

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wargrave House School
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	S Jamieson
Pupil premium lead	R. Grimmer
Governor / Trustee lead	V. Beacroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,275
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,778
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	£57,053

Part A: Pupil premium strategy plan

Statement of intent

At Wargrave House School we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged learners. 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 be prepared for adulthood.

Some learners from disadvantaged backgrounds require additional support, yet all of our learners are classed as vulnerable, having a diagnosis of autism identified in their EHCP. For this reason, we use our pupil premium so it benefits both eligible learners and our wider cohort with their identified needs. Although our strategy is focused on the needs of disadvantaged learners, it will benefit all learners 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 pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged learners with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our overall approach

Our plan is based on the tiered approach of the Education Endowment Foundation.

Tier 1- we target support on Quality First Teaching and learning programmes through supporting the implementation of our curriculum. CPD that underpins this is crucial and includes training in areas such as Phonics, Duke of Edinburgh, and Elklan.

Quality First Teaching is also supported by key staff (TSA intervention/lead roles) in Reading, Maths, PE and outdoor Learning/Duke of Edinburgh. The key role here include leading baseline assessment and interventions within the classroom, supporting training and directly planning and leading on programmes of learning.

Tier 2- Targeted academic support through in class and 1:1 intervention. This has proved challenging due to Covid-19 restrictions and shortages of external staff to back-fill our TSAs, so we have limited this and used our own staff to train and work with other class staff e.g. phonics 1:1 coaching.

Tier 3- Wider strategies such as promoting more home reading, using qualified school TSAs to cover teacher absence rather than external supply and promoting our outdoor learning provision.

Our strategy is integral to wider school plans for education recovery, using catch-up funding (2020-21) and Recovery premium funding allocation (2021-22) through engagement with in school Tutoring Programme for learners that have been worst affected, including non-disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Autism dyad of impairment. These relate to social communication problems and restricted/repetitive behaviours.</p> <p>Social communication many learners have difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. Some of our learners are unable to speak or have limited speech while others have very good language skills but struggle to understand sarcasm or tone of voice. Other challenges include: taking things literally and not understanding abstract concepts; needing extra time to process information or answer questions; repeating what others say or do (echolalia).</p> <p>Social interaction Some learners have difficulty 'reading' other people - recognising or understanding others' feelings and intentions - and expressing their own emotions. This can make it very hard to navigate the social world.</p> <p>Restricted/repetitive behaviours Our learners often prefer to have routines so that they know what is going to happen. They may also repeat movements such as hand flapping, rocking or the repetitive use of an object such as twirling a pen or opening and closing a door. They often engage in these behaviours to help calm themselves when they are stressed or anxious, but many do it because they find it enjoyable. Change to routine can also be very distressing for our learners and make them very anxious. It could be having to adjust to big events like Christmas, facing uncertainty at school or something simpler things that can trigger their anxiety.</p>
2.	<p>Reading. All learners join our school part-way through their education often having missed significant parts of their early education. Coupled with the barriers that autism presents, this means that many learners are working below key stage expectations for reading.</p>
3.	<p>Behaviour. When everything becomes too much for an autistic person, they can go into meltdown or shutdown. These are very intense and exhausting experiences. A meltdown happens when they become completely overwhelmed by their current situation and temporarily lose behavioural control. This loss of control can be verbal (e.g. shouting, screaming, crying) or physical (e.g. kicking, lashing out, biting) or both.</p> <p>A shutdown can be equally debilitating. Shutdowns are also a</p>

	response to being overwhelmed, but may appear more passive – e.g. a learner going quiet or 'switching off'.
4.	<p>Lack of self-esteem, confidence and anxiety. Anxiety is a real difficulty for many learners, particularly in social situations or when facing change. It can affect them psychologically and physically and impact quality of life for them and their families.</p> <p>It is very important that we help learners to recognise their triggers and find coping mechanisms to help reduce their anxiety. However, many have difficulty recognising and regulating their emotions.</p>
5.	Reduced attendance rates linked to the barriers that autism presents causes learners to make less progress. This has been intensified during Covid-19.
6.	Autism can impact on the wider quality of life of families. We draw learners from a wider geographical area and many Local Authorities. This can mean face to face interaction between home and school can be limited. Parental state may also be an issue e.g. tired/anxiety and parental finances can also present challenges e.g. inability to drive.
7.	<p>Reduced range of experiences. Many of our learners avoid everyday situations e.g. because of their sensitivity issues. Schools and the wider community e.g. shopping centres can be particularly overwhelming and cause sensory overload.</p> <p>Many learners have intense and highly focused interests, from a fairly young age. These can change over time or be lifelong. Being highly focused may help learners to do well academically but they can also become so engrossed in particular topics or activities that they neglect other aspects of their lives.</p>
8.	Additional support required to develop personal skills, e.g., independent travel, community interaction.

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
Meeting need related to EHCP targets/outcomes linked to autism diagnosis	<ul style="list-style-type: none"> ▪ PP Learner's progress is evidenced through observation, evaluation and monitoring documents linked to annual review. ▪ Learners have awareness of their individual targets.

<p>Raised attainment level in Reading</p>	<ul style="list-style-type: none"> ▪ Raised attainment level for PP learners as evidenced through NC progress levels (SOLAR), Accelerated Reader or phonics reading trackers. ▪ Staff skilled to support Reading programmes.
<p>Enhanced learner engagement, physical and emotional well-being through Personal Development Curriculum and wider enrichment activities. These provide learners with greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<ul style="list-style-type: none"> ▪ All PP learners access Personal Development Curriculum and enrichment activities and show observable gains in their confidence and self-esteem. ▪ Learners can identify through learner voice, their favoured activities and which activities make them happy and calm. ▪ Learners identify, through the Zones of Regulation, being in the green zone after specific learning activities. ▪ Accreditation for activities e.g. Duke of Edinburgh and the Woodland Trusts Green Tree Award. ▪ Through observation learners demonstrate greater Independence in Travel and employment opportunities: Department for Education (publishing.service.gov.uk)
<p>Social and emotional learning interventions improve learners' decision-making skills, interaction with others and their self-management of emotions.</p>	<ul style="list-style-type: none"> ▪ PP learners demonstrate fewer behaviour incidents and improved attendance recorded for each of these learners on the school systems REVEAL and School pod. ▪ Reduced reveal data related to sensory overload being a trigger for PP learners. ▪ Staff accreditation through autism specific training provide skills and knowledge in the principles and practices responding to the learning styles of autistic people and communication needs. ▪ Quality Assurance processes demonstrate effective practice linked to regulation and behaviour

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: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor Learning</p> <p>To create an outdoor classroom area in the main school garden by the provision of an outdoor classroom enabling learners to access Outdoor Learning sessions in all weathers in a safe manner.</p> <p>To improve engagement and emotional well-being by learning outdoors in a natural environment i.e. reducing stress factors and sensory overload e.g. strip lights and electrical noises.</p> <p>Support Outdoor Learning lead in curriculum development including working towards the Woodland Trusts Green Tree Award</p>	<p>The provision of an outdoor classroom area would enable our young people to be provided with a wider range of learning experiences which will support and build upon their connections to nature, environmental knowledge and support the provision of cross-curricular learning activities. The classroom will also be used to support reading and therapy sessions</p> <p>Research Evidence</p> <p>EFF state that outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. These are likely to be of even greater value for autistic learners in addressing the key challenges to achievement faced by our learners. These have been further compounded by the Pandemic.</p> <p>Please see below for further research evidence on learning outdoors</p> <p>https://www.ltl.org.uk/wp-content/uploads/2019/02/children-in-the-outdoors.pdf</p>	<p>1,2,3,4,7</p>

<p>Literacy</p> <p>To improve progress in reading through targeted use of Accelerated Reader (AR)</p> <p>To encourage learners to read independently and regularly at their own level and pace.</p> <p>Staff trained in AR by designated lead teacher.</p> <p>Learners baselined and then have regular independent designated reading sessions using the AR program. Increased use via tablets</p> <p>Additional books for school library to compliment AR</p>	<p>Research Evidence</p> <p>EFF- Reading comprehension strategies- Very high impact for very low cost based on extensive evidence</p> <p>Education Endowment Foundation (EEF) “On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers”.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2</p>
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<p>Phonics</p> <p>To improve progress in reading through targeted use Read Write Inc. (phonics). Staff trained in phonics by Ruth Miskin</p> <p>Resource audit of RWInc. Materials</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. For our learners the period is likely to be longer.</p> <p>Ofsted 2019 report highlighting need for focus on phonics</p> <p>English Hub School</p> <p>https://www.gov.uk/government/collections/phonics-choosing-a-programme#full-programmes</p> <p>Research Evidence</p> <p>EFF- Phonics-High impact for very low cost based on very extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Duke of Edinburgh Award Scheme</p> <p>Staff leadership and training for DoE implementation including Lowland Leader Training</p>	<ul style="list-style-type: none"> ▪ For a school to be judged outstanding, it must give pupils access to a “wide, rich set of experiences”, in the curriculum and through extracurricular activities – and make sure the most disadvantaged pupils consistently benefit from this approach. • The Duke of Edinburgh’s Award is a world-renowned mark of achievement that can encourage all pupils – regardless of their background or academic ability – to expand their talents and interests, broaden their horizons and develop their character. The DofE often features positively in school inspection reports. • Excellence-in-OFSTED-Flyer-A4- (1).pdf 	<p>1,3,4,7</p>

<p>5. Health and Fitness</p> <p>Develop access to new and different sports/Personal Development activities to increase enjoyment, experience and participation.</p> <p>Water sports, Climbing, bowling and martial arts to be delivered on and off site to enhance the current PE provision, confidence, skill and personal opportunities.</p>	<p>EFF- Physical activity- has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves...</p> <p>Wider benefits are widely evidenced e.g. https://www.gov.uk/government/publications/evidence-on-physical-education-and-sport-in-schools and in terms of addressing a lack of experiences this is also key in our provision.</p>	<p>1,3, 4,7</p>
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<p>6. Hardship</p> <p>To support Individual needs of learners experiencing additional hardship and lack of self-esteem.</p> <p>Money provided for independence building activities such as community visits £500</p> <p>Purchase shampoos, deodorants and shower gels, hair brushes and uniform/clothing for specific learners. £500</p>	<p>Education Endowment Foundation (EEF)</p> <p>“SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself”</p>	
<p>7.</p> <p>Elklan/ABS/TEACCH</p> <p>For staff to support learners communication difficulties; non-verbal learners/ those with limited language and learners with social communication difficulties.</p> <p>National Autistic Society - TEACCH training</p>	<p>https://www.elklan.co.uk/</p> <p>Elklan has been highly successful over the past 22 years at helping the wider workforce develop the speaking and listening skills of all children and young people. Key evaluations of impact can be found here https://s3.elklan.co.uk/EvaluationReports/</p> <p>The TEACCH approach has an indicative evidence level, with limited evidence available. It is included here because of the strength of its face validity and significant use in practice.</p> <p>https://ican.org.uk/intervention-search/intervention/24/TeaCHH</p>	<p>1,3,4</p>

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led catch-up Programme to provide a blend of tuition (partly funded through the School Led Tutoring Programme), baseline assessment and tutoring for learners whose education has been most impacted by the pandemic. A proportion of the learners who receive tutoring will be disadvantaged. This will overlap with the literacy strategies outlined above and our use of our Catch-up fund.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,5</p>

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

Budgeted cost: £8053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing Learners to access health and well-being activities through extra-curricular visits (Dare to Dream) e.g. Zoo visit</p> <p>Through creative activities, discussion groups and performing arts, workshops help empower people of all ages and explore the focused theme whilst improving their health and well-being.</p>	<p>'Recovery Curriculum' key focus during Summer Term to support learner resilience and well-being following Covid-19</p> <p>EFF -Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p>	<p>1,3,4,7</p>
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>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.</p>	<p>1,3,4</p>

<p>Independent Living Year 10–11 learners to use public transport/public facilities.</p>	<p>Independent Travel Training/living is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	<p>1,7,8</p>
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Total budgeted cost: £57,053

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 2020 to 2021 academic year.

The impact of Covid-19 impact disrupted the teaching of all subject areas and had a negative impact on most learners' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence and source additional staff to undertake intervention.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum and although all learners attended for much of the year it was challenging to provide differentiated support to our learners online and there were continuity issues for parts of the year.

The impact of all of these challenges was that we were not able to support learners as much as we would have liked from our pupil premium funded improvements to teaching or targeted interventions. As a result there was a significant carry forward and we are now targeting similar areas in 2021-22.

That said, our Outdoor learning curriculum and Duke of Edinburgh Award Scheme has been developed and implemented across the curriculum leading to awards achieved by learners. The initiatives have had a positive impact upon student health and well-being and have contributed to students achieving EHCP outcomes.

We have provided learners with the opportunity to have positive, outdoor learning experiences, developed learner's self-regulation skills and Supported their holistic development. This has contributed to the wide and rich curriculum of the school and provided opportunities for social interaction and building relationships. We have Supported communication skills and expanded vocabulary. We intended to use pupil premium funding to help provide wellbeing support and targeted interventions where required, however, many planned activities and interventions were limited due to risk assessment linked to Covid-19.

Furthermore we have supported development of learners' confidence, independence, resilience and employability skills e.g. team work and encouraged 'learner led' learning to develop self-esteem. As a result learners have experienced the feeling of success and achievement.

Reading has been promoted for enjoyment and support in development of skills. Assessments show individual progress in phonics and learners have completed this programme and moved onto the national curriculum for English

Learners who have been identified for intervention have been able to work on key areas to increase their current reading age.

Learners have been introduced and engaged in alternative community sports such as mountain Monkeys and MMA.

Staff training specific to autism e.g. Elklan and TEACCH bringing direct impact on Quality First Teaching that will have a lasting impact on disadvantaged learners.

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
NA	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

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.