Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School Name	Wargrave House School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	C. Glennon
Pupil Premium Lead	R. Worsley
Governor/Trustee Lead	V. Beecroft

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,605
Recovery premium funding allocation this academic year	£26,898
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,856
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	£67,359

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, maths, Duke of Edinburgh and Elklan.

Quality First Teaching is also supported by key staff roles in reading, maths and Duke of Edinburgh. The key role here includes 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.

Tier 3 - Wider strategies such as promoting more home reading, using qualified school STSAs 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 and Recovery Premium funding allocation 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.	**Autism** dyad of impairment. These relate to social communication problems and restricted/repetitive behaviours. **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). **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. **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 that can trigger their anxiety.
2.	**Reading and maths**. 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 and maths**.
3.	**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. A shutdown can be equally debilitating. Shutdowns are also a response to being overwhelmed, but may appear more passive – e.g. a learner going quiet or 'switching off'.
4.	**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. 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.
5.	**Reduced attendance rates** linked to the barriers that autism presents causes learners to make less progress.
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.	**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. 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.
8.	**Additional support required to develop personal skills**, e.g. independent travel, community interaction.
9.	**Engagement.** Improved curriculum engagement and academic achievement for eligible students via the construction of engaging curriculum pathway choices and entitlement to a wide range of extracurricular opportunities. This includes increasing parental engagement with school in order to maintain a supportive home/school partnership along with increased levels of feedback to students and families to accelerate improvements. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a named difficulty and a lack of enrichment opportunities

| | during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |

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	- PP learner's progress is evidenced through observation, evaluation and monitoring documents linked to annual review. - Learners have awareness of their individual targets.
Raised attainment level in reading and maths	- Raised attainment level for PP learners as evidenced through NC progress levels (SOLAR), Accelerated Reader/phonics reading trackers and maths trackers. - Staff skilled to support reading programmes. - Staff skilled to support mathematics programmes.
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.	- All PP learners access Personal Development, Preparation for Life 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)](publishing.service.gov.uk)
Social and emotional learning interventions improve learners' decision-making skills, interaction with others and their self-management of emotions.	- 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: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy To improve progress in reading through targeted use of Accelerated Reader (AR) and Accelerated Maths To encourage learners to read independently and regularly at their own level and pace. Staff trained in Accelerated Reader and Accelerated Maths by designated lead teacher/TSA. Learners baselined (AR and SENT) and then have regular independent designated reading and numeracy sessions	**Research Evidence** **EFF- Reading comprehension strategies- Very high impact for very low cost based on extensive evidence** 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". https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3,4

using software programs. Increased use via tablets. Additional books for school library to compliment AR Additional manipulatives and numeracy resources to support maths		
Phonics To improve progress in reading through targeted use Read Write Inc. (phonics). Staff trained in phonics by Ruth Miskin Resource audit of RW Inc. Materials	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. Ofsted 2019 report highlighting need for focus on phonics English Hub School https://www.gov.uk/government/collections/phonics-choosing-a-programme#full-programmes **Research Evidence** **EFF- Phonics-high impact for very low cost based on very extensive evidence** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4

Duke of Edinburgh Award Scheme Staff leadership and training for DoE implementation including Lowland Leader Training	• 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	1,3,4,7,8,9
Health and Fitness Develop access to new and different sports/personal development activities to increase enjoyment, experience and participation. 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.	EFF - Physical activity- has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. 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.	1,3,4,5,7,8,9

Hardship To support Individual needs of learners experiencing additional hardship and lack of self-esteem. Money provided for independence building activities such as community visits £1000 Purchase shampoos, deodorants and shower gels, hair brushes and uniform/clothing for specific learners. £1000	Education Endowment Foundation (EEF) "SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself"	
Elklan/TEACCH For staff to support learners communication difficulties; non-verbal learners/ those with limited language and learners with social communication difficulties. National Autistic Society - TEACCH training	https://www.elklan.co.uk/ 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/ 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. https://ican.org.uk/intervention-search/intervention/24/TeaCHH	1,3,4,6

Technology	Evidence-Based Practices for Children, Youth, and Young Adults with Autism: Third Generation Review | Journal of Autism and Developmental Disorders (springer.com)	1,2,3,4,5,6,7,8,9
Investment in technology that all students can access across the school. Examples being: VR sets, BBC Microbits, Lego Mindstorms	Hume et al 2021 supported the view that 'Technology-aided Instruction and Intervention (TAII) Instruction or intervention in which technology is the central feature and the technology is specifically designed or employed to support the learning or performance of a behaviour or skill for the learner' The view was further supported by Hopkins et al. (2011) and Golan and Baron-Cohen (2006)	
CPD Investment in staff training for autism, careers	The EEF consider the model of a balanced CPD or Personal Development that has key mechanisms. A Balanced Approach to Professional Development - YouTube They advocate that an engaged staff given fresh opportunities will in print those skills in a deeper fashion driving success and improved outcomes. These opportunities should be from a range of sources internal and external. Planning-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)	2,3,4,9

| Expert support

Purchase of expert support for areas such as careers and safeguarding | Research consistently demonstrates the importance of safeguarding in educational and professional settings. Organisations, especially those working with vulnerable populations such as children and the elderly, have a legal and ethical duty to protect individuals from harm. Quality assurance in safeguarding helps in the prevention and early detection of potential issues. Failing to do so can have severe consequences, as shown in studies like "Safeguarding Vulnerable Adults and the Care Act 2014: Will it Make a Difference?" published in the Journal of Social Work Practice.

Quality Assurance and School Monitoring \| SpringerLink

Having expert external checks and balances will add value to the experience of the students as it drives standards upwards | 2,9 |
| Ready to Learn

Ability of students to access learning through suitable equipment for regulation across classes | Evidence-Based Practices for Children, Youth, and Young Adults with Autism: Third Generation Review \| Journal of Autism and Developmental Disorders (springer.com)

Hume et al 2021 supported the view that 'Sensory Integration (SI) As originated by A. Jean Ayres interventions that target a person's ability to integrate sensory information (visual, auditory, tactile, proprioceptive, and vestibular) from their body and environment in order to respond using organized and adaptive behavior | 1,3,4,5,7,8,9 |

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

Budgeted cost: £26500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Focus on reading and maths. A proportion of the learners who receive tutoring will be disadvantaged. This will overlap with the literacy/numeracy strategies outlined above and our use of our Catch-up fund.	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 (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF Supply TSA and teachers used to free up high level skills STSA and AEP and teachers who are trained appropriately to deliver targeted interventions SALT therapy delivery on individual basis Reading tutor 1 day per week Maths tutor 1 day per week	1,2,3,4,5,6,9

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

Budgeted cost: £4859

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Learners to access health and well-being activities through extra-curricular visits (Dare to Dream) e.g. wellbeing visits 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. Well-being training for staff	'Recovery Curriculum' key focus during Summer Term to support learner resilience and well-being following Covid-19 EFF -Social and emotional learning Moderate impact for very low cost based on very limited evidence	1,3,4,5,6,7,8,9
Pupil Engagement Learners request to set up a games club	Moderate impact for very low cost based on very limited evidence EFF -Social and emotional learning	1,3,4,7,9
Holistic Wellbeing Set up and running of a sensory zoo for wellbeing and sensory activities	The establishment and operation of a sensory zoo for holistic wellbeing provides a unique and immersive experience that caters to diverse sensory needs. This initiative fosters emotional, mental, and physical health by promoting relaxation, stress reduction and sensory exploration, contributing to a	1,3,4,5,7,8,9

	comprehensive sense of well-being	

Total budgeted cost: £ 67,359

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.

A period of change in the schools SLT meant direction of spending was lessened and as such a significant portion brought forward into 2023-24. As can been seen from the plans above a real focus and drive on this area is underway for the benefit of the students.

Outdoor learning curriculum and Duke of Edinburgh Award Scheme continued and further 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 used pupil premium funding to help provide well-being support and targeted interventions where required.

Once again 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, rock climbing and equine therapy

Staff training specific to autism e.g. Elklan brought 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
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)

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.