



## 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	Horton Lodge
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	(8)13.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Board of Governors
Pupil premium lead	Lucy Bloor
Governor / Trustee lead	Alison Lee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£6,000 (£1,500 per quarter)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£16,760



## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is that learners who are eligible for Pupil Premium do not underachieve in comparison with their peers. We will achieve this through our commitment to personalised learning around the holistic needs of the individual.

We aim to ensure the gap being narrowed is supporting learners in meeting the aspirational aims identified in the Education Health and Care Plans. We recognise the barriers to learning that our pupils experience and therefore our strategy focuses on:

- Personal Development
- Independence Skills
- Communication Skills
- Cognition and Learning
- Movement and Mobility
- Sensory Development
- Social Interaction
- Preparation for the next phase

Key findings from research published by the National Foundation for Education and ASK Research into pupils in special schools reported that disadvantaged pupils have been worst affected by the impact of the pandemic. Further key findings included reports that the disruption caused during the pandemic has led to pupils being behind in physical development and academic development, particularly the emotional, social and cognitive skills required to engage in learning for all pupils.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils 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.



## Challenges

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

Challenge number	Detail of challenge
1	Physical mobility and control of movements
2	Requirement for support from experienced and qualified staff
3	Accessing the right support at the right time
4	Requirement for specialist approaches including Rebound and AAC

## 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
Learners who are eligible for Pupil Premium do not underachieve in comparison with their peers.	Personalised assessment and review of teaching and learning will demonstrate that progress is as good as it can be for all pupils due to personalised learning around the holistic needs of the individual.
Enhanced support from staff in a 1:1 or small group capacity increases progress.	Additional support from Teaching Assistants in class will be used to increase access to learning opportunities through small group or 1:1 work, maximising pupil progress.
Improved mobility of joints, minimises pain and leads to greater independence.	Maintained and improved mobility and joint range of movement will enable reaching, grasping, selecting objects and all physical engagement in learning. Assessment evidence will demonstrate increase in the child's mobility and independence skills.
Staff are equipped with the relevant knowledge and skills to support pupils in the specific approaches required to reduce barriers and increase achievement.	Staff Development will have taken place will be accurately matched to the needs of the pupils and demonstrate impact in key areas identified on this strategy (Rebound, CE, PODD).
The right support is accessed by families.	Case studies will demonstrate how pupils and families have been supported by the appropriate professionals at the time it is needed. Early Help assessment will be



	provided for families who require facilitated, coordinated multiagency support.
Technology is used effectively to support in recovery of the curriculum.	Pupils have access to appropriate and more up to date IT equipment to increase their participation.
Pupils are able to use their skills and knowledge to flourish in the next phase of their education to enable them to lead fulfilling adult lives	Pupils maximise their progress, making at least expected progress in their academic skills and knowledge. Pupils will be prepared for the next phase in school or life.

## 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: £10,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children access staff who have skills and expertise in CE by training Conductor Assistants	CE is a well researched educational approach to enable pupils to work towards being as independent as possible in a functional way. <a href="https://www.cepeg.org.uk/resources/publications/what-conductive-education">https://www.cepeg.org.uk/resources/publications/what-conductive-education</a> Horton Lodge has a long history of using the ethos of Conductive Education as an educational approach and have observed the impact of this on pupil personality and approach to all learning.	1, 2
Develop lead practitioners to ensure the provision of a total communication environment	<a href="https://www.communicationmatters.org.uk/research/">https://www.communicationmatters.org.uk/research/</a> Further to the research, we as a school have observed the impact on academic, social and emotional progress when consistent approaches to communication are used by highly skilled and motivated staff in order to ensure that modelling and immersion.	2, 4
Increase staff support for	The EEF's research into the effectiveness of interventions recognises how TA interventions positively	2, 4



pupils	impact on pupil progress: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children develop sensory awareness and communication skills through Rebound Therapy. Additional staffing required	Rebound therapy involves the therapeutic use of a trampoline and can be used across a range of disabilities. Rebound is a well researched therapy to enable pupils to develop sensory awareness and develop communication skills Research can be found on <a href="https://www.reboundtherapy.org">https://www.reboundtherapy.org</a>	1, 2, 4
Pupils benefit physically from additional time and support in the hydrotherapy pool due to a swim assistant	The benefits to mental and physical fitness as well as joint mobility and range of movement are well documented: <a href="https://www.swimming.org/swimengland/health-and-wellbeing-benefits-of-swimming/">https://www.swimming.org/swimengland/health-and-wellbeing-benefits-of-swimming/</a>  The EEF's research into the effectiveness of interventions recognises how TA interventions positively impact on pupil progress: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2

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



Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Families access the right support at the right time. Ensure that Family Link Workers have the skills and time to support families and promote multi-professional working through training, early help, events, communications and meetings</p>	<p>Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2021; Wales Safeguarding Procedures Project Board, 2020).</p>	<p>2, 3</p>

**Total budgeted cost: £16,760**



## 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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development were impacted by COVID-19. This was evident in progress against IEPs and the impact of fewer opportunities to develop and apply physical skills. This was combined with missed / delayed medical appointments. The disrupted teaching of all subject areas had a negative impact on most pupils' development particularly and there were limited opportunities for staff to share expertise and coach others across the school.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via home learning activities that we created based on school routines. However, it was challenging provide what our pupils need through online resources when so much involves physical interventions and sensory tools.

For these reasons some areas on our previous strategy were not fully met by the end of 2020/21 and have therefore continued into 2021/22.

### 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
None	



## Further information (optional)

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