to wider school plans for education recovery, notably through engagement with a range of external professionals to support pupils' breadth and depth of learning as well as to provide a holistic approach to their development. Additionally advice and support has been provided with in person visits, training sessions and virtual advice from the Hampshire Early Years Advisory Team and the Speech and Language Team. This has been of particular benefit to facilitating progress of disadvantaged pupils alongside their non-disadvantaged peers.

We equally value subjects such as PSED and strive to foster a cohort of pupils who continue to make good or better progress in this area through gaining life and social skills, caring about peers and national issues as well as playing an integral part in their school community. Notably this approach has included access to weekly programmes such as Move Momentum, Relax Kids and the Hampshire Music Service.

Communication is seen as a golden thread which runs intrinsically throughout all areas of a child's learning, ensuring they have the capability and confidence to understand and make themselves understood in the manner most suited to their needs.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to make continued good or better progress in all areas of learning.

## Challenges

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

Challenge number	Detail of challenge
1	<i>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.</i>
2	<i>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 aftermath of the pandemic and the current economic crisis to a greater extent than for other pupils. These findings are backed up by several national studies.</i>
3	<i>Attendance across the school can be below national average due to a significant percentage of the pupil body having complex medical needs and requiring multiple specialist appointments. Observations show that disadvantaged pupils can lack access to the specialist resources and equipment outside the school that mean school sessions missed due to appointments have a greater impact on their development.</i>
4	<i>Observations and discussions with pupils show that 43% of disadvantaged pupils generally have complex challenges around communicating and expressing their needs, including being non-verbal or having limited language skills and social interaction difficulties. Disadvantaged pupils often have less access to specialist resources, external therapies and additional provision when compared to non-disadvantaged peers.</i> <i>At Saxon Wood 25% of the 2022-2023 37.5% of the Pupil Premium cohort are non verbal and 100% of the cohort have social interaction difficulties.</i>
5	<i>National surveys show mental health to be an ever more prevalent issue among Primary School aged pupils. The Place to Be Impact Report carried out late 2022 indicated that of all the pupils their register who struggle with their mental health, 43% of those are eligible for Pupil Premium. At Saxon Wood 75% of our pupils who qualify for Pupil Premium struggle with their Social and Emotional Mental Health, evidenced through their behaviour, conversations and through observations from staff who know them well.</i>

## 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 for 2022-2023	Success criteria
<p><b>To continue to strengthen distributive leadership across the school that leads to measurable impact</b></p>	<p>Systems and expectations across the school are strengthened and embedded, leading to better outcomes for pupils</p> <p>Key staff members assigned areas of responsibility</p> <p>Key areas of responsibility for action plans for Literacy, Communication, Maths, Humanities, EAD, RSE and PSE are led effectively</p>
<p><b>To further develop teaching, learning and assessment</b></p>	<p>Bespoke and relevant CPD will strengthen pedagogy across the school</p> <p>Ongoing evidence from learning walks and book/planning scrutinies and lesson observations demonstrate at least good quality first teaching across the school</p> <p>A reviewed assessment system is effective for tracking progress and identifying next steps for learning across the school</p>
<p><b>To embed a purposeful, relevant and bespoke, enriched curriculum</b></p>	<p>A revised, relevant curriculum provides enrichment and development of communication and life skills.</p>
<p><b>To further develop pupils' communication and life skills to prepare them for the next phase in their learning</b></p>	<p>A bespoke assessment system for both expressive and receptive language skills implemented alongside the Speech and Language Teams will ensure there is consistency across the school</p> <p>Beginning work towards becoming a Communication Friendly School for example arranging for ELKLAN training to begin in the Autumn term of 2022.</p>

## 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: £ [insert amount]

Activity 2022-2023	Evidence that supports this approach	Challenge number(s) addressed
<i>Hampshire Inspector and Advisory Service support for teachers for Teaching and Learning</i>	<p>Teaching evidenced to be responsive and adaptive through increased differentiation in planning and live marking. This could include break out groups, merging with other classes to create more focussed groups or pupils having an alternative timetable for key parts of the day.</p> <p>Learning walks</p> <p>Data analysis</p> <p>Observations by Head Teacher, Assessment Co-Ordinator, Assistant Heads, HIAS and EYFS advisors</p> <p>Key Staff (SLT and Senior LSAs) to be ELKLAN trained</p>	All pupils
<i>Hampshire Inspector and Advisory Service support for teachers and Senior LSAs for Mathematics</i>		All pupils
<i>Hampshire Inspector and Advisory Service whole school training for Mathematics, Literacy and Phonics</i>		All pupils
<i>Hampshire EYFS support in class visits, visiting other schools and virtual meetings for key teachers</i>		All pupils
<i>NHS and Solent Communication Teams</i>		All pupils

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

Budgeted cost: £0

Activity 2022-2023	Evidence that supports this approach	Challenge number(s) addressed
<i>Precision Teach training led by Educational Psychologist</i>	<p>Training Implemented</p> <p>Will be evident through data and evidence</p>	6

<i>Positive Behaviour Management training led by Educational Psychologist</i>	Evident through learning walks, anecdotal evidence, PSE topics and increased engagement and thus attainment in class. Decrease in behaviour related updated on CPOMs.	All
<i>Team Teach training</i>		Key staff

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

Budgeted cost: £444

Activity for 2022-2023	Evidence that supports this approach	Challenge number(s) addressed
CPOMS	Improvement in communication between all involved parties All data in one place Increased accuracy of data recording Data recorded and able to be communicated more promptly A more comprehensive overview of wellbeing, attendance and behaviour	All
Begin work towards Wellbeing Award	Key staff to be appointed Key Staff to attend training sessions Key staff to create action plan Key staff to work with advisor	
Begin work towards communication friendly school	Key staff to be appointed Key Staff to attend training sessions Key staff to create action plan Key staff to work with advisor	
Creating a mental health first aider	Key staff to be appointed Key Staff to attend training sessions Key staff to create action plan (linked to Wellbeing Award) Key staff to work with advisor	

## 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.

Our internal assessments indicated that disadvantaged pupils made progress. This can be attributed to robust support for staff across the school to develop a curriculum where life skills are intrinsic to what is taught. The school has revised its curriculum to create four bespoke learning pathways to account for more diverse pupil needs. This includes a Sensory, EYFS, Enquiry and Discovery pathway to enable pupils' learning and understanding to be targeted and challenged at a suitable level allowing for breadth of learning as well as depth.

Pupil focussed formative and summative assessment systems have been developed which are small step focussed enabling teachers to provide quality first teaching through targeted planning and delivery of lessons as well as identify relevant next steps. These have been put into place alongside a new tracking system which enables teachers to monitor progress on a termly and annual basis on an individual, whole class and whole school level.

A robust programme of support for staff has continued at a whole school, teaching staff and senior leadership level with support from HIAS advisors to reduce barriers to learning in literacy, maths, teaching and learning and the EYFS. In particular school completed a course of support with the Hampshire Teaching and Learning Advisor in formative assessment and small step planning, This has led to an increased focus on slowing the pace of learning down and breaking objectives into smaller steps. This continue to be a work in progress but has made work more accessible for pupils and given staff more confidence to implement small group tasks. This has meant pupils who struggle to engage in larger group sessions due to social or/and emotional needs have been able to engage at a more bespoke, targeted level and complete learning tasks with more success.

The Solent and NHS therapy teams have also provided training and support for class teams as well as the whole staff, with a particular focus on communication. The Assistant Head works closely with the Headteacher through focussed briefings as well as learning walks, book checks and working alongside visiting advisors to mentor staff. An appointed Acting Assistant Head had been appointed as Inclusion Lead and worked to develop SHIP meetings and carry out TAF/EHH meetings alongside the Assistant Headteacher. These steps have ensured support for staff development has a strong team leading it and ensuring any issues arising are addressed promptly. Fortnightly LSA meetings were also carried out by the Acting Assistant Head with the focus

chosen to meet an evident need at the time. Other staff (for example the Assistant Head) or external professionals such as the Speech and Language Team were also been asked to deliver sessions at times to account for developing identified needs such as implementing a total communication approach. This has further overcome individual pupils' barriers to learning through enabling LSAs to deliver targeted support geared to specific pupils with increase confidence and competence, meeting needs more effectively.

Additionally this has helped staff to develop their own practise through provision of CPD and staff are encouraged to raise any identified training needs or interests with the SLT who in turn work to arrange further development opportunities wherever possible, whether for individuals or small groups. Recent examples include individuals being trained as a Mental Health First Aider or being assigned to work with the School Library Service when they visit school to further develop the library.

After the dissolution of Letters and Sounds Saxon Wood chose to invest in the Monster Phonics scheme. This provides an engaging, motivating and multisensory context for pupils to develop their Phonics and Reading skills from Phase Two onwards. The systematic, adaptable planning provided alongside pre formatted assessment documentation and on and off screen resources allows for Quality First teaching of Phonics to be delivered across all classes. Two classes (including 7/8 of pupil premium children) are part of a streaming system of teaching to further differentiate their learning in phonics. There has been a notable increase in pupils' engagement around the learning of Phonics and teachers' understanding of where pupils are at and next steps has become more precise. The streaming system has also allowed staff and pupils to take ownership of their small groups and to reflect more accurately and precisely on learning, progress and next steps.

Phonological Awareness continues to be taught from pupils' entry to the school and throughout their learning journey, prior to then alongside Phase Two onwards. In order to account for very young pupils and older pupils with more complex or profound needs a small step learning document has been developed. This further takes account of some of the more complex barriers to learning in our PMLD and SLD cohorts and the impact this will have on what will potentially be a more fluctuating progression of skills. This enables teaching of Phonological Awareness to be bespoke and high quality and evidence the progress made by pupils across all areas the school, celebrating achievements that present in all different ways.

Anecdotal evidence provided by parents indicates the majority of disadvantaged children do not have access to the resources (time or material), input or finances their non-disadvantaged peers have available to them. The option for pupils to be set up with an online log in to Monster Phonics so they can access targeted activities and learning resources at home provides them with opportunities to explore and practise skills without placing further demands on parents' resources, finance, time or material wise. Pupils in Hedgehog and Badger Class have also been provided with bespoke log



on to Times Table Rockstars as progress in maths was an area which was identified as a weakness for some. As this is a website pupils can access it from any platform at school or home through a unique, child safe log on for their own profiles.

Staff absence during the last academic year has been a contributory factor for pupils, with pupil funding used to contribute to additional staff for these classes to ensure disadvantaged pupils got the support required. This funding is continuing into the academic year 2023-24.

The high ratio of staff to pupils across the school further facilitates the delivery of quality first teaching, providing small group or individual support to develop social, emotional and academic skills, adjusting support to meet the needs of pupils in the moment. This ensures pupils are kept safe and provided with the support they and others need during moments of stress or dysregulation and during the subsequent recovery period.

Over 2022-23 an initiative has been to renovate the school library, creating a space which provides a quiet space for learning but also promotes a love of reading. Pupils have been given ownership of this space with library monitors appointed and a trip organised for these monitors (including 25% of our Pupil Premium cohort) to visit the School Library Service and to help in the running of a small community library.

Learning walks evidenced the library space being used to take account of and minimise a range of barriers to learning for key pupils as well as for whole class sessions. Examples include the room being utilised as a calming, sensory space for music therapy, a space for a Relax Kids session, a secure, familiar space for a pre-Braille group and a space for a special weekly story time. The library service are working with key staff to catalogue all available books and ensure a range are available reflecting the cultures, lifestyles, needs and preferences of Saxon Wood.

In reference to the desired outcomes for the academic year 2022-23, the first outcome aimed for “disadvantaged pupils [to] have greater confidence and independence to help them engage more within the classes, school and wider communities.” Through investing funds in staffing to cover vacancies and ensure disadvantaged pupils continue to be provided with the additional support required in order to minimise their barriers to learning. Anecdotal evidence and PSE targets on PDPs indicate pupils have made progress in in Attention, Working with others and Emotional development. Additionally progress has been made in Phonics and Number. Recent reviews of our PSE curriculum to provide opportunities for teachers to extend pupils’ opportunities should continue to evidence this as a strength for this cohort and further promote quality first teaching. This should be supported by further revision of the school RE curriculum. In addition Pupil Premium Pupils have made above average attainment in maths with particular strengths in Calculation and Measure. It is hoped that once staffing issues are resolved and interventions can be put in place that this progress will continue to accelerate identified weaker areas such as High Frequency Words in Phonics. For a pupil with a progressive condition music therapy has been organised as part of a class wide initiative for pupils working within the

Sensory strand of the curriculum and enrich his and their learning. This provided the pupil concerned with an opportunity to experience something that could not otherwise be funded for him, enabling him to experience sounds and textures he has not previously encountered. This has reflected in his engagement within Phonics as he is working within the early phases of Phonological Awareness. This pupil left at the end of the Summer term to continue his education at Secondary School.

We are working on further developing our enrichment across the school in all areas of pupils' experiences to ensure Quality First teaching in all areas remains consistently at least good as well as to add to the Awe and Wonder of our pupils' learning. Opportunities for enrichment have been carried out in the local area with a class visiting the local shop and Costa and visitors such as a vicar and a therapy dog were organised while school was re establishing trips. In addition pupils were provided with opportunities to visit settings such as Milestones Museum, Winchester Science Centre and Marwell Zoo. Key pupils, including 25% of our pupil premium cohort, were also provided with the opportunity to visit a local library, as described above.

A second outcome is for "Families of disadvantaged pupils [to] have a clear understanding of pupils' key targets and ways in which they can support children at home." This will further minimise pupils' barriers to learning through ensuring a consistent approach to their development across settings. SHIP programmes and Early Help Hub referrals are organised by the Senior Leadership Team alongside class teachers to ensure parents are supported as fully as possible in identifying and supporting the needs of their children. School worked alongside the Educational Psychologist to further develop SHIP support and further training was be provided to key staff in January 2023 regarding de escalation strategies and Team Teach Phase One. School has worked alongside key families to provide SHIP support, including supporting 3/8 of our Pupil Premium Cohort and supporting a fourth family of a pupil with Pupil Premium to liaise with professionals to address concerns around her social and emotional wellbeing and communication.

Early Help Hub and/or Child In Need meetings have been organised by the SLT and offer and provide additional targeted support where needed in conjunction with other involved agencies. The RSE curriculum was reviewed and this includes meetings to support parents of pupils entering puberty, supporting a parent to establish routines and manage behaviours at home, working alongside families to instigate further assessments and providing support to children and parents for escalating social-communication and friendship difficulties. This training supported key families, including 25% of our Pupil Premium cohort.

A revised IEP document, now called a Personal Development Plan (PDP) has been created which is much more user friendly and reviewed at least termly. This has now been implemented across school and Parents' Evenings have been held with parents to ensure they understand and agree with the targets set. Daily home-school books are used to ensure parents are kept up to date with pupils' progress. Half termly overviews are sent home at the beginning of each half-termly unit of work to inform parents of their child's learning focuses for that half term and a termly end of term report summarises successes against objectives set. A Communication Passport has been formulated alongside the speech and language team to clearly identify the communication needs of individual pupils and reduce barriers to learning.

As communication needs present a barrier for learning the majority of pupils at Saxon Wood, including 43% of our Pupil Premium cohort, a third outcome states an aim that “Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.” Communication continues to be a focus for the upcoming academic year and work is being put in place to ensure a targeted, small step assessment criteria is put in place for both expressive and receptive language to link in with our Saxon Wood Curriculum Pathways. An action plan was written by the Communication Co-Ordinator in conjunction with the Speech and Language therapist to ensure consistency of approach across agencies. Funding was provided to update the school communication software following consulting with the Speech and Language team. Every classroom has one computer with In Print 3 installed and all teachers have access to Widgit Online accounts which can be accessed from any device. Work has also begun towards achieving the Communication Friendly Schools Award which we will hopefully achieve in the Summer of 2024. Key staff have been upskilled through the ELKLAN certificated course and an action plan has also been written alongside the Speech and Language Team with the Communication Friendly School award in mind.

A concise Communication and Language tracking system, broken into Speaking, Understanding and Listening and Attention has been created for the Sensory Pathway and an adapted, smaller step tracker than Development Matters for those working with the EYFS (DEYO) have been developed. This has been of benefit to 43% of our Pupil Premium Cohort this calendar year and has meant progress can be monitored and adjusted accordingly.

The school’s multi agency approach, working alongside teams such as Physio- and Occupational Therapists as well as Educational Psychology and Speech and Language ensures that the wellbeing of the whole child is accounted for. Additionally it ensures target setting remains consistent across agencies and barriers to learning are addressed and mitigated in a united fashion. Meetings are held at least termly with the Therapy teams, attended by staff including the Head Teacher and Moving and Handling Co-Ordinator as well as any other key staff necessary.

With this holistic approach in mind school has now achieved the Wellbeing Award. Zones of Regulation have been implemented in specific classrooms to further develop children’s social, emotional and mental wellbeing.

A fourth outcome states Saxon Wood is aiming for “Improved attainment for disadvantaged pupils in all subjects relative to their starting points as identified through baseline assessments.” Progress in dressing (apart from pupils who are exempt) has been evidenced while toileting continues to be an area with slower progress. This is, however, consistent with observed progress across the school and not an issue specific to pupils with Pupil Premium funding and will form a school wide initiative in the year to come for relevant pupils along with other self help skills. Through introducing targeted, smaller step teaching with an added focus on Life Skills and Independence, some progress has been seen in PSE and personal care, with the exception of toileting, for the majority of pupils for whom this is relevant.

A fifth outcome, added in September 2023 links to the mental health of our pupils. The appointed Mental Health First Aider has attended a range of training courses and has worked alongside the SLT to establish weekly or daily checkins with key pupils who have been identified as requiring additional support. This includes 50% of our Pupil

Premium cohort. This support has provided pupils with a named individual to check in with and talk any concerns through, something which they have reported to our recent Ofsted inspector makes them feel safer in school. Children also reported knowing who they could speak to if they had a worry and key pupils (including those on our Pupil Premium Register) have become notably calmer and more resilient when faced with challenging emotions or situations. This has been further supported by focussed “Relax Kids” sessions where key pupils, including 75% of our Pupil Premium Cohort, are provided with strategies to support their emotional wellbeing in school. Additionally 5 out of 8 of our pupil premium pupils have had the opportunity to take part in horse riding sessions and all pupils have weekly Move Momentum sessions to enable them to move their bodies and respond to music in different ways.

## 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
In Print symbol software	Widgit
Relax Kids	
Move Momentum	
Horse Riding	

## 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.*