

Pupil Premium Strategy Statement 2023/24

School overview

Metric	Data
School name	Royal School Manchester - Seashell
Pupils in school	59
Proportion of disadvantaged pupils (in receipt of PP)	24% (14 students)
Academic year or years covered by statement	2023/2024
Publish date	September 2023
Review date	July 2024
Statement authorised by	Emma Houldcroft
Pupil premium lead	Laura Thompson
Governor lead	Mike Ashton

Seashell pupil premium funding overview

Detail	Amount
Pupil premium funding allocated this academic year	£26,820
Pupil premium funding carried forward from previous years	£59,912.08
Total budget for this academic year	£86732.08

Statement of Intent

Our aim for pupil premium is to bridge the gaps in knowledge, skills and behaviour for disadvantaged students. This may be done on an individual basis or with the money being pooled together to deliver strategies that will benefit those who are disadvantaged and students on a whole school basis.

Challenges

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

Challenge number	Details of challenge
1	Analysis of end of year progress tracker information has detailed that whilst active support scripts are generalised across school and residence this is not

	<p>the case for other scripted sessions. These scripts are in place to support independence and whilst those in receipt of pupil premium achieved or established 96% of their IEP targets this is still an area that requires further development.</p> <p>Young people transitioning from care also have poorer employment prospects than the general population. So a focus on independence in work experience and career opportunities will also be a focus.</p>
2	Research suggests that around 45% of looked-after children have a diagnosable mental health disorder, and up to 70%-80% have recognisable mental health concerns. This combined with the effects of COVID 19 and the restrictions on family contact for those in care highlight wellbeing as a priority.
3	Those students who come from disadvantaged backgrounds are believed not to have the same opportunities to access facilities. Pupil premium will be used to create a wide and deep curriculum in which students will be able to have experiences that will in turn support breadth of knowledge and specifically progress in communication.
4	To limit any potential gap in attainment between those in receipt of pupil premium and the rest of the school cohort all teachers will be trained to a high level and the recruitment and retention of staff will be supported.

Objectives for disadvantaged pupils

Measure	Activity
Objective 1	Addressing student's academic needs with particular focus on independence, work experience and careers opportunities to eliminate the attainment gap between disadvantaged and non-disadvantaged students and provide relevant and accessible work opportunities.
Objective 2	Creating a safe environment for students to learn in, recognising and responding to student's arousal levels and involving students in the process to support self-regulation and overcoming barriers.
Objective 3	Providing enrichment and community-based activities to improve social opportunities and to provide experience to help to scaffold conversation and recall.
Objective 4	Recruit and retain a highly skilled staff team to support disadvantaged students across the whole school.

Teaching priorities for current academic year

Activity	Evidence to support this approach	Challenge number addressed
EYFS in SEN training for specific teachers	Increased numbers of younger students at Seashell and now supporting some in Early Years /	1, 2, 4

	<p>Foundation stage. Skills in supporting those in Early Years with a specific focus on SEND in EYFS will support the teaching of this group and the general level of teaching support across the school and information is shared.</p>	
<p>Positive looking training – delivered by Seashell</p>	<p>Positive Looking 1, is an easy to use guide. Offering a comprehensive framework. Designed to help support and develop a child’s visual skills. Recently expanded and updated to include a section on Independent Living Skills. Positive Looking 1 concerns the motor visual skills associated with optical functioning. These include awareness, attention, fixation, tracking and scanning.</p> <p>Our second section Positive Looking 2 is easy and simple to use. Filled with practical suggestions and clear observation points. Adaptable templates allow for planning activity sessions, recording engagement and tracking progress. Promote the use of common, everyday resources. Create simple-to-make games for development of visual perception strategies and skills.</p>	1 + 4
<p>Autism training – Jamie + Lion speaker</p>	<p>Using our expertise and experience in digital accessibility, inclusive design and neurodiversity we support organisations large and small to build better products and services.</p> <p>We give practical, entertaining and insightful talks on accessibility and autistic life.</p>	3 + 4
<p>Attention autism training (2 staff) (£400)</p>	<p>Programme focuses on creating experiences with emotional impact and is used to:</p> <ul style="list-style-type: none"> • Engage attention • Improve joint attention • Develop shared enjoyment in group activities • Increase attention in adult led activities • Encourage spontaneous interaction in a natural group setting • Increase non-verbal and verbal communication through commenting • Build a wealth and depth of vocabulary • Develop social and friendship skills in a natural group setting • Develop social and friendship skills through highly motivating activities • Develop skills in working with others • Follow an adult lead • Follow instructions • Develop problem solving skills • Learn and develop coping skills • Improve emotional; self-regulation • Build positive memories and shared experiences with others 	1, 2, 4

	Attention Autism - Best Practice Resource (middletownautism.com)	
Handheld devices to support regular recording of student progress.	Staff only iPods / iPad minis / iPhones (with no sim) for recording so less to do at the end of the day. More research required into the use of phones in school.	4
Projected spending		

Targeted academic support for current academic year

Activity	Evidence to support this approach	Challenge number addressed
Music therapist (£1500)	<p>Music therapy can address a number of sensory needs for children and adults with special needs as it provides concrete, multi-sensory stimulation (auditory, visual, and tactile). For example, the rhythmic component of music can assist in the cognitive organisation of sensory systems for those individuals diagnosed with autism. As a result, auditory processing and other sensory-motor, perceptual/ motor, gross and fine motor skills can be enhanced through music therapy. Music therapy sessions support the development of skills such as:</p> <ul style="list-style-type: none"> • Release and exploration of emotions • Listening • Non-verbal and verbal communication • Use of both gross and fine motor movements • Sequential memory and recall of information • Self-management of behaviour • Verbal discussion • Active, improvised music making (using both instruments and voice) <p><u>Music Therapy Works / Educational Settings / Special Needs</u></p>	2
Work experience	Work experience / vocation prep boxes – allowing students to collect the relevant box with all of the things that they will need for the activity, promoting independence and engagement in vocation / work experience.	1
Projected spending		

Wider strategies for current academic year

Activity	Evidence to support this approach	Challenge number addressed
Events / whole school trips	<p>Pantomime onsite – Can Bears ski.</p> <p>Pantomime offsite at Stockport plaza – including transport.</p> <p>Theme day events with a particular focus on wellbeing – and follow up sessions - Onsite animal group – ponies and dogs for initial theme day and subsequent sessions.</p> <p>Whole school summer trips – e.g. blackpool zoo</p>	3
Weekly after school club - cookery	<p>This will support the purchase of resources to support the running of this club for those who are residential students and some other day students. Students who are looked after do not have the same opportunities to access facilities as those who are not looked after. Those who are looked after have a higher likelihood of mental health issues and after school clubs could be used as a way to support wellbeing.</p>	2,3
Individual spending on resources specifically to support the achievement of IEP targets	<p>Students have historically spent pupil premium funds on an individual basis, provided that the purchases link directly to their IEP targets and will support their progress towards them. Some students will continue with some individual spends in this way for specific equipment such as a new bike or an AAC device.</p>	2 and 3
Projected spending		

Impact: Review of last year's aims and outcomes

Aim	Outcome
Disadvantaged students meet 80% target for their achievement of IEP targets.	July 2023 those in receipt of pupil premium achieved 91% of their IEP targets.

Impact: Impact Statement

This details the impact that our pupil premium activity had on students in the 2022-2023 academic year.

<p>Student progress for those in receipt of pupil premium has been shown to exceed expectation. IEP achievement is predicted to be 80% for students. This cohort achieved 91% in the IEP achievement from February 2023 to July 2023.</p>

Those in receipt of pupil premium achieved over 80% of the IEP targets in each area of the curriculum in July 2023.

Previous pupil premium money has been used for targeted resources that directly link to the achievement of IEP targets and ECHP outcomes. The impact of this spending has therefore been positive on student progress and in preparing them for their future.