

Pupil Premium strategy statement

Summary Information					
School	Chesnut Lodge School				
Academic Year	2022-23	Total PP Budget Recovery Premium	£57065 Approx. £24000	Date of most recent PP review	September 2022
Total number of pupils	89	Number of pupils eligible for PP	56	Date of next internal review of this strategy	July 2023

Current attainment and strategy
<p><i>All pupils from Reception age onwards at Chesnut Lodge have an Education Health Care Plan. Levels of ability range from Engagement step 1 to Entry Level 3. Progress and attainment therefore, are measured in a variety of ways that are appropriate for the individual's particular learning profile.</i></p> <p><i>Data indicates that in general, pupils who are disadvantaged or who are looked after do as well as their peers when compared to pupils from the same starting points. We believe that this is partly due to the personalised programmes which are put in place to supporting learning and in removing barriers to learning for all pupils. The pupil premium supports us in this by enabling us to provide additional resources to meet the needs of identified groups.</i></p>

Barriers to future attainment (for pupils eligible for PP)
In-school barriers
1) Communication difficulties linked to level and type of disability.
2) Specific emotional health and wellbeing, and behavioural difficulties linked to disability or life experience.
3) Access difficulties linked to level and type of physical disability.
4) Attendance and access difficulties linked to complex medical conditions.

5) Access difficulties linked to level and type of sensory impairment

External barriers

- 1) Health issues or parental response to disability that limit attendance at school.
- 2) Lack of access to social, educational, cultural activities within and outside school to enrich understanding of the World.
- 3) Attendance at school reduced due to potential school closures, isolation or shielding time as a result of COVID19.

Desired outcomes	Success Criteria
All pupils with good attendance make at least expected progress in core subjects as defined by the school's assessment processes.	All pupils with over 95% attendance to make at least expected progress.
To improve basic skills in independence	Achievement of or progress towards the bespoke agreed objectives.
To improve basic skills in self-care and hygiene	Achievement of or progress towards the bespoke agreed objectives.
To support the mental wellbeing of pupils to minimise impact on progress.	Achievement of or progress towards the bespoke agreed objectives.

Planned expenditure

Academic year: 2022 - 23

Quality of teaching for all

<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
To have a fully inclusive system for recording and evidencing the wide range of individualised targets for pupils across the school.	Introduction of Evidence for Learning to record, track and evidence individual targets.	Chosen system is fully inclusive and can be tailored to meet needs of wide range of CL pupils as well as being accessed from widest range of devices.	Staff training on new system. Monitoring of system. Staff feedback.	SLT / Class Teachers	End of Spring / Summer as necessary.
To raise attainment across core/foundation subjects.	Staff training to further develop key teaching strategies for core and	The school has a large number of newer staff and changing cohorts	Through subject leaders and appraisal processes.	Subject leads	Termly.

	foundation subjects (e.g. Numicon, music)	of pupils. Training will ensure that staff knowledge and skills are at the highest level possible.			
Development of life skills teaching across school in conjunction with careers and enterprise.	Set up, implementation and running of school café / shop.	To develop further functional use of English / Maths / PSHE skills outside of the standard classroom environment.	Staff and pupil feedback to SLT. Observations of use. Subject lead reports.	SLT / Class Teachers	End of Year
				Total budgeted cost:	£11,000
Targeted support					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
To raise attainment of pupils in core subjects and to support personal and pastoral needs.	Targeted intervention sessions (1:1 and small group sessions) Purchase of curriculum resources to support learning (priority maths).	Specialised staff are required to provide high quality interventions focussing on key skills holding students back-removing the barriers to learning.	Intervention leads monitoring use of sessions and LT reviewing on termly basis. Monitoring of planning / pupil progress.	Intervention leads / SLT / Class teachers.	Termly / End of year.

		Pupils require access to age and ability level appropriate resources to further learning.			
Targeted pupils show a reduction in the intensity and frequency of incidents and improve health and wellbeing (reduced anxiety and stress)	Provision of nurture sessions. Provision of targeted mental health support from trained school staff and mental health	Learning is improved when emotional wellbeing is good. Sessions link to the 6 nurture principles.	Analysis of behaviour data, Boxall profiles and ELSAs. Observations of nurture sessions by SLT.	Nurture lead.	6 month and 12 month reviews.
Targeted pupils improve basic skills in self-care and independence.	Purchase of individualised, specific equipment following identification by continence/OT/Physio/school. Targeted intervention session (1:1 and small group sessions).	Pupils with physical and medical needs require additional and/or specialist equipment to develop their skills in preparation for adulthood. Use of specialist equipment requires specific teaching and support.	Regular meetings with class staff, continence link person, IC staff etc.	HLTA Leadership Team	Termly End of Year.

Targeted pupils improve access to the curriculum.	Purchase of individualised, specific equipment following identification by SALT/OT/Physio/school/ parents/pupils. Targeted intervention session (1:1 and small group sessions) / MOVE groups.	Pupils with physical and medical needs require additional and/or specialist equipment to develop their skills in preparation for adulthood. Use of specialist equipment requires specific teaching and support.	Regular SALT meetings, phase meetings, Programme reviews/governor reports, lesson observations.	Leadership Team Curriculum leads	Termly End of Year.
Total budgeted cost: £40,000					
Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continuation of forest schools teaching across the school.	Forest School class sessions. Purchase of forest school resources.	Forest School provides multi-sensory teaching environments where pupils can gain independence, reduce anxiety, develop enquiry skills, teambuilding etc. Also links to science, PSHE, geography curriculum.	Feedback from staff and FS lead. Feedback pupils. Observations of sessions.	FS lead Class teachers	Termly
Improve quality of physical movement provisions:		The infant playground is limited in its accessibility for the increasingly complex	Consultation with pupils, staff and specialist companies. Feedback following	AB Lower school staff.	12 months after completion.

in the outdoor area – infant playground.	Redevelopment of infant playground-partial contribution.	pupils in the younger class groups.	completion. Monitoring of use.		
Within school - physio support.	Purchase of additional side lyer to support increasing demand across school.	Side lyer is increasingly in demand and more classes are requesting its use for specified pupils.	Discussions with staff and physio / OT. Assessment of individual pupils in its use.	SLT	Termly in first year.
					Total budgeted cost: £30,000

Review of expenditure				
Previous Academic Year 2021 – 22 Total available: £58,280				
Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To have a fully inclusive system for home learning in the event of individual, group or whole school isolation.	Provision of online learning system.	Chosen system is fully inclusive and can be tailored to meet needs of wide range of CL pupils as well as being accessed from widest range of devices.	The system continues to be effective in both provision of easily accessible homework, increasing parental contact and in online learning for pupils unable to attend school.	£440
To raise attainment across core/foundation subjects.	Staff training to further develop key teaching strategies for core and foundation subjects (e.g. Numicon, music)	The school has a large number of newer staff and changing cohorts of pupils. Training will ensure that staff knowledge and skills are at the highest level possible.	Increased staff knowledge and understanding of music teaching and increased pupil understanding, awareness and enjoyment of live music. Pupils with VI have increased access to printed materials.	£1355

	<p>Purchase of tactile graphics machine.</p> <p>Children's newspaper subscription.</p>	<p>Access to learning for pupils with a Vi will be improved.</p>		
<p>To further develop the teaching of phonics across the school.</p>	<p>Purchase of additional reading books to expand provision within reading bands.</p> <p>Phonics introduction training for new staff.</p> <p>Additional phonics training for staff.</p> <p>Whole word resources to supplement phonics for key pupils.</p>	<p>The school has a large number of newer staff and changing cohorts of pupils. Training will ensure that staff knowledge and skills are at the highest level possible.</p>	<p>Increasing the range of books at appropriate phonics levels has allowed us to ensure that pupils are not repeating books when making small steps of progress over longer periods of time.</p>	<p>£593</p>
				<p>Subtotal: £2388</p>
<p>Targeted support</p>				
<p>To raise attainment of pupils in core subjects and to support personal and pastoral needs.</p>	<p>Targeted intervention sessions (1:1 and small group sessions)</p> <p>Purchase of curriculum resources to support learning (priority maths).</p>	<p>Specialised staff are required to provide high quality interventions focussing on key skills holding students back-removing the barriers to learning.</p> <p>Pupils require access to age and ability level appropriate resources to further learning.</p>	<p>Intervention continues to support pupils in key areas.</p>	<p>£41240</p>

Targeted pupils show a reduction in the intensity and frequency of incidents and improve health and wellbeing (reduced anxiety and stress)	<p>Provision of nurture sessions.</p> <p>Redevelopment of nurture space and resources to cater for additional sessions.</p> <p>Mental Health Training for key staff.</p>	<p>Learning is improved when emotional wellbeing is good. Sessions link to the 6 nurture principles.</p>	<p>Nurture and mental health work continues to support pupils across the school in conjunction with families, staff and other professionals. It also supports the social care agenda.</p>	£10371
Targeted pupils improve basic skills in self-care and independence.	<p>Purchase of individualised, specific equipment following identification by continence/OT/Physio/school.</p> <p>Targeted intervention session (1:1 and small group sessions).</p>	<p>Pupils with physical and medical needs require additional and/or specialist equipment to develop their skills in preparation for adulthood.</p> <p>Use of specialist equipment requires specific teaching and support.</p>	<p>Purchase of accessible equipment have enabled key pupils to continue being independent at lunch times.</p>	£13
Targeted pupils improve access to the curriculum.	<p>Purchase of individualised, specific equipment following identification by SALT/OT/Physio/school/parents/pupils.</p> <p>Targeted intervention session (1:1 and small group sessions) / MOVE groups.</p>	<p>Pupils with physical and medical needs require additional and/or specialist equipment to develop their skills in preparation for adulthood.</p> <p>Use of specialist equipment requires specific teaching and support.</p>	<p>Pupils continue to be able to fully access the curriculum at an appropriate level. Pupils are supported in their sensory and physical needs.</p>	£778

				Subtotal	£52402	
Other Approaches						
Expansion of forest schools teaching across the school.	Forest School class sessions. Purchase of forest school resources.	Forest School provides multi-sensory teaching environments where pupils can gain independence, reduce anxiety, develop enquiry skills, teambuilding etc. Also links to science, PSHE, geography curriculum.	Pupils have increased in confidence, independence, safety awareness, problem solving, resilience and team work through their sessions.		£3490	
					Subtotal :	£3490
				Total Spent for 2020/2021:	£58280	