



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	Calthorpe Academy
Number of pupils in school (school age)	323
Proportion (%) of pupil premium eligible pupils	Primary 52.7% Secondary 64.2%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	January 2024 April 2024 July 2024
Statement authorised by	Mounir Meghalsi
Pupil premium lead	Andrew Blakeley
Governor / Trustee lead	Alan Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £228,218
Recovery premium funding allocation this academic year	£ £144,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Recovery premium funding carried forward from previous year	£ 0
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	£ 372,468

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to help improve education outcomes for disadvantaged learners in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other learners. The recovery premium provides additional funding in the 2023 to 2024 academic year to support education recovery due to the pandemic. Building on the pupil premium, the recovery premium funding will help schools to deliver evidence based approaches for supporting disadvantaged learners. Post sixteen learners do not receive the pupil premium funding, however they are entitled to apply for the post sixteen bursary.

At Calthorpe Academy all members of staff and governors are committed to providing the highest quality education for all our learners regardless of background or barriers to learning in all aspect of school life. We accept responsibility for 'socially disadvantaged' learners and are committed to meeting their pastoral, social and academic needs within the school environment. We are a special school serving learners with ASC, SLD and PMLD. It is these disabilities which are the primary barrier to progress and achievement that we must support our learners to overcome. As such, our approach is designed to ensure that we are able to provide an education that is evidence informed and tailored to the educational requirements of each individual learner.

At the heart of our approach, we want our learners to gain every opportunity to develop the skills they need for the life they want through having high goals and ambitions, believing that all learners should be able to reach their full potential through an ambitious balanced curriculum. Our learners in receipt of the Pupil Premium funding face particular barriers to reaching their full potential, and at Calthorpe we are determined to provide the support and guidance they need to help them overcome these obstacles. Service learners will get the same opportunities as pupils in receipt of PP funding including pastoral support and intervention where necessary. In addition, wider strategies for each individual learner will be implemented that mitigates some of the impact of service life.

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.

The principles of our strategy is based on educational evidence and parental, staff and learner views. We spend the pupil premium income obtained each year in providing additional support, staff training and resources to enable school staff to meet our

learners varied learning and developmental support needs. Although the strategy focuses on our most disadvantaged learners all pupils will benefit from the whole school funded strategies such as further enhancing teaching and learning, family support work, developing learner cultural capital and well-being.

Challenges

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

There are many barriers that can prevent our learners from achieving their full potential. The most obvious ones are; cognition and learning, social, emotional and mental health issues, speech and language issues, behaviour and deprivation. The below table details some of these specific challenges

Challenge number	Detail of challenge
1	Along with several national studies, our assessments, observations and discussions with learners and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged learners have been impacted by the pandemic.
2	Our assessments, observations and discussions with learners show that some disadvantaged learners need more support around communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties.
3	Our observations show difficulties with engaging families of our disadvantaged learners in comparison with their peers. As a consequence it can be challenging for disadvantaged learners to be ready and prepared to learn, physically, practically and emotionally. Some of the home learning opportunities are not explained enough to reinforce learning happening in school.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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
To provide additional support for vulnerable pupils funded through the pupil premium to ensure their progress is comparable to their non pp peers.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of academic year 2023 2024.
Provide strategies to develop positive mental and physical health and emotional wellbeing for PP eligible learners and continue to provide external Malachi support services for learners and families.	<p>Increase the Academy's capacity to respond to learners and family Mental Health issues by offering assistance to access support and offer support to build resilience in families.</p> <p>Promoting good mental and physical health and emotional wellbeing amongst learners.</p> <p>Identifying emerging mental health needs of learners and referring to services where appropriate.</p>
Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged learners have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. In addition, via positive encounters with the community.
Improved attendance for our disadvantaged learners to maximize opportunities provided at school.	Attendance levels for our disadvantaged learners are similar to the rest of their peers.



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

Budgeted cost: **£135,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Amount
Continue to fund release time for curriculum leads to upskill class teachers and provide targeted intervention support across all curriculum pathways.	A report from the Education Policy Institute (2020) highlights there is evidence to show that teacher CPD can have a strong impact on pupil outcomes and quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance related pay for teachers or lengthening the school day. Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)	1 & 2	£92,200
Further implementation of Maths/English aids, resources, subscriptions and strategies.	The Education and Training Foundation state that Maths and English skills are vitally important to learners with special educational needs and disabilities (SEND) because they help unlock opportunities to work and otherwise lead fulfilling adult lives. Meaningful maths and English resource pack Excellence Gateway	1	£10,000
The enhancement of classroom-based resources to ensure that we can focus on current educational priorities.	Nasen highlight that the learning environment is vital for effective teaching. Supporting SEN - The Learning Environment Nasen	1 & 2	£20,000



<p>Bespoke training for all teachers to improve pedagogy within all pathways.</p>	<p>The National College state the following key advantages of continuous professional development:</p> <ul style="list-style-type: none"> • CPD programmes not only help educators to keep pace with the current standards of others in the sector, but also ensures that staff can deliver high-quality teaching and impact positively on pupil outcomes. • CPD enables growth of our school; it underpins achievement of our vision and ensures that all staff are working towards a common purpose. • CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment. • CPD ensures that all staff are compliant with DfE and Ofsted's requirements, which is particularly pertinent as legislation continues to change and evolve. <p>The Importance of CPD in Schools Teacher CPD (nationalcollege.com)</p>	<p>1 & 2</p>	<p>£5,000</p>
<p>The enhancement of ICT resources to support school and home learning.</p>	<p>For pupils with SEND, technology can be a useful tool to support teaching. The Education Endowment Foundation provide recommendations on using digital technology to improve children's learning. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1 & 2</p>	<p>£8,000</p>



Targeted academic support

Budgeted cost: **£30,420**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Amount
Maintaining role of Speech and Language Therapist (Part funded x3days)	The Royal College of Speech and Language Therapists state speech and language therapists (SLTs) provide life-improving treatment, support and care for children rslt-what-is-slt-factsheet.pdf	2	£19,980
Buying in specialist family support services. Purchase of Malachi family support services.	<p>Malachi are a not for profit, therapeutic family support organisation working across the Midlands and Staffordshire.</p> <p>They support parents/carers, young people and professionals through a range of counselling based therapeutic interventions to create lasting change.</p> <p>Through their range of services in school, home and the community Malachi help families see a better future, believe it is attainable, and choose to make it happen.</p> <p>Malachi</p>	3	£10,440



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

Budgeted cost: **£206,848**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Amount
Fund extra-curricular activities and residential trips to develop learners cultural capital.	Research from the Department of Education states too many young people from disadvantaged backgrounds never get the chance to take part in activities outside of school. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks – which those from affluent backgrounds often have ready-made. An Unequal Playing Field report. pdf (publishing.service.gov.uk)	4	£16,959
Subsidise 2x day equivalent staff from Open Theatre to deliver various projects across the Academy including non-verbal drama.		1, 2 & 4	£16,830
Music of Life choirs in special school partnership. Music of Life sessions take place every week during school term to a maximum of 10 sessions per term. Each sessions lasts 45-60 mins depending on students', needs, ages and arrangement with the school.		1, 2 & 4	£5589
Our learners will access music therapy via Birmingham Centre for Arts Therapies.		1, 2 & 4	£20,400
Implementation of wider strategies to develop learners wellbeing.	Sport England state our physical and mental health is our biggest asset. Being physically active unlocks so much that's good for our wellbeing. But despite this and amid a backdrop of health inequalities, not everyone's currently able to enjoy the benefits	1 & 4	£12,000



	<p>of an active life. Evidence suggests an increase in depression and anxiety amongst 5-15 year olds.</p> <p>Using the power of physical activity in addition to the work our PE department do, there is huge potential to help strengthen or learners health and wellbeing.</p> <p>Connecting with health and wellbeing Sport England</p>		
Continue to provide additional Behaviour support provided by 2 x behaviour support practitioners (part funded x3 days).	<p>The Education Endowment Foundation provides research on the importance of behaviour strategies in schools:</p> <p>Improving Behaviour in Schools Evidence Review.pdf (educationendowmentfoundation.org.uk)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1 & 2	£34,800
Maintaining the resource of an Attendance officer (part funded x4 days).	<p>The Department of Education sets out the principles underpinning an effective whole school strategy for attendance Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	1 & 3	£26,500
Maintaining the role of a Family Liaison officer and pastoral support staff member (part funded x3 for each role).	<p>There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3	£29,800
Occupational therapy (OT) support for sensory processing	<p>Research evidence to date supports the effectiveness of occupational therapy in a school setting. The World Federation of</p>	2	£30,000



<p>(2 days per week) & Occupational functionality (1 day per week)</p>	<p>Occupational Therapists (2016) state that OTs should be included in education in order to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions.</p>		<p>£13,650</p>
<p>Service premium specific Any service premium learners will have access to the same opportunities as pupils in receipt of PP funding. How we spend the service premium money will be dependent on the individual needs of the learner.</p>	<p>The Ministry of Defence states In order to support the pastoral needs of service children, schools have flexibility over how they use the SPP, as they are best placed to understand and respond to the specific needs of those pupils for whom the funding has been allocated. The funding could be spent on providing a variety of means of support including counselling provision, nurture groups etc.</p> <p>Service Pupil Premium: what you need to know - GOV.UK (www.gov.uk)</p>	<p>3 & 4</p>	<p>£320</p>

Total budgeted cost: £372,468