

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	204
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Tracey Smith
Pupil premium lead	Samantha Hayward
Governor / Trustee lead	Mark Tabbernor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87345
Recovery premium funding allocation this academic year	£17848
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>	£0
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>	£105193

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	Pupils will be gaining accredited awards linked to their level. Pupils will identify what they would like to do in the future and the steps towards this pathway.

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

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: £13,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation and running of Talkabout	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. www.Alexkelly.biz/alexs-work-and-talkabout	1,2
Subject days for subject leads to help develop curriculum.	Staff will have 3 subject days per year to assist them with planning and implementing an accessible, challenging curriculum across the school.	6

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

Budgeted cost: £31,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of tutors to teach maths, English and vocational courses such as construction, bike maintenance and hair and beauty and to assist with work experience for pupils.</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 who are able to experience vocational skills within the school environment and on work experience will be able to develop confidence in their abilities and recognise skills they can transfer to the work place. They may discover a potential career through these experiences.</p>	<p>6</p>

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

Budgeted cost: £62527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention and recruitment of pastoral manager and pastoral support TA.	<p>According to figures from the DfE, pupils who receive Free School meals are more likely to receive a permanent or fixed term exclusion compared to those who do not.</p> <p>Through our monitoring of incidents on Scholarpack, we believe behaviours have a cause and are communication. Targeted and co-ordinated interventions enable pupils to recognise these and learn strategies to regulate and resolve</p> <p>www.educationendowmentfoundation.org.uk</p>	1,2
Interventions such as Thrive, 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>Thrive training revalidation and thrive training for additional member of staff will support the Thrive approach. This helps school meet the social and emotional needs of our children drawing on attachment theory and neuroscience to create an environment where children can “Thrive”</p> <p>www.thriveapproach.com</p>	1,2
Educational visits including residential	<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</p>	1,2,3,5

	<p>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 becomes lifelong learning and inspires future generations.</p>	
<p>Funding for transport for pupils to attend school, after school clubs and events.</p>	<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>	4
<p>Funding for alternative provision for pupils who find school difficult</p>	<p>Pupils who do not attend school are more vulnerable and less likely to make academic progress. Funding of sessions with Chadsgrove Pathways to access their teaching support and services to ensure pupils have access to education.</p>	4

Total budgeted cost: £107,627

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils upskilled to enable them to break the cycle of deprivation enabling them to have aspirations for future employment.

At the end of the academic year 21 of our pupils left to go to college or to start work this is the highest number of leavers we have ever had and ranged between years 11, 12 and 13. One pupil (who was PP) set up his own business, the rest have gone to colleges around Worcestershire or Birmingham. 43% of these pupils were pupil premium pupils.

Data shows that Pupil premium pupils are meeting their targets throughout the year.

Reading 88% pp pupils are meeting or exceeding targets, writing 89% of pp pupils are meeting or exceeding their targets. Number 86% of pupils are meeting or exceeding their targets, shape 90% of pp pupils are meeting or exceeding their targets and in Understanding and Applying 94% of pp pupils are meeting or exceeding their targets.

All pupils attained the accredited courses they were entered into, meeting or exceeding their targets.

Accessibility for all pupils in all subjects through communication is improved.

The school have had a total communication policy and the pupils have access to a wide range of communication aids. Two Assistant Headteachers have been trained as Signalong Trainers and they have trained staff throughout the year to ensure signing is being used in lessons and on the playground.

Talkabout has been invested in and used widely across Key Stages 2, 3, 4 and 5. This has enabled children to learn how to communicate and learn the key skills for good communication.

79% of all pupils met or exceeded their communication targets.

79% of PP children met or exceeded communication targets.

87% of LAC children met or exceeded communication targets.

100% PLAC children met or exceeded communication targets.

Pupil voice shows pupils are happy and feel safe in school.

Disadvantaged pupils can access interventions that are appropriate to their need and interest and support their development academically and socially and emotionally.

Pastoral support manager interviewed and appointed. Runs a pastoral team based on the Thrive approach. Pupils are identified through need, including LAC and PLAC pupils and those who are Pupil Premium.

37% of pupils who are pupil premium have accessed the Pastoral support team. Case studies show that those in need of this experience an improvement in behaviour, self-esteem and wellbeing by reducing barriers for learning.

Staff have been trained in Lego therapy, drawing and talking therapy and Thrive. All staff have had training on Zones of Regulation and this is used throughout school, supporting all pupils. Interventions have been run at the farm and at fishing and these have increased the self-esteem of pupils, in particular PP pupils who find it difficult to stay in one place.

Disadvantaged pupils feel better prepared to deal with and address mental health needs through the support of trained Mental Health First Aiders.

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Shelley Hughes is leading the Wellbeing award and this is championing the mental health and wellbeing of all staff and pupils in the school. Pupils have been asked their pupil voice in various different ways, through school councils, questionnaires and class councils with the Monday big question.

Questionnaires for pupils wellbeing have been conducted but these were anonymous so no direct comparison for Pupil Premium children can be made. Looked after children complete their PEPs 3 times a year and they talk to the Designated Teacher about what impacts on them.

Mental health concerns are flagged up on My Concern and referrals completed to the relevant agencies.

Staff trained as Mental Health Leads and one member of staff trained as a Mental First Aid worker. This will be expanded out to more staff through training in January 2023

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)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)