

# Ladywood School Pupil premium strategy statement

This statement details our school's use of pupil premium funding, for the 2022 to 2024 academic year, 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	Ladywood Special School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	80 children 41.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 - 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Susan Tailor Head Teacher
Pupil premium lead	Sarah Dakin
Governor / Trustee lead	Ashley Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,490 (FSM) £7590 (previously CLA) £7590 (CLA)
Recovery Premium	£55,970 (Recovery)
<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	£118,170 (+CLA) Carried over funds: £21,254 Total - £206,254

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes and narrow the gap for all our disadvantaged pupils.

We believe in providing opportunities for all children at Ladywood to achieve their full potential and maximise their outcomes. The pupil premium monies are spent according to need, alongside whole school investment and therefore does not necessarily mean that each pupil receives direct funding.

At Ladywood we do see a variance in 'starting points' for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points). Within some of our families, we see a disparity relating to academic attainment, impacting engagement in higher education and/or employability, alongside a disparity of social opportunities.

Ladywood believe in providing high-quality Teaching and Learning opportunities for all and this strategic approach will utilise the diagnostic assessment tool, alongside; individual data, pastoral knowledge and research to best support our disadvantaged pupils in their ability to access an engaging and effective learning environment, to positively impact progress. This will ensure that we offer the relevant skills and experiences required, to effectively support our Ladywood Community.

Although our strategy is focused on the needs of disadvantaged pupils, it will have the opportunity to benefit all of the Ladywood cohort, as some elements of the funding will focus on approaches, which strengthen our Teaching and Learning provision and incorporate Whole School incentives.

Through our strategy there will be the opportunity to support and develop independent life and social skills and continue to ensure that high-quality experiences will be implemented.

Our strategy is integral to developing our children's voice and therefore increasing vocabulary and reading within school and increasing wellbeing for pupils, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge : Through assessments, observations and discussions pupils show ...
1	All our children at Ladywood have a range of disabilities and <b>learning needs</b> – all students at Ladywood School have a range of Learning (moderate/severe) and/ or Autistic Spectrum Conditions, which can impact on their ability to access their curriculum.
2	Assessments, observations and discussion with pupils and families show that our pupils present with <b>communication</b> difficulties and decreased level of vocabulary.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop <b>cultural capital</b> outside of school, impacting on a reduced access to social and community opportunities.
4	Through observation and discussion with families there is an increased need for <b>pastoral support and parental engagement</b> for our disadvantaged pupils.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to access <b>enrichment activities</b> .
6.	Some of our disadvantaged children present with <b>Sensory</b> difficulties and are identified on the sensory pathway, which has an increased need for further intervention opportunities to access their learning.
7.	Some of our disadvantaged children present with <b>Behavioural</b> difficulties and are identified on the S&E pathway, which has an increased need for further intervention opportunities to access their learning.
8.	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to access a range of <b>different teaching and learning environments</b> and/or having the opportunity to learn in different contexts and generalise skills.

## 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 improve attainment for disadvantageded pupils in all subjects, notably Reading, Vocabulary and Early learning skills.	Ladywood assessment to show on average that disadvantageded pupils are working in line with their peers. An increased number of children accessing their learning, which will positively impact on progress and individual potential.
To support health and wellbeing for our disadvantageded children in providing opportunities for physical activities and cross-curricular learning, enhancing our curriculum and increasing engagement.	Intervention impact relating to our Pathway needs. Development of skills in mindfulness and relaxation to impact behaviour. Developing learning opportunities within different environments to support engagement of learning in different contexts. Decreased level of behavioural incidents.
To improve communication for our disadvantageded children and provide experiences which increase 'pupil voice'	Through attainment data. Development and implementation of AAC communication strategies. Increased Staff Training and cascading of information for staff. Staff to indicate increased confidence and ability to implement in their practice. Impact statements and case studies. Through observations and discussions with pupils and their families.
To provide educational opportunities/experiences which enrich and supplement our curriculum offer and develop opportunities for social interaction, communication and vocabulary. To provide opportunities for pupils to apply learning skills in different contexts.	To access a range of experiences throughout the year. To gain impact statements on engagement and development of skills. To show progress with communication outcomes.
To provide opportunity to participate in outbound activities, sporting activities and experience residential holidays with their peers.	Engaging in sporting activities alongside their mainstream peers. Increased attainment of life and social skills.

	Observe increased self-esteem and independence.
To provide schools, families and carers with a range of information to support individual students, in all areas of life.	<p>For staff and parent competence to increase – through discussion and questionnaires.</p> <p>For parents to feel supported with specific needs (linked to parent training, multiagency work).</p> <p>Attainment through pathway/subject data.</p> <p>Reduction in behaviour incidents through implementation of specific interventions.</p> <p>Increased engagement through implementation of specific interventions.</p> <p>Through observations and discussions with pupils and their families.</p>
To extend sensory provision through school addressing sensory needs and enhancing sensory experiences of students throughout school.	<p>For staff knowledge and pedagogical skills to increase through collaboration with external providers.</p> <p>Attainment through sensory pathway data.</p> <p>Increased engagement through implementation of sensory diets.</p>
To support our parents and families with strategies, resources and tools to engage with their children and develop effective learning and removal of educational barriers.	<p>Good level of engagement from parents.</p> <p>For parents to engage in training.</p> <p>To increase health and wellbeing of students.</p> <p>For all parents to have the chance to engage with all aspects of support through translators.</p> <p>Through observations and discussions with pupils and their families.</p>
To provide our pupils with the basic needs to engage in our curriculum through the use of Maslows needs to remove barriers for learning and provide opportunities for social interaction and communication.	Ladywood to have access to National Big breakfast.
To support our children with inclusive opportunities to develop social, academic and skills for life.	<p>Individuals to access sessions at local schools.</p> <p>To engage in booster sessions to support academic achievements.</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: ~£60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Teaching and Learning environments, specifically targeting outdoor learning.	<a href="#">8 Proven Benefits of Outdoor Learning For School Children - The Stable Company</a> "Playing in natural spaces supports a child's sense of self, allowing children to recognise their independence alongside an interdependence and connectedness with their ecological worlds."	1
Investment in pathway provision, linked to the sensory pathway. Enhancing sensory regulation, assessment and delivery.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1, 6
Investment in communication pathway. Enhancing provision, assessment and delivery.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. <a href="#">What works database (ican.org.uk)</a>	1, 2
Therapeutic offer, supporting skills of Teaching and Learning staff	<a href="#">Narrowing the Achievement Gap (lambeth.gov.uk)</a> Utilising therapeutic strategies and sharing teaching skills with teachers to develop practice has a positive impact on narrowing the gap.	5, 2, 6, 7
CPD for teaching staff throughout Ladywood to develop approaches	<a href="#">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a> great teaching is the most important lever schools have to improve pupil attainment	1, 2, 6, 7,

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

Budgeted cost: ~£30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to support Ladywood's Teaching and learning offer in the classroom, additional clubs throughout school and Gifted and talented workshops.	<p>To enable access to the curriculum, Douglas et al (2011) noted that teachers educating children with SEND should ensure that the children themselves are suitably equipped to independently access relevant resources.</p> <p>Dowker, A. (2009). What works for Children with Mathematical Difficulties? Department for Children, Schools and Families. Retrieved from <a href="http://www.catchup.org/resources/735/what_works_for_children_with_mathematical_difficulties.pdf">http://www.catchup.org/resources/735/what_works_for_children_with_mathematical_difficulties.pdf</a></p>	1, 3,
Investment of Therapeutic offers to support our Pathways within Ladywood.	<p><a href="http://lambeth.gov.uk">Narrowing the Achievement Gap (lambeth.gov.uk)</a> Utilising therapeutic strategies and sharing teaching skills with teachers to develop practice has a positive impact on narrowing the gap.</p>	5, 2, 6, 7
Additional staff support within class to enable increased engagement in teaching and learning.	<p><a href="http://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> when staff are used effectively in the classroom will improve outcomes.</p>	1, 6, 7
To develop an inclusion offer within school to support our most able children in accessing further educational opportunities.	<p><a href="http://schoolsweek.co.uk">Research: Who benefits from inclusion? (schoolsweek.co.uk)</a></p> <p>Interesting to observe impact in schools relating to inclusive offers.</p>	5, 1,
Targeted intervention support: linked to individualised support, pathway interventions, Inclusion opportunities	<p><a href="http://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supporting children in metacognition strategies and the ability to self regulate, developing reading strategies: Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p>	1, 2, 6, 7, 8



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

Budgeted cost:~£45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enable Enrichment Experiences within the year to supplement our curriculum offer.	<a href="#">Narrowing the attainment gap   STEM</a> enriching opportunities within/outside the curriculum using imaginative and inventive teaching methods are often led in a less formal, out-of-timetable setting, giving students the confidence to experiment, explore and ask questions they may not otherwise ask and impacting on narrowing the gap.	1, 3, 5, 8
Development of targeted Teaching and Learning resources linked with Early learning strategies.	<a href="#">Thirty-five Years of Research on Perceptual Strengths: Essential Strategies to Promote Learning: The Clearing House: A Journal of Educational Strategies, Issues and Ideas: Vol 78, No 6 (tandfonline.com)</a> looking at the impact of kinaesthetic resources on SEND children's ability to engage and learn.	1.
Programme working with Parents and carers to develop effective support at home.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a> <a href="#">45 Pupil Premium Strategies for Best Impact in Schools (2021) (thirdspacelearning.com)</a>	1, 4
For children to have access to National Big breakfast and develop communication.	<a href="#">45 Pupil Premium Strategies for Best Impact in Schools (2021) (thirdspacelearning.com)</a> It has been found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and Maths results by the equivalent of two months' progress over the course of a year – and for very little cost.	1, 4, 5, 2, 3

<p>To provide our Year 6 children with an annual opportunity to develop independent skills and life skills in an Outdoor adventure experience.</p>	<p>Adventure learning typically involves outdoor experiences such as climbing and assault courses, or outdoor sports such as sailing and canoeing. They usually do not include a formal academic element although studies show these interventions have positive benefits on learning, particularly for more vulnerable students and teenagers. They require the contributions of well-trained and well-qualified staff and appear to be most effective when they are longer in duration, such a week. They can have positive impacts on self-confidence, self-efficacy and motivation.</p>	<p>8, 1, 4</p>
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## 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 academic data continues to stay in line with our historical trends; that children in receipt of PPG are on par with their peers. CLA students are making progress in line with non-CLA in English and Maths, showing continued impact of extra readers, developing vocabulary and early writing and maths opportunities.

The Reading intervention supported identified children that did not meet expected progress alongside pupils in receipt of PPG. Of these children 100% were supported in making good or Outstanding progress.

Through our dedicated SEMH interventions such as Skillastics, Time to talk, Lego therapy, we have witnessed positive outcomes in the lives our children lined to decreased behaviour interventions and increased engagement. Our holistic approach, combining targeted therapies, educational programs, and family engagement, has resulted in positive impact such as; improved resilience, development of social skill,

Our Sensory interventions such as sensory circuit implementation has upskilled classroom staff and shown increased success, evidenced by increase in sensory regulation skills. Children now exhibit improved attention and focus, positively impacting their academic performance and overall engagement in daily activities.

Our interventions have a lasting impact on children's lives, as evidenced by ongoing success stories of improved social relationships, sustained emotional regulation, and continued academic achievements. This has further been transferred on some occasions to a change in behaviours at home.

Engaging the services of our dedicated school counsellor has proven to be a crucial decision for our school in supporting specifically identified children. The impact of utilizing our school counsellor extends across academic, emotional, and social, contributing to a more supportive and thriving classroom learning environment. One child has made a positive transferral of skills back into the classroom which is not managed by the classroom staff and therefore does not need this level of support. Parents commented that *'he is now able to manage his emotions and is understanding the new family set up'*.

An additional success story emerged from the transition group, where a particular child developed significant confidence. In a noteworthy breakthrough, this child, typically identified as selectively mute, not only laughed but also made vocalizations during group activities, showcasing a remarkable transformation in her communication abilities and overall self-assurance.

We continued to support our children with a range of experiences to develop Cultural Capital, wellbeing, vocabulary and development of new skills. Engaging our children in diverse and enriching activities such as horse riding, walking with alpacas, and trampolining has demonstrated positive impacts on their overall development and well-being.

Experiencing adventurous activities like horse riding and trampolining has played a key role in boosting our children's self-confidence. Overcoming challenges and mastering new skills in a supportive environment has positively impacted their self-esteem and ability to 'find their brave'. The varied sensory experiences contribute to positive sensory integration. This exposure has aided in some children's sensory regulation, benefiting children with sensory processing challenges and promoting a more balanced sensory profile to engage in learning.

The inclusion Pathway expanded from involving 5 children to encompassing 7 children who have gained access to inclusive programs in our partner schools, specifically focused on discrete Teaching and Learning opportunities. Notably, the skills cultivated in mainstream classrooms have translated back to their Ladywood classroom. For instance, two children significantly boosted their confidence in interacting with peers in their new class. Upon their return to Ladywood, they excitedly shared stories about the friendships they forged and expressed a sense of pride tied to the completion of their Design and Technology (DT) project. Our commitment extended to supporting three mainstream schools by providing inclusive opportunities within Ladywood. This involved the exchange of teaching and learning strategies, as well as the sharing of expertise, fostering a collaborative approach to education

The introduction of our Pastoral Lead has significantly strengthened our ability to provide crucial support to families through areas such as Early Help and DLA support. This strategic addition has led to positive results, changing our dynamics of family assistance and fostering positive outcomes for our families. The implementation of our Pastoral Lead has enabled us to offer personalized and timely Early Help support to families in need, addressing challenges at home. Feedback from families engaged with our Pastoral Lead highlights their appreciation, highlighting the positive changes experienced within their households.

The Mentor Dogs program, involving weekly interactions tied to core subjects, has facilitated noticeable improvements in identified children's communication, confidence, and academic progress. Particularly, children initially experiencing nervousness or fear around dogs were intentionally included in these weekly sessions. Through the consistent and predictable presence of the dogs, 75% of these children have transitioned to expressing positive interest and actively choosing to engage with and stroke the dogs. This positive shift in attitude has extended beyond the classroom setting, notably impacting one specific child's experience during an Educational Visit, where they demonstrated comfort and ease in the presence of an unfamiliar dog.

Purposeful environments have been implemented within Ladywood to enhance support for specific classrooms. These environments incorporate a thoughtful selection of natural

colours, resources, display boards, olfactory strategies, calm spaces, dimmed lighting, and auditory elements. Although the changes to the environment were subtle, the introduction of low-level lighting, diffusers, and calming music has notably influenced the way children begin their day, fostering a calm atmosphere that positively impacts behaviour and engagement.

This intentional start to the day has resulted in increased tolerance for academic demands. The establishment of safe spaces for calming and learning has allowed children to develop a sense of ownership and self-regulation. The natural and soothing environment has effectively reduced distractions, thereby boosting focus and concentration. As a consequence, children are more readily engaged in their teaching and learning activities, leading to a positive influence on data and progress tracking. The purposeful design of these environments has proven to be a key factor in creating a conducive and effective learning atmosphere within Ladywood.

## 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)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activities that we are not funding using pupil premium or recovery premium. That will include:

- Enrichment curriculum utilising the Sports premium fund.

Working in partnership within the Trust to include: Peer review, JPD of Teaching and Learning/ sharing best practice.

### **Planning, implementation and evaluation**

In planning our yearly pupil premium strategy, we evaluate the impact of activities undertaken and potential projects/activities to endorse.

We have researched other schools with particularly positive outcomes for disadvantaged pupils to learn from their approaches and read research provided by the DfE in utilising Pupil Premium effectively – implementing the EEF toolkit and outlined activities.

We continue to look for opportunities to strengthen our links with our families, identifying specific need, strategies and support. Collaborative working with our Multi-Disciplinary Team partners continue to enable us to support our children at home, within their local community and engage with health and social care professionals.

We have used this evaluation framework to make adjustments and quality improvements to secure better outcomes for pupils over time and decrease the gap between non-disadvantages and disadvantaged children.