



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	John Chilton School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	47.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	18/11/2022
Date on which it will be reviewed	18/11/2023
Statement authorised by	FGB
Pupil premium lead	Parminder Tsangacos (AHT)
Governor lead	Jane Hales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,545
Recovery premium funding allocation this academic year	£52,354
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118,899

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Lost learning, social and therapeutic sessions due to lockdown and shielding: pupils have had an erratic last couple of years due to the pandemic. Due to complex medical needs many of the pupils have had to shield. Many pupils due to their disabilities were not able to fully access remote learning and due to deprivation and additional home issues missed socialising with peers, therapy and learning opportunities, as well as increasing anxiety.
2	Social emotional and mental health difficulties: 45 pupils have SEMH difficulties that need to be met through additional interventions. 21 pupils are known to the children with disabilities social services team due to Child in Need, Child Protection or adoption. 7 pupils transferred from other schools where they had found the curriculum extremely challenging. 4 have progressive syndromes and are coming to terms with difficult emotions and understanding their disability
3	Physical and medical difficulties: 27 pupils eligible for PP have physical or medical difficulties that have affected their mobility during their lifetime. This has led to extended absences from hospital appointments and operations. 14 of these pupils have significant/profound physical difficulties that have impacted severely on crucial early, experiential play experiences and access to activities.
4	Communication difficulties: 38 pupils have speech, language and communication difficulties needing interventions and additional support; 20 pupils have significant needs that need AAC support
5	Housing and deprivation: 40 pupils have challenging housing situations, awaiting new housing or adaptations. Several have come from traumatic backgrounds. This leads to difficulties with sleeping and supporting the pupils with learning at home.

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
<ul style="list-style-type: none"> • Learning Mentor to take additional SEMH sessions: <ul style="list-style-type: none"> ○ To support those pupils with high anxiety and distress ○ To give additional sessions to the pupils that missed out on their interventions during the lockdowns • Therapy liaison assistants to take additional therapy sessions: <ul style="list-style-type: none"> ○ To support those pupils with complex physical needs that missed out on important therapy, standing and walking during the lockdowns • Functional Skills teachers to take additional booster sessions: <ul style="list-style-type: none"> ○ To enable those pupils that missed important course learning sessions to catch up to be able to sit their exams and gain accreditation 2021-2022 	<ul style="list-style-type: none"> • Pupils are ready to learn, they engage in learning and close the gap • Pupils are able to self-regulate in challenging situations • Decrease in negative and challenging behaviour at leisure times • Pupils' mobility improves and motivation to increase movement during the day • All Year 10 and 11 pupils taking functional skills examinations are well prepared and confident • All pupils taking Functional Skills exams are successful in achieving their predicted grades
<ul style="list-style-type: none"> • To provide targeted support to individuals that need additional support to build resilience and develop appropriate behaviours for learning • To develop Nurture Groups across the school and in identified classes • To develop staff skills and knowledge in meeting the needs of pupils with SEMH difficulties 	<ul style="list-style-type: none"> • Practical strategies are evidenced in the classroom and leisure time activities • Negative behaviour incidents reduced • EHCP targets met by pupils with SEMH • More staff are able to lead Nurture/ SEMH sessions
<ul style="list-style-type: none"> • To embed therapy practices and programmes in to the classroom and activities • To enable pupils with higher absences to catch up with missed work • To develop appropriate exploratory and experiential play activities in lessons and therapy sessions 	<ul style="list-style-type: none"> • Data demonstrates improved pupil outcomes • Pupil voice evidences pupils' enjoyment of sessions • Learning walks evidence exploratory activities embedded in lessons
<ul style="list-style-type: none"> • To provide a rigorous and cohesive communication rich environment that supports and promotes communication both receptive and proactive. • To improve staff signing capability 	<ul style="list-style-type: none"> • AAC systems actively used by pupils and staff • Displays and information is supported by AAC systems • All staff achieving Level 1 Makaton training

	<ul style="list-style-type: none"> • Signing evidenced in class rooms and leisure times
<ul style="list-style-type: none"> • To increase the Family Worker hours to provide support and signpost families in poor housing • To provide support and advice, to families in communicating and playing with their children 	<ul style="list-style-type: none"> • Pupils are well presented and cared for • Parents report fewer behaviour problems at home • Parent voice evidences positive response to family Worker input

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Total communication approach in all lessons and the school environment: signing, symbol, pictures, CPD regularly on Makaton- all staff to be trained to Level 1 Makaton	Increase in pupils with complex needs, severe learning difficulties and SLCN needs means more signing and AAC needed. Pupils with EAL need additional communication support to access learning.	38
CPD and support from experienced staff, development team creating practical curriculum; teaching approaches in identified classes adapted.	The school has been admitting an increasing number of pupils with very complex needs, including those with limited school experience and additional trauma and complications. There are three clear pathways through the school and curriculum and assessment developments have started. Development of the Engagement Pathway is well underway, the Nurture and Structured Pathways need development	40
Research and previous lesson study results to target reading improvements	The school has been undertaking a robust research small group project for 1 year on improving reading Development supports the school's ambition to improve on the last Ofsted inspection's findings about teaching and learning and needs to be disseminated across the school.	15

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

Budgeted cost: £ 53,899

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and support from experienced staff, specialist resources, nurture groups identified and timetabled	The Nurture Group trial has been successful with reduction in challenging behaviours and better attention in lessons. This trial project needs to be developed throughout the school into identified classes and with groups.	45
CPD and support from PMLD expert to develop curriculum and staff expertise in meeting needs of this cohort	Increase in complexity of pupils in Blue Pathway- more pupils being admitted with PMLD. Changes to the curriculum need to be made to facilitate optimum learning potential.	38
CPD on play and sensory motor development From SJR, HC, MD and BB Play sessions embedded in the day Inviting parents to participate in sessions	The Lesson Study findings of 2017/18 demonstrated a need of the pupils to access more exploratory and investigative play activities. Discussions with OT and specialist teachers evidence that pupils with complex needs often miss out on the movement and sensory feedback from exploratory play which can hinder later learning	17
Booster sessions from experienced teachers to ensure that pupils in Phase 4 attain their Functional Skills accreditation- English, Maths and ICT	During the academic year 2020-2021, many pupils missed out on important sessions with the F/S teachers. Booster groups were run to support catch up for the Y11s on their return and through Zoom- now the current Y11s and Y10s need input to support their learning and enable fullest potential in exams.	16

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised SEMH sessions from the SEMH team	An increasing number of pupils have SEMH difficulties due to: managing and understanding their disability, challenging home lives, failure in previous schools, attachment difficulties	45
Providing ICT equipment to all pupils that need to use Assistive Technology in the classroom Touch typing sessions Individual sessions to improve speed and familiarity with equipment	Pupils with SLCN and/or physical difficulties need to be using AT and AAC from an early stage and have focussed, regular individual sessions to improve skills and confidence and therefore motivation to attend school.	40
Funding visits, school residential journeys and access to community events and school uniform	Pupils from poorer socio-economic backgrounds often to not have the chance to access community buildings like cafes, or have the chance to visit places further away like the seaside. Providing the funding for additional chances enables these pupils to have a more rich experience that will benefit their learning. Many families are struggling to afford the school uniform and so can apply for support from pupil premium for their child.	40
Introducing breakfast food to classes	Many pupils are arriving at school hungry. The increase in homelessness or poverty among the cohort often means pupils are missing meals. Pupils with complex physical needs often do not have the time to eat before transport arrives in the morning. Pupils cannot learn fully if they are hungry.	35

Total budgeted cost: £ 118,899

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 2021-2022 academic year.

Pupils in KS1 and KS2 were assessed against the school's robust assessment criteria. Measures from the end of 2020-2021 were reviewed and recovery was based on ensuring pupils attaining higher. The curriculum on return to class was based on a structured programme of recovery through literacy, numeracy, ICT and therapeutic sessions to enable maximum learning.

Current Attainment (end of KS2)		
Using JCS definition of aspirational progress	Pupils eligible for PP at JCS	Pupils not eligible for PP at JCS
% achieving aspirational levels of progress in reading, writing, and maths	Pupils were on track to complete their targets set. The school supported through the recovery curriculum the chances for pupils to get back to previously assessed levels	94%
% making aspirational progress in reading		94%
% making aspirational progress in writing		94%
% making aspirational progress in maths		94%
% making aspirational progress in communication		94%

QUALIFICATION LEVEL	NO OF PUPILS ENTERED	YEAR 11 ACHIEVEMENTS/EXAM PASSES
EDEXCEL English Entry Level	35	33 (2 pupils did not complete SLC component)
EDEXCEL English Level 1	2	1 (1 pupil working towards completing writing & SLC this year)
EDEXCEL English Level 2	0	0
EDEXCEL Maths Entry Level	32	32
EDEXCEL Maths Level 1	1	1
EDEXCEL ICT Entry Level	21	21
EDEXCEL ICT Level 1	3	3

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

All programmes and catch up sessions were delivered by specialist school staff, using supply staff to allow for release.