

Pupil premium strategy statement

School overview

Metric	Data
School name	Mabel Prichard School
Pupils in school	102
Proportion of disadvantaged pupils	30
Pupil premium allocation this academic year	£36,125
Academic year or years covered by statement	2019 to 2020
Publish date	November 2019
Review date	November 2020
Statement authorised by	Lucy Wawrzyniak
Pupil premium lead	Susanna Sutton
Governor lead	Kevin Burrell

Disadvantaged pupil barriers to success

Mabel Prichard School is a special school for 2-19 year olds, serving children with severe or profound and multiple learning disabilities.

In September we plan interventions for pupils who receive pupil premium. To ensure all pupils succeed we recognise the need for and are committed to providing completely individualised interventions for a set period of time to support pupils. Common barriers for children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. Some of our pupils have ongoing medical needs that affect their learning. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. All interventions are reviewed throughout the year (December, April and July) and monitored for impact.

Appropriate approaches to need are planned for within classroom teaching unless a pupil/student has levels of complexity that require a different approach. A high level of staffing and small groups allow for both personalise learning and ensuring that groups are having rich learning experiences which they would otherwise struggle to access. The school continues to place a high emphasis on participation as a driver of good outcomes for our young people. The school ensures that our students are learning in the wider environment and accessing new learning to stimulate, motivate and develop independence.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils in receipt of the Pupil Premium make at least expected progress in Language and Communication, as defined on their learning intention	There is no general gap between the success of pupils in receipt of the Pupil Premium and the general school population	July 2020
Pupils in receipt of the Pupil Premium make at least expected progress in Intellectual and Reasoning Skills and Numeracy, as defined on their learning intentions.	There is no general gap between the success of pupils in receipt of the Pupil Premium and the general school population	July 2020
All pupils in receipt of the Pupil Premium secure developmentally appropriate accreditation in Year 11	All pupils in receipt of the Pupil Premium secure accreditation	July 2020

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence, emotional regulation)

Aim	Evidence of impact	Target date
Pupils in receipt of the Pupil Premium are able to access appropriate out of school activities based on their developmental level and interests	A minimum of 60% of pupils in receipt of the Pupil Premium take up opportunities for out of school activities.	July 2020
Pupils in receipt of the pupil premium are able to access music or art therapy	Less behaviour incidents as pupils are able to regulate their emotions better.	July 2020

Teaching priorities for current academic year

Measure	Activity
Appropriate assessment system in place	Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Evidence for Learning embedded in each Key Stage.
High levels of teaching across the school	Sustain high levels of teacher and support staff quality through access to a CPD programme and curriculum development. Sustain access to suitable resources to deliver high quality learning experiences.
New reading strategies in place	Variety of reading strategies are in place to support the learning.

Communication strategies for all pupils	Communication strategies are in development to ensure every student in the school has a relevant means of communication.
Projected spending	

Wider strategies for current academic year

Measure	Activity
More pupils access after school activities	Further develop opportunities for out of school activities for all pupils to support families to find their children accessible opportunities beyond school. After school club and Easter play scheme
More pupils access work placement opportunities	Further develop work placements, work based experiences and access to off-site learning opportunities on both a day visit and residential basis

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and meeting times.
Targeted support	Ensuring enough time and opportunities are given for each pupil individual targets	High level of teaching assistants in classes. Use of external volunteers
Wider strategies	The time taken to support applications for funding, support families and build partnerships.	Parental support in place.

Review: last year's aims and outcomes

Aim	Outcome
Maths: Numicon and other maths intervention resources.	Teachers have better access to online activities to plan and implement personalised teaching and learning. The gap between Pupil Premium children and non-Pupil Premium children in maths is narrowing.
English: Phonics training and material to support teaching of phonics.	Continued phonics training to find different methods for teaching phonics has been successful. Teachers and teaching assistants feel more confident when teaching phonics The gap between Pupil Premium children and non-Pupil Premium children in English is narrowing.

Enrichment – trips	Learners have had opportunities to experience activities that are motivating, exciting and memorable as well as developing independence.
Chromebooks for individual learning	Chromebooks have lower the barriers for learning and has given opportunities to develop pupils/students independence by decreasing pupils depending on staff support.
Salary related cost	Pupil premium pupils have received more 1:1 to be able to achieve their targets. To provide support within lessons to improve understanding of learning and allow time to practise and apply learned skills. To build pupils' confidence.
Play therapy and play therapy training	Regular training sessions for staff ensured more students have access to suitable play therapy interventions.