

Pupil premium strategy statement – Rigby Hall School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Tracey Smith
Pupil premium lead	Samantha Hayward
Governor / Trustee lead	Mark Tabennor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,372
Recovery premium funding allocation this academic year	£37,885
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£136,257

Part A: Pupil premium strategy plan

Statement of intent

Rigby Hall School aim to use pupil premium funding to ensure improved and positive, sustainable outcomes for our pupils. Socio-economic disadvantages are an additional challenge faced by our pupils who all have SEND, and as a result may find it harder to thrive in the world. Our goal is to ensure our pupils can leave school as independent and ready for the wider community as possible.

We aim to ensure our pupils have clear pathways which will lead them to:

- Attaining a suite of qualifications tailored to interests and academic ability.
- Appropriate college placements that are relevant to interests and ability.
- Employability where appropriate
- An ability to function in the community and access opportunities.

Our strategy is based on ensuring that children achieve their best outcomes, we aim to ensure that they are given all the tools to communicate their wants and needs at the level appropriate for them. This will then transfer in their future plans and pathways.

We aim to ensure children are able to regulate themselves and recognise their barriers, not only to learning but to their social and emotional wellbeing. This will enable these barriers to be broken down and promote life-long learning.

We want to give our disadvantaged children the same experiences as others and ensure that they have high expectations and ambitions to break the cycle of deprivation. This will ensure pupils build up life skills, accessing the curriculum as well as vocational activities both on and off site.

We will monitor our pupils academic and social emotional progress in order to ensure that our strategy meets their needs and is bespoke to each child. This will be based on our assessment and the impact of interventions put in place.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment, observations and discussions with pupils show us that disadvantaged pupils are generally more likely to have difficulties expressing their wants and needs, whether they are verbal or non-verbal. This may be shown through behaviour as a form of communication. Periods of time where pupils have not been able to interact with others (lockdown) has exacerbated this.
2	Through our observations and discussions, pupils who are disadvantaged are more likely to have experienced ACES which impact on their resilience, behaviour and their ability to access learning.
3	Through our observations and discussions with pupils and parent carers our disadvantaged pupils have less opportunities to access the community and their local environments. This can include not being able to access travel, independently or supported, or have the same variety of experiences that their peers do.
4	Our data has shown that our disadvantaged pupils have lower attendance than the whole school attendance for the school. This will impact on rates of progress made academically, compared to their peers.
5	Through our observations and discussions with pupils and parent carers our disadvantaged pupils have less cultural capital experiences outside of school, such as going to the theatre, museums, the German Market or the seaside.
6	Through our tracking of pupil's outcomes our disadvantaged pupils are less likely to have aspirations and opportunities to gain employment.

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
For pupils to be able to achieve their potential and be able to gain qualifications and experiences linked to their interests. This will enable their aspirations to be higher and break the cycle of deprivation through better opportunities for employability.	<p>Pupils will be gaining accredited awards linked to their level.</p> <p>Pupils will identify what they would like to do in the future and the steps towards this pathway.</p>

	<p>Pupils will take part in work experience in school and in the community.</p> <p>Courses will be tailored to the needs of the pupils.</p> <p>Maths and English skills will improve and enable pupils to access the world beyond Rigby.</p>
For disadvantaged pupils to attend school regularly.	<p>Pupils to attend regularly and data shows that this is the case.</p> <p>Alternative provision is used if required to enable pupils to access school.</p> <p>Pupils want to come to school</p>
Disadvantaged pupils to be able to feel good about themselves and are more able to regulate by identifying what they need.	<p>Pupils will attend interventions that will be relevant to their needs and case studies will show impact.</p> <p>Pupils will be able to use the zones of regulation to identify how they feel.</p> <p>Behaviour logs will show a reduction in behaviours and strategies used to support pupils when they are dis-regulated.</p> <p>Pupils to recognise what they are good at and see that they are making progress in their work and their wellbeing.</p> <p>School will use a Trauma Informed Approach with all pupils to enable them to feel safe in school.</p>
Accessibility for all pupils in all subjects is improved.	<p>Talkabout is used in lessons and pupils are able to transfer these skills to other lessons.</p> <p>Pupils can sign, use symbols, speak or write to communicate.</p> <p>Behaviour logs show a reduction in behaviour due to frustration at being unable to communicate.</p> <p>Medium Term Plans reflect resources and communication aids to ensure that knowledge is taught to all pupils.</p> <p>Subject leads monitor accessibility for all pupils when monitoring subjects.</p> <p>Pupils Needs of the Child Folders are updated regularly and the provision is implemented.</p>
Disadvantaged pupils are able to experience wider outcomes through trips and visits linked to their curriculum as well as trips that are designed to broaden horizons.	<p>Trips are varied and run for all pupils across the school.</p> <p>Pupils enjoy school trips and can say what they have gained from them.</p> <p>Trip evaluations reflect the quality of the trip and the experiences that pupils have in order to measure value for money.</p> <p>Residential trips are run in different Key Stages.</p>

Disadvantaged children are able to experience wider outcomes through clubs during and after school time, which promote their experiences	Clubs are tracked for pupil premium participation. Children who have barriers to attending can be transported home by our staff or alternative transport to enable them to access clubs.
--	--

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of talkabout	<p>Talkabout is a structured programme for teaching and measuring social skills. The programme enables children to learn how to communicate effectively and this then translates into their academic progress. The pupils build their skills throughout the programme. Teachers can follow the programme teaching the activities and monitoring the impact. This is being monitored by our communication lead in conjunction with Alex Kelly.</p> <p>www.Alexkelly.biz/alexs-work-and-talkabout</p> <p>Due to staffing changes training of Deputy Head Teacher to ensure we can keep staff updated and embed Talkabout as a curriculum for communication.</p>	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of staff to support Academic interventions	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> <p>High quality interventions can be led by class team with additional support from a grade 3 TA. This enables the lesson to continue with the class teacher leading the intervention.</p>	1,4,6
Targeted interventions and resources	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Assessments through OT to ensure sensory needs are met, specialist equipment and resources that may be needed to enable children to access learning are essential.</p> <p>educationendowmentfoundation.org.uk</p>	1,4,6

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider outcomes lead to ensure disadvantaged pupils get the opportunity to experience activities, visits and trips linked to their aspirations.</p>	<p>The DFE have highlighted the benefits of work experience placements for children with SEN These include:</p> <ul style="list-style-type: none"> Enhanced soft skills, including teamwork, responsibility and interpersonal skills Greater confidence, improved self-image and construction of a 'pro-employment identity' Increased work ethic and motivation to look for work Improved employment outcomes and/or progression into further education or training <p>DFE document: Work experience and vocational/technical provision for young people on SEN support</p> <p>Pupils will be able to identify what they can do in the future, the knowledge and skills they need to achieve these and experience the world of work and citizenship first hand.</p>	<p>4,6</p>
<p>Educational visits including residential</p>	<p>There is extensive evidence that learning outdoors improves the outcomes of pupils. They enable them to learn to be healthy and stay safe, learn to enjoy and achieve, and to make positive contributions.</p> <p>Pupils improve their self-reliance have a greater initiative, perseverance and commitment.</p> <p>Disadvantaged pupils are able to attend trips that their families may not be able to afford such as a residential to the Pioneer Centre and experience trips to places they have not been to before such as the seaside. These experiences promote lifelong learning for the child.</p> <p>https://www.oeapng.info/downloads/making-the-case/.</p> <p>Participating in visits and experiences that widen their cultural capital and exposure to the wider world, enables children to relate to learning through experience, this then</p>	<p>5</p>

	becomes lifelong learning and inspires future generations.	
Funding for transport for pupils to attend school, after school clubs and events	<p>Research has found that poor attendance is linked to poor academic attainment across all stages.</p> <p>Pupils in Post 16 are expecting to pay for the transport in to school which many disadvantaged families cannot afford. School work with families and the local authority transport team to enable these pupils to access their transport by funding it.</p> <p>We also provide taxis for families to access events such as school plays and for disadvantaged children to attend afterschool clubs.</p> <p>www.educationendowmentfoundation.org.uk</p>	3,4
Interventions such as Trauma Informed School, Lego Therapy, Fishing Farm trips, training for the therapies and cost of trips	<p>Social and Emotional Learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions.</p> <p>They raise self-esteem and the overall wellbeing of the child.</p> <p>www.educationendowmentfoundation.org.uk</p> <p>Trauma Informed Schools</p> <p>A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Our training programmes were born out of a response to major public health studies that have shown that when children who have suffered several painful life experiences, are unhelped, there is a very high chance of them going on to suffer severe mental and physical ill-health. We therefore support schools, communities and other organisations in providing relationships for these children that heal minds, brains and bodies. Key conversational skills in addressing and making sense of what has happened are central to our work as is a major shift in whole school/organisation/community culture.</p>	1,2,4

	<p>Whole school training on Trauma informed schools is booked for 8th April 2024</p> <p>www.traumainformedschools.co.uk</p>	
Engaging parents / carers	<p>Supporting to ensure that their children are prepared for school and have access to everything they need.</p> <p>Schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p>www.educationendowmentfoundation.org.uk</p>	4,6

Total budgeted cost: £ 136,257

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For pupils to be able to achieve their potential and be able to gain qualifications and experiences linked to their interests. This will enable their aspirations to be higher and break the cycle of deprivation through better opportunities for employability.

In 2023 8 pupils left Rigby Hall School 37.5% of these were pupil premium. Pupils went on to local colleges and one relocated to another county.

29 pupils achieved their qualifications in this academic year, 27.5% of these were pupil premium.

Pupils have been able to select vocational qualifications that reflect their interests such as construction, art, food, sport and bike maintenance. This has fed into careers talks around destinations and pupils thinking about what they would like to do in the future.

For disadvantaged pupils to attend school regularly.

Attendance for pupils who are pupil premium was 88.81% from 1st January 22 to 31st December 23 compared to 90.68% Not Pupil Premium attendance.

In order for us to support and improve attendance we have implemented many strategies, these include:

Working with social services and the local authority.

Paying for tutoring to engage in GCSE maths.

Offering work experience at Crowsmill to improve attendance for 2 year 10 FSM pupils

Working with transport to pay for Post 16 transport for pupils who cannot afford to fund own.

TIS work to make school feel like a safe place.

Interventions around behaviour to reduce exclusions, including providing a 1:1 to enable a bespoke time table to engage a pupil in school.

Offering food vouchers to support families if they are struggling financially.

Disadvantaged pupils to be able to feel good about themselves and are more able to regulate by identifying what they need.

All pupils have access to the zones of regulation, this is used across the school and enables pupils to identify how they are feeling and learn strategies to change this.

School has also invested in 2 members of staff completing Trauma Informed Schools training. Whole school staff have received PACE training to enable children to feel safe and listened to.

The hub has been created where the pastoral team offer a safe space for children to regulate and also bespoke interventions to meet the needs of the children. These include, art, cooking, jewellery making, horse therapy, primary sensory, girls groups, New Starts Computers or 1:1 bereavement or trauma informed sessions.

They also run a breakfast club in the morning to allow children to settle back into school after their journey into school.

100% of pupils attending breakfast club are pupil premium.

68% of pupils attending interventions are pupil premium.

Cooking – 87.5% are pupil premium

Horse therapy – 87.5% are pupil premium

Art – 44.4% are pupil premium

Gardening / Forest schools – 100% are pupil premium

Primary Sensory – 100% are pupil premium

Jewellery / Craft Making – 62.5% are pupil premium

P16 friendship girls – 75% are pupil premium

New Starts Computers – 0% are pupil premium.

1:1 interventions – 57% are pupil premium

[Accessibility for all pupils in all subjects is improved.](#)

School has 2 Signalong trainers and staff are trained in waves. The lead for communication has delivered CPD in total communication and these needs have been highlighted in the purple folders. Expectations of staff to have communication aids such as ALD's, key words, red to green, now and next and visual timetables in the classrooms and individualised for specific children.

Talkabout is a set lesson for all upper KS2, KS3, KS4 and KS5 children to encourage communication. Early Year Ks1 and Lower Key Stage 2 pupils engage in listening time and attention bucket interventions to promote communication and engagement skills. 100% of Pupil Premium children receive specific communication sessions at least once weekly.

MTP's written for the 3 pathways to ensure accessibility of the subjects for all pupils. The MTP's state Key Words, signs, symbols and support needed for the lessons as well as links to careers

50 % of Pupil Premium in Early Years and KS1 have met their targets for communication.

68% of Pupil Premium at KS2 and KS3 met their targets for communication.

83% of Pupil Premium at KS4 have met their targets.

89% of Pupil Premium at KS5 have met their targets.

60% of LAC children at KS2 and KS3 met their targets for communication.

100% PLAC children met their targets for communication.

Behaviour logs show a reduction in fixed term exclusions and a reduction in detentions issued as pupils are more able to express their feelings and emotions.

Medium Term Plans reflect the sensory needs of the pupils on different pathways and are written to enable pupils to access the curriculum at the level of their learning.

[Disadvantaged pupils are able to experience wider outcomes through trips and visits linked to their curriculum as well as trips that are designed to broaden horizons.](#)

Educational visits and experiences are vital for our pupils and all children experienced at least one trip over the year.

Trips include sports trips, including specific pupil premium trips, visits to London and Wembley stadium, The German Market, the pantomime, church, 360 degree play, The Snowdome and residential to the Pioneer Centre. School contributed towards the cost of children who are pupil premium attending Pioneer to ensure they were able to attend.

30% of the children who attended were pupil premium however not all of the Key Stage attended.

We have also hosted Workshops in school such as Holi which have enabled pupils and their families to experience a multicultural day. 100% of Pupil Premium children were able to access this.

In addition; we have paid for parents / carers to come to school in taxi's or for children to be collected by their families in a taxi to enable the child to attend after school clubs or trips that may extend beyond the school day. This enables parental engagement and community links to be strong.

--

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils