



# Pupil Premium Strategy Statement 2023-24

This statement has been completed in line with DfE guidance on [using pupil premium](#) to detail our school's use of pupil premium 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	Fiveways School
Number of pupils in school	84 pupils (97 incl. 13 learners in 6 <sup>th</sup> Form)
Proportion (%) of pupil premium eligible pupils	51% 43 pupils (44% incl. 6 <sup>th</sup> Form)
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 years *updated Dec 2023
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Swavek Nowakiewicz
Pupil premium lead	Sam Ensor – Deputy Headteacher
Governor / Trustee lead	T Richards (Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on financial year allocation)	£ 47,170
Pupil premium funding carried forward from previous years (based on financial year allocation)	£0
<b>Total PPG</b>	<b>£ 47,170</b>
Recovery premium funding allocation this academic year	£16,067
<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	<b>£63,237</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*Includes information on:*

- ✓ *What are your ultimate objectives for your disadvantaged pupils?*
- ✓ *How does your current PP strategy plan work towards achieving those objectives?*
- ✓ *What are the key principles of your PP strategy plan?*

At Fiveways we are committed to using Pupil Premium to best effect, which includes combining it with other resources or working with others to maximise its impact. All pupils have severe, profound and multiple learning disabilities (SPMLD) so the funding is carefully targeted by school for the long term to ensure pupils progress towards their best life in adulthood and beyond school.

“What does a good life look like for me now and in the future”

Priorities are informed from a variety of sources including an annual cycle of information from parent carers, staff, EHCPs and Person Centred Annual Reviews, internal and external evaluation / audits and questionnaires. One of the most important of these is the progress of individuals and groups of pupils across the school against their Personal Learning Goals (PLGs). This enables us identify strengths & needs, plan highly personalised PLGs and prioritise spending of this funding to support the specialist and personalised approaches required for pupils to progress.

All pupils are set PLG milestones based on Annual Review of EHCP, ongoing assessment and annual strengths and needs analysis. PLG milestones are bespoke, highly individual and personalised with progress measured as such; baselines and expected outcomes set are personalised and vary greatly between pupils. As a result, there is no direct comparison between pupils progress. This is deliberate and based in the principles of Rochford Review and the very individual needs of pupils with SPMLD.

In our context, therefore, it is important to note that progress will not be above the national average.

Most pupils are expected to make a minimum of 70% progress towards their PLG milestone expected outcomes. “Most” recognises that some pupils’ priorities will be to maintain their achievements and health and a few may have regressive conditions.

We aim for all pupils in receipt of PPG to make progress towards PLG milestones on par with pupils not in receipt of PPG.

## Challenges

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

Challenge number	Detail of challenge
1	All pupils at Fiveways School, including those in receipt of PPG, have severe, profound and multiple learning difficulties. A high proportion have at least one additional need alongside their primary need, facing additional challenges including significant physical and sensory disabilities. This requires both highly specialised and personalised interventions and high levels of staffing (1:1 and small group) for small steps progress.
2	High Quality Teaching: A large recruitment of new staff in school as a result of rapidly expanded pupil numbers and provision / school site. Need to develop, maintain and refresh specialist SEND knowledge and skills to ensure high quality education and pupil progress
3	Specialist resources, equipment and therapy input required for pupils is expensive and more required for increased population
4	Complex communication, interaction and language difficulties which underpin many challenges to learning. Requires regular and consistent specialist interventions, strategies and approaches closely linked to wider context and preparation for adulthood. Links with 3 regarding resourcing Alternative Augmentative Communication (AAC) devices and systems
5	Engagement and positive learning behaviours: Pupils may demonstrate significant behaviours that challenge as a result of challenges with social communication, cognition, sensory processing and SEMH needs. These need to be addressed to enable pupils to access learning, community and prepare them life beyond school and adulthood. A few pupils struggle to cope with the school environment and being near other staff / pupils. Their attendance can fluctuate greatly and be poor. They require highly bespoke, personalised and flexible provision.
7	Many pupils have complex health, medical care and physical needs which impact significantly upon their welfare, health and attendance. When in school, this requires careful management to enable them to be ready to learn and actively engage. Attendance is carefully monitored and addressed as appropriate. A school nurse is employed and wherever possible clinics are hosted on site to minimise time lost to appointments e.g. orthotics, dietician, wheelchair

## 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
<p><b>Communication &amp; Interaction (C&amp;I)</b>            Provision of a specialist C&amp;I team so they can model, support, challenge and monitor that C&amp;I strategies and systems are consistently and effectively used and that essential supporting resources are provided e.g., grids, symbols, VOCAs.            Maintain and develop teaching staff specialist C&amp;I skills and knowledge through CPD and modelling in class; particularly new staff.            Pupils have access to and are using personalised C&amp;I strategies / systems at school and home.            Provide both direct &amp; indirect support for high quality teaching.</p>	<p>Pupils maintain and achieve good progress towards My Communication Personal Learning Goal milestones (PLGs) at least in line with pupils not in receipt of pupil premium.            Teaching staff consistently implement and effectively model / teach pupils use of personalised C&amp;I strategies as part of high-quality teaching.            Parent carers have understanding and skills to support their child's communication and interaction strategies / systems and are actively engaged.            Specialist, personalised communication strategies &amp; systems (resources) are provided, updated &amp; monitored to meet needs of pupils so they can communicate as effectively.</p>
<p><b>Language &amp; Literacy (Phonics &amp; Reading)</b>            Provision of additional targeted 1:1 and small group tuition to enhance and support class-based phonics and reading            CPD for teaching staff and specifically those delivering additional interventions including modelling &amp; support in class.</p>	<p>Pupils maintain and achieve good progress towards Language and Literacy PLG milestones in line with pupils not in receipt of pupil premium.            High quality teaching of reading and phonics including use of adapted, personalised approaches linked to My Communication and ELS phonics programme.</p>
<p><b>Music Therapy</b>            Enhanced provision of specialist tuition focused on developing pupil self-awareness, engagement, communication &amp; interaction, and positive social relationships.            CPD for teaching staff and specifically those delivering additional interventions including modelling.</p>	<p>Pupils maintain and achieve good progress towards My Communication, Myself &amp; Others Personal Learning Goal milestones (PLGs) in line with pupils not in receipt of pupil premium.</p>
<p><b>Behaviour, Social, Emotional &amp; Mental Health including sensory processing</b>            Enhancement of targeted specialist assessment &amp; support to improve pupils sensory integration, resilience, engagement &amp; positive learning behaviours            Occupational therapist assess, create plans &amp; support class teaching teams &amp; parent carers to meet sensory processing needs; holistic &amp; consistent approach. Provide CPD all staff</p>	<p>Increased pupil attendance.            Effective management of sensory processing needs &amp; emotions leading to safer behaviours, greater engagement &amp; positive learning behaviours.            Pupils maintain and achieve good progress towards My Communication &amp; Myself &amp; Others or Community Personal Learning Goal milestones (PLGs) in line with pupils not in receipt of pupil premium</p>
<p><b>MOVE: Physical Health, Functional Movement</b></p>	<p>Pupils maintain and achieve good progress towards My Body or Health Personal Learning</p>

<p>Enhanced targeted specialist input &amp; support to improve pupils health &amp; physical well-being. MOVE Team oversee assessment &amp; delivery of personalised interventions including 1:1 and with groups. They support / model in class for teaching teams providing holistic &amp; consistent approach for high quality teaching.</p> <p>MOVE team &amp; school nurse oversee and manage clinics &amp; appointments in school.</p> <p>CPD for teaching staff and specifically those delivering additional interventions</p>	<p>Goal milestones (PLGs) in line with pupils not in receipt of pupil premium</p> <p>Parent carers have understanding and skills to support their child's health and physical wellbeing and are actively engaged</p> <p>Pupils use functional mobility to access learning &amp; community to the best of ability.</p> <p>Pupils receive regular clinics from services in familiar surroundings e.g., orthotics, medical, physio., occupational therapy.</p>
<p><b>CPD</b></p> <p>Maintain and develop teaching staff specialist teaching and therapeutic skills and knowledge through CPD, modelling, focused visits to other settings and moderation</p>	<p>CPD schedule &amp; training is targeted towards enhancing staff to deliver high quality teaching and therapies.</p> <p>Teaching staff (particular new staff) consistently and effectively implement strategies and provide high quality teaching for pupils with SPMLD.</p>

## Activity in this academic year

As recommended by EEF Guide to Pupil Premium, Fiveways School takes a tiered approach to Pupil Premium which includes high quality & specialised teaching, targeted support and wider strategies. There are close links between teaching and targeted support particularly CPD aspect as our approaches focus highly on interventions being modelled and shared with teaching teams to deliver with pupils in context and promote high quality teaching for pupils with SPMLD.

## Teaching e.g. CPD, recruitment and retention

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge numbers addressed
MOVE lead equivalent 4 days weekly. MOVE trainers conference. MOVE reaccrd. + practitioner CPD	School formative assessment and progress measures <a href="#">MOVE Research papers &amp; case studies</a> : Positive impact is a result of <i>"The integration of therapy and educational targets for functional movement..."</i> in context. Pupils are <i>"... learning functional skills within meaningful settings - the ecological model - which has been recognized as the most effective way for children and young people to learn skills."</i>	1 2 3 7
Communication & Interaction Team capacity to deliver, support & provide GLP* & AAC intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> Naturalistic approaches (in context) to teaching and intervention integrate skill development into daily interactions and classroom practices where professionals in collaboration deliver interventions which enable effective embedding and generalisation. *GLP (Gestalt Language Processing)	1 2 3 4
Reading & Phonics CPD	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 2 4
Autism/ sensory integration & processing CPD. Raising staff knowledge & skills.	Sensory Integration Education (SIE): Poor levels of awareness are detrimental to the daily lives & mental health of people with sensory integration difficulties <a href="http://www.sensoryintegrationeducation.com/pages/what-is-si">www.sensoryintegrationeducation.com/pages/what-is-si</a> Body of evidence & Jean Ayres <i>"difficulties with receiving &amp; processing sensory information from one's body and environment could relate to difficulties at school or using one's body to engage in everyday life"</i>	1 2 3 5
Mental health & Team Teach CPD for positive behaviour support, de-escalation, RPI. Team Teach trainer reaccrd. Mental Health Leads & First Aiders CPD.	Evidence-based training, certified by British Institute of Learning Disabilities (BILD), Institute of Conflict Management (ICM) & National Training Awards (NTA). <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour</a> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</a> Engagement & positive behaviour are re requisites to academic learning & successful life skills	1 2 5

## Targeted academic support e.g., 1:1 support, structured intervention

Budgeted cost: £53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading & Phonics intervention x3 day	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 2 4
Music Therapy x2 day	School formative assessment and progress measures Learning behaviours & engagement <a href="https://www.bamt.org/content/5071/Live/document/Learning%20Disabilities.pdf">https://www.bamt.org/content/5071/Live/document/Learning%20Disabilities.pdf</a> <a href="#">Emotional, motivational and interpersonal responsiveness of children with autism in improvisational music therapy</a>	1 3 4 5
Specialist OT SEMH/Behaviour  Observation, assessment, support & guidance from OT for specific pupils	School formative assessment, progress measures and behaviour logs <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1 2 4 5
Communication & Interaction Intervention & team enhancement X 2 day	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> Research Articles: <a href="#">Naturalistic Instruction and AAC</a> <a href="#">Studies on AAC Modelling Based Interventions</a> “If communication skills are to be functional, they must be used in and across natural contexts.” Naturalistic approaches to teaching and intervention integrate skill development into daily interactions and classroom practices which enables effective embedding and generalisation.	1 2 3 4
MOVE team enhancement x 1 day	School formative assessment and progress measures <a href="#">MOVE Research papers &amp; case studies</a> : Positive impact is a result of “ <i>The integration of therapy and educational targets for functional movement...</i> ” in context. Pupils are “... <i>learning functional skills within meaningful settings - the ecological model - which has been recognized as the most effective way for children and young people to learn skills.</i> ”	1 2 3 7

## Wider strategies e.g., related to attendance, behaviour, wellbeing

Budgeted cost: £3,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to enhance attendance, engage in learning e.g. bespoke resources & environments, event & cookery contributions. PFSA home school support	School formative assessment and progress measures <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1 2 4 5

**Total budgeted cost: £63,237**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

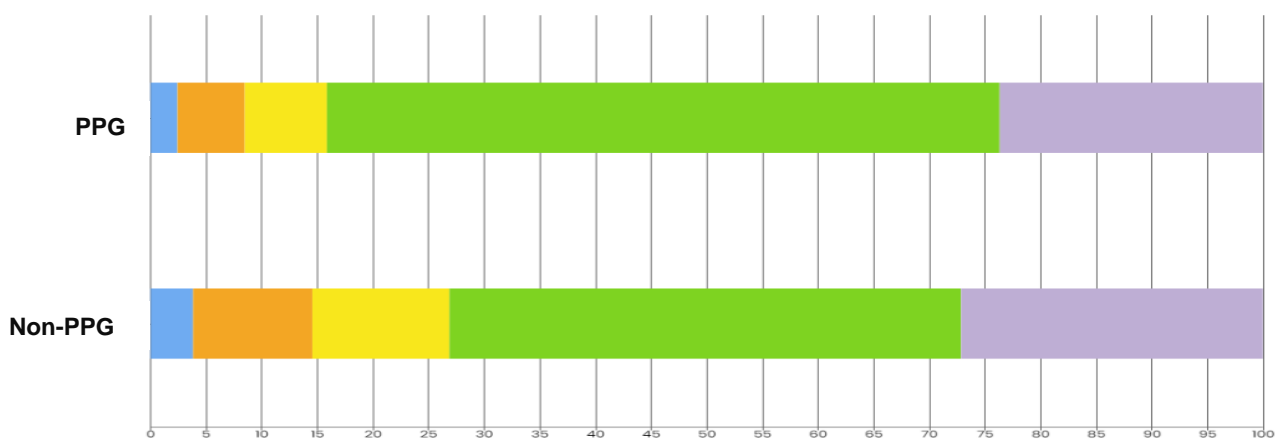
This details the impact pupil premium activity had on pupils in 2022-23 academic year.

<p>Pupils in receipt of PPG:</p> <ul style="list-style-type: none"> <li>• Made progress towards PLGs and that progress was on par with pupils not in receipt of PPG; in some cases exceeded.</li> <li>• Achieved at KS1 &amp; KS2 statutory assessments on par or better with pupils not in receipt of PPG. At KS1 in some cases exceeded &amp; at KS2 in all cases exceeded.</li> </ul> <p>This was assessed through:</p> <ul style="list-style-type: none"> <li>• Teacher assessments Yr2 &amp; Yr6: Pre Key Stage Standards &amp; Engagement Model; All pupils KS1 – 4. Quantitative</li> <li>• Phonics KS1</li> <li>• Evidence for Learning (EfL): Evidence captured for PLG milestones - Qualitative.</li> <li>• EfL Insights: Tool to extract and analyse teacher assessment in EfL assessment books (personalised progress from baselines to expected outcomes) – Quantitative</li> <li>• Pupil Progress meetings x 2 annually: With teachers to investigate reasons behind progress data and actions to take to promote further progress – Quantitative and qualitative</li> </ul>
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END OF YEAR STATUTORY ASSESSMENTS 2022 - 23	EYFS	Pre Key Stage Standards (PKSS) & Engagement Model (EM)		Summary PLG milestones progress data
		<b>END KS1</b> 4/6 pupils PPG = 67%	<b>END KS2</b> 3/7 pupils PPG = 43%	<b>Yr1 – 11</b>
	Emerging 100% 4 pupils	0 pupils at PKSS 3 pupils WT PKSS1 3 pupils at EM	1 pupil at PKSS 3-5 1 pupil at PKSS1 1 pupil at PKSS22 pupils WT PKSS1 2 pupils at EM	78% Achieved or Exceeded 10% Working within 9% Working towards 3% Working below

**PPG and Non-PPG Comparison Year 1 to Year 11 (2022-23)**

PLG Milestones PPG & Non PPG Comparison July 2022-23



### Externally provided programmes

Please include the names of any non-DfE programmes purchased in the previous academic year.

Programme	Provider