

Pupil premium strategy statement



This statement details our school's use of pupil premium funding (and Recovery Premium for the 2021 to 2022 academic year) 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	Lisburne Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	We receive PP for 53 children 5 Post CLA
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021 Updated - July 2022
Date(s) on which it will be reviewed	July 2023 then July 2024 to check data and evaluate progress end of year 2024.
Statement authorised by	Sam Benson (HT)
Pupil premium lead	Gillian Levis (DHT)
Governor lead	Pam Childs (Finance Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,455 Financial year 2022/23 This figure includes FSM, LAC but not currently for our adopted children <small>Planned intervention shortfall of £5,610 will be funded by school.</small>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£3,551,021
School Led Tutoring – 40% match funded by school	£11,104



Statement of intent

Lisburne School strongly believes that every child has the right to access a bespoke curriculum which is developed to meet and support their specific needs. The ability to provide 5 core principles of learning enables the children to thrive in school. Plan to focus on reconnecting with life skills and real experiential learning in the community after limitations for our pupils and our families during the last few years – recovery will be clear, deliberate and intentional.

We continue to spend our Pupil Premium funding in many of the same successful areas this academic year to develop wellbeing and a readiness for learning. We analyse progress reports and findings from both academic development but also increasingly reflect on reconnecting socially and in the community, promoting wellbeing and mental health for our pupils and their families. We are continuing to invest in a variety of Dance, Music and individualised learning opportunities for all our children within school, which supports the development of communication, interaction, confidence, wellbeing in order to build resilient citizens for the future. In this way children from a range of different backgrounds can unite through excellence of opportunity and outcomes. Our core values run through everything that we aim to achieve and we continually modify and adapt a range of opportunities that are available for our pupils; we have therefore made a few changes to reflect our continuing approach to strive for improvement and enriching learning with constructive changes.

Our strategy sets out to achieve all of this by ensuring our teachers are given opportunities to become professionally the very best they can. They ensure our curriculum and professional school activities are well planned, monitored and revised in light of evidence, this in turn capitalizes on the potential outcomes for our children. Our resulting strategy is one navigating all subjects and groups in order to create the best outcomes for all Lisburne children. This is achieved by ensuring teachers and our children become lifelong learners and are given access to the very best opportunities we can offer.

Challenges

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

Challenge number	Detail of challenge
1	All of our PP and PP+ children enter our specialist EYFS provision, or alternatively in to various year groups throughout school, with significant developmental and learning delay. In addition, our children have a wide range of difficulties with other restricted abilities and communication issues which mean that their baseline scores are considerably lower than their peers nationally. These children need to be given additional support in order to access appropriate learning opportunities - we can ensure that teaching systems are aligned to maximise potential outcomes from the earliest opportunity.

	<p>Parents and families have access to regular updates and information about their child's learning, for many this builds a cooperative partnership between home and school and enables families to support next steps and reinforce/ embed knowledge.</p> <p>Therapists and other professionals are present within school and provide detailed information for all our families, this ensures that through cooperation we are meeting the pupil's health, therapy and learning needs.</p>
2	<p>Our pupils access the curriculum at a developmentally appropriate level and school provides additional support in order for them to move towards independently achieving progress on their SEND learning journey.</p> <p>A number of our pupils have difficulty to generalise learnt information or retain knowledge. These children need to revisit experiential learning and engage in their activities in a familiar way.</p> <p>Our children have difficulty accessing large classes, therefore school aims to minimise group sizes. School continually assesses the class sizes in order to meet specific needs and additional class groups are implemented when appropriate, particularly where our pupil needs are more complex. We add appropriate support and intervention strategies to specific cohorts to increase progress and capitalise on attainment.</p> <p>Many of our pupils do not experience opportunities that the average child would experience in their day to day lives. As a result our curriculum is designed to be truly enriched, chronological progression through phases and has excellent subject interconnection so that it is exciting and meaningful to our children.</p>
3	<p>Many of our children have obstacles to their individual learning based on their reduced ability to communicate and delays in social and emotional development; several of our cohorts have a limited ability to play and/ or interact with others.</p> <p>Independence, confidence, self-esteem, resilience, problem solving and life skills need high levels of support within school to enable our children to access their environment and community; we aim to raise aspirations about what our children can achieve in life.</p> <p>Additional confidence and self-esteem needs have a huge impact on their awareness of the environment and community; some pupils have limited understanding and self-awareness of their own wellbeing and mental health.</p> <p>Children require additional support from a range of therapists, medical teams and other professional services to meet their complex needs.</p>
4	<p>Outcomes in Reading - there were specific reasons linked to data which were addressed within school making it a key focus for the past 2 academic years. It remains a highly prioritised area of the curriculum which we continually strive to improve within school each day. Children enter school with low starting points in reading and this increases the need for a constant drive to improve reading outcomes and progress. Phonics teaching through EYFS and key stage one has been prioritised and supplemented last year with the Governments 'Catch-Up funding' we are continuing to develop phonics approaches across school in order to ensure that children needing continued intervention receive it. The gaps in learning due to Covid-19 are targeted and therefore lost knowledge is narrowed. We utilise technology to ensure our children are able to achieve greater depth in Reading and promote challenge for those children that are capable / gifted.</p>
5	<p>Outcomes in Writing - We need to continue the track and monitor progress for writing across the school by ensuring that we achieve better attainment and outcomes over time. The challenge is to embed a systematic approach to teaching writing that builds on the principles of good mark making and phonics teaching. The development of grammar and spelling technology alongside a stimulating and enriched curriculum which engages children, giving them a motivation to have an audience and purpose for writing. Lisburne have writing as</p>

	<p>a focus in 2021-22 ensuring children are able to achieve more depth in Writing through a variety of creative and targeted interventions which enriches the curriculum enabling challenge for those children that are capable / gifted.</p>
6	<p>Outcomes in Maths - this remains a highly prioritised area of the curriculum. Adoption of the use of technology within Maths to enable problem solving is an area of focus during 2021-22. The increased use of technology in “learning through questions” enables us to develop the systematic use of Maths in a variety of curriculum areas and broadening its use and children’s understanding. Interventions are also developed along with other Maths based computer applications to further strengthen attainment and progress. School makes sure that children are able to achieve greater depth in Maths through high challenge for those children that are capable / gifted.</p>
7	<p>Attendance – All our children have a full EHC plan with a clear statement of SEN need; all are allocated a school place via the LEA SEN department. Families are encouraged to develop a better understanding of the importance of good attendance and the impact this has on academic and social achievement. School contact parents whose child is absent in order to check on the family’s wellbeing.</p> <p>Lisburne attendance levels continue to be higher than the national average. School use a skilled Family Liaison team to provide class teachers and parents/ carers with helpful and strategic approaches in addition to supportive home visits to impact positively on improved attendance. Throughout Covid and the national lockdowns Lisburne School remained open and in addition supported children from other schools (within the LEA) who were struggling to engage in learning opportunities at home.</p>
8	<p>To support teachers in improving their subject knowledge to raise attainment across school for all our children. Ensuring our teachers are highly skilled in their classroom and as subject leaders through personalised CPD. This is reported and shared in their personal CPD files which is shared with their colleagues and school governors. School promote and support teachers to become evidence informed researchers which will impact on their professional development, teaching and leadership.</p> <p>Formal training programme is developed and supported through weekly staff / team meetings, specific in house training opportunities and external providers.</p>
9	<p>Many of our children may not get high quality, wider enrichment opportunities outside of school so we utilise specialists. A small group of well-established and highly skilled specialist teachers bring expertise and enrichment to the curriculum ensuring breadth and enjoyment. Specifically these specialists work with children weekly in Forest School, Music, Dance and physical education.</p> <p>We are promoting additional targeted SALT and OT input for functional communication and a range of intervention programmes in order to support some of our more complex PP children.</p> <p>We plan to focus on reconnecting with life skills and real experiential learning in the community after the limitations based on the Covid guidelines for our pupils and families last academic year – recovery will be clear, deliberate and intentional. The enrichment programmes are bespoke and developed in to meet the specific needs of all our most disadvantaged children.</p>

10	<p>Focus to our disadvantaged pupils to ensure provision is implemented to enable children to catch up as quickly as possible post Covid. Our high percentage of vulnerable and disadvantaged children missed out on many areas of learning and a variety of enrichment opportunities due to the Covid lockdowns and many experienced more losses than children nationally.</p> <p>School must ensure that 'Recovery funding', along with 'Pupil premium funding' swiftly narrows both their attainment and experience gaps. These intervention programs and opportunities are to be achieved through additional support for children and families in order to develop social communication and interaction within further specific involvement.</p>
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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
<p>To develop and extend the use of dance, intensive interaction and expressive movement sessions to improve children's communication, interaction and learning.</p> <p><i>EEF - A recent meta-analysis suggested that programs aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</i></p> <p>EEF - Arts participation +4 Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Metacognition and self-regulation +7 Oral language interventions +6 Small group tuition +4</p>	<p>Development of key knowledge and learning in dance/ movement, increased confidence and physical improvement.</p> <p>1:1 sessions to develop knowledge in early communication and concentrated intensive interaction.</p> <p>Dance/movement sessions on a weekly basis for children from a mix of EYFS/ KS1 and KS2 classes. Some children will access the programme for the full year and others termly or as deemed appropriate.</p>
<p>To develop the use of music and patterning/ sequence to develop key listening and awareness which raises confidence levels across the school.</p> <p><i>EEF - The importance of high quality interactions between adults and children to develop their communication and language knowledge using a range of different activities– like singing, storytelling and nursery rhymes—to develop children's early reading and ability to hear and manipulate sounds.</i></p> <p>EEF - Arts participation +4 Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Metacognition and self-regulation +7 Oral language interventions +6 Small group tuition +4</p>	<p>Develop patterning, rhythm knowledge and learning in music.</p> <p>1:1 and small group sessions to develop confidence and receptive interaction including following directional instructions.</p> <p>To develop the use of ICT and new digital resources to support music (composition, melody, tune, harmony) and link it in to individual and group learning programmes.</p>

<p>To extend and develop the use of SALT & OT across the school by increasing the knowledge and skill of our staff.</p> <p><i>EEF - Prioritise the development of communication and language and embed opportunities to develop self-regulation within day-to-day activities</i></p> <p>EEF - Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Metacognition and self-regulation +7 Oral language interventions +6</p>	<p>Develop use of functional knowledge and learning opportunities to contribute and support significant progress.</p> <p>Highlighting the needs of our pupil premium children and developing programs in order for them to develop and progress.</p> <p>The additional SALT and OT input takes a holistic approach to therapy which maximises functional knowledge and developmental skills. Groups/cohorts of PP children participating in assessment and active intervention with specialist SALT & OT staff within school. Therapy involvement may include various investigations, which involve the use of specialist equipment and resources. Children's sessions and engagement may be recorded and used to assist with therapy assessment ~ all recordings will be treated as confidential and used to inform/ support parents and other relevant professionals.</p> <p>Therapists provide significant training and information to support both school staff and parents/ carers.</p>
<p>Improve reading outcomes</p> <p><i>EEF Feedback that Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that pupils can use to improve their reading comprehension.</i></p> <p>EEF - Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Oral language interventions +6 Phonics +5 Reading comprehension strategies +6 Small group tuition +4</p>	<p>Progress and attainment in reading is improved and the gap for children's progress is reduced. Children will increasingly be able to articulate a love of reading and increasingly demonstrate the abilities and knowledge to achieve this. Our systems, bespoke interventions and resources in addition to whole school reading environments develop exciting opportunities to ensure children have the best chance to enjoy a lifelong love of reading.</p> <p>We will continue to develop a phonics programme to meet the children's needs. Using a bespoke curriculum to develop children's communication, interaction and learning through a multi- sensory approach to phonics.</p>
<p>Enhance CPD for all teaching staff</p> <p><i>DFE 2016 "standards for professional development" linking to implementing EEF guidance as subject leaders.</i> <i>"Teachers are prepared, set clear and fair expectations, have a positive attitude, are patient with students and assess their teaching on a regular basis. They are able to adjust their teaching strategies to fit both the students and the material, recognising that different students learn in different ways"</i></p> <p>EEF - Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Small group tuition +4</p>	<p>Subject leaders can articulate the current position within school, desired outcomes and how they intend to achieve them with clarity. Equipping teachers and curriculum leads with appropriate training and skills, providing time (weekly) to conduct deep and meaningful work in their subject in addition to personalised CPD. Utilising triangulation of subject leader knowledge by engaging in classroom observations, book looks and deep dives into outcomes and pupil voice. Capturing this information within reflective feedback and sharing knowledge within staff meetings/ training opportunities.</p> <p>Use findings to make positive changes that impact on outcomes.</p>

<p>Improved attendance through non-academic interventions - these are vital in boosting attainment.</p> <p><i>EEF - Parental engagement and strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.</i></p> <p>EEF - Mentoring +2 Parental engagement +4 Teaching assistant (FLC's) interventions +4</p>	<p>Our systems for attendance are supportive and take into consideration the medical needs of our children. Parents are listened to and through guidance from our Family Liaison Team are given opportunities to improve attendance alongside systems that encourage children to be punctual and to attend well. Our data will indicate that PP children are attaining at an increasingly higher rate than non-PP and where this is not the case there is clear evidence to demonstrate what we are doing to improve the situation.</p>
<p>Reduction of visible frustration for pupils when communicating.</p> <p><i>EEF - communication and language approaches emphasise the importance of spoken language and non-verbal interaction.</i></p> <p>EEF - Behaviour interventions +4 Collaborative learning opportunities +5 Feedback +6 Metacognition and self-regulation +7 Oral language interventions +6</p>	<p>Individually tailored introduction of communication Apps and iPad to meet specific needs. To develop specific abilities and functional communication (device and App with use of symbols and communication software) improve and increase learning links between home and school. Extend practice of communication devices and AAC both within school, at home and in the community (develop use during life skills).</p>
<p>To develop confidence, resilience and self-esteem at Forest School when working within a small group.</p> <p><i>EEF Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and self-management skills.</i></p> <p>EEF - Behaviour interventions +4 Collaborative learning opportunities +5 Feedback +6 Metacognition and self-regulation +7 Peer tutoring +5 Small group tuition +4 Social and emotional learning +4</p>	<p>The Forest School lead and TA's will take photographic and record/ note evidence in addition use of the engagement (Leuven) scale has been implemented in order to assess progression and evaluate individual development. Forest school at Lisburne is child led, experiential and play based. The aim is to promote the holistic development of all children by fostering their knowledge, resilience, confidence, independence and creativity outdoors. A particular emphasis is placed on wellbeing and nurture.</p>
<p>Access to extra-curricular activities to develop emotional wellbeing and social interaction with peers.</p> <p><i>EEF have shown that extra-curricular activities, including social action, can help to improve wellbeing and pupil attainment.</i></p> <p>EEF - Collaborative learning opportunities +5 Extending school based learning +3 Individualised instruction +4</p>	<p>To provide 1:1 support for key children with severe and complex difficulties to access a range of out of school/ extra-curricular activities - the ability to attend and access after school club and the school holiday play scheme. Target key PP children and disadvantaged families who do not otherwise have the opportunity to access extra-curricular activities or play schemes. Partial funding- price matched with overspend covered by school.</p>
<p>Accelerated progress to catch up in basic core skills post Covid in reading, writing and maths.</p> <p><i>EEF shows that access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</i></p> <p>EEF - Small group tuition +4 Teaching assistant interventions +4</p>	<p>Children benefit from additional adults to support and supplement learning interventions and opportunities. EEF aligned technology and learning strategies and shared learning opportunities sent home (Dojo/Tapestry) to narrow the attainment gap. School focus areas on reading, writing and maths with technology (SIP). Focus on wellbeing and reconnection linked to our PSHE curriculum (SIP).</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: **Total £74,255** (shortfall from PP funding covered by school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated dance, intensive interaction and expressive movement sessions to improve children's communication, interaction and learning. Dance provision across school on all 3 sites Sadie Walker 15hrs p.w. Jody Morgan 5 hrs p.w. £24,740 EEF - Arts participation +4 Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Metacognition & self-regulation +7 Oral language interventions +6 Small group tuition +4</p>	<p>The aim of the movement sessions is to promote engagement, physical development and communication (both verbal and/ or non-verbal) between the child and Sadie/ Jody (Laban dance theory specialists). Blocks of groups/ classes in addition to individual 1:1 PP sessions with dance and movement specialists. Development of key skills and learning in dance/ movement and body awareness linked to intensive interaction. Work alongside school staff to develop and enhance awareness of the importance of dance and movement as a core element of children's learning. 1:1 sessions to develop skills in early communication and concentrated interaction</p>	1,2,3,9 &10
<p>Dedicated music sessions to develop children's confidence and interaction levels across the school Sam Yates across school on all 3 sites 18 hrs p.w. (3 days: Wed, Thurs & Fri) £34,875 EEF - Arts participation +4 Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Metacognition & self-regulation +7 Oral language interventions +6 Small group tuition +4</p>	<p>Music is used as communication that can change the way pupils feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop pupils' competence as learners and increase their self-esteem and wellbeing. Music enables personal expression, reflection and emotional development, it helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world supporting reconnection, wellbeing and creativity. Work alongside school staff to develop and enhance awareness of the importance of music and patterning as a core element of children's learning.</p>	1,2,3,9 &10
<p>To extend and develop the use of SALT & OT across the school by increasing the knowledge and skills of our staff. Across school SALT - 0.5 days OT – 0.5 days Total cost SALT & OT £11,340 EEF - Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Metacognition and self-regulation +7 Oral language interventions +6</p>	<p>The additional SALT and OT input maximises functional skills in order for our children to access their learning and the curriculum. Groups/ cohorts of PP children participating in intervention strategies with specialist SALT & OT. Shared knowledge, CPD and awareness of therapy programs with all staff working with children. Therapy involvement include various studies, which involve the use of specialist equipment and adaptation of resources top meet individual needs and requirements. Therapists provide substantial training opportunities and information to support both school staff and parents/ carers in order to develop a child's 'readiness and ability' to learn'.</p>	1,2,3,8,9 &10

<p>CPD – dedicated continuous professional development. £2,500 EEF - Collaborative learning opportunities +5 Feedback +6 Individualised instruction +4 Small group tuition +4</p>	<p>The 2016 DFE “Standards for professional development implementation guidance” sets out the clear rationale of the importance of teacher CPD. “Being the best teacher I can be” implements this for every teacher looking at proactive training opportunities and continuous research. CPD increases teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment. Focused CPD opens up to new possibilities, new knowledge and new skill areas</p>	<p>1,2,3,4,5,6,8,9, & 10</p>
<p>To develop behaviour and metacognition through confidence, resilience and self-esteem at Forest School. £800 EEF – Behaviour interventions +4 Collaborative learning opportunities +5 Feedback +6 Metacognition & self-regulation +7 Peer tutoring +5 Small group tuition +4 Social and emotional learning +4</p>	<p>The Forest School lead and TA’s will take photographic and noted evidence in addition to using the engagement (Leuven) scale to assess progression and evaluate individual development. A child’s level of well-being is intrinsically linked to levels of involvement and motivation to learn. The signals of involvement correlate with characteristics of effective teaching and learning– playing and exploring, active learning, and creating and thinking critically. If our children feel confident in their surroundings they are more likely to learn productively, retain knowledge and develop in a healthy way. Promoting an environment where children feel happy, safe and supported is therefore key to this.</p>	<p>1,2,3,7,8 9 & 10</p>

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

Budgeted cost: **£15,250** (shortfall from PP funding covered by school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Literacy lead trainer(s). £1,750 EEF – Oral Language interventions +6 Parental engagement +4 Phonics +5 Teaching assistant interventions +4</p>	<p>Communication and oral language interventions is a proven, research approved, method to accelerate progress across all areas of the curriculum. Our communication lead teachers and SALT therapy team (Speechwise) support children and train staff in SALT approaches that maximise outcomes. Language provides the foundation of thinking and learning and therefore is a priority, high quality adult-child interactions are important. Elklan intervention throughout school and across 3 sites (2 Elklan lead trainers and 5 trained support staff) Pupil progress meetings and collection of continuous assessment data demonstrate excellent achievements.</p>	<p>1, 2, 3, 4, 5, 8, 9 & 10</p>

<p>Additional intervention TA's across the school £12,500 EEF – Metacognition & self- regulation +7 One to one tuition +5 Parental engagement +4 Phonics +5; Reading comprehension strategies +6 Teaching assistant interventions +4</p>	<p>Well trained staff in a range of proven interventions; the early reading initiative, SERI and Shine and Shine, Adults used to teach phonics to well assessed and fluid groups in EYFS and KS1 with phonics principles and phases applied to teach in KS2 - especially where gaps are assessed due to Covid. Staff training in phonics instruction and interventions (INSET and ongoing training). Adults trained in use of technology and EEF aligned learning to accelerate progress for PP children. 1:1 support for children with identified need with aim of reducing 1:1 as time progresses to encourage independence. Increased SALT buyback within school Language/ Communication links in each class and on all 3 sites to ensure SALT approaches narrow the language and vocabulary gap for disadvantaged children. Liaise with SALT team closely to improve impact. Whole school training by SLT (2 trained leads) to achieve ELKLAN Communication Friendly School award. Communication Friendly Environment (CFE) is one where everyone feels safe enough to listen, understand and express themselves. It enables learners to develop their social, emotional and academic potential by reducing or removing barriers to communication. Additional adults in EYFS and PMLD/ Sensory classes to teach interventions and to improve communication, motor control in early mark making and core elements intrinsic to developing mathematical knowledge.</p>	<p>1, 2, 3, 4, 5, 6, 9 & 10</p>
<p>Improve outcomes in practical problem solving and technology in maths £1,000 EEF – Metacognition & self- regulation +7 Individualised instruction +4 Teaching assistant interventions +4</p>	<p>Invest in materials and resources across the school to maximise child led learning opportunities, encouraging pupil voice and metacognition to maximise progress in maths and technology. We follow the EEF and DfE recommendations for the inclusion and integration of maths across different activities throughout the day and generalising mathematical concepts into real life situations. Engagement of children in a variety of maths concepts during games and play opportunities to consolidate and reinforce knowledge and learning. Endorsed by the DfE.</p>	<p>1, 2, 3, 6, 8, 9 & 10</p>

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

Budgeted cost: **£7,700** (shortfall from PP funding covered by school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest school for all children</p> <p>EEF – Behaviour interventions +4 Metacognition & self- regulation +7 Social and emotional learning +4</p>	<p>Teaching children life skills such as flexibility, team work and our core values and ethos. Children are able to identify names of trees/ plants, light fires and use tools responsibly. It enhances wellbeing which is of high importance post lockdown isolations in what were sometimes for many of our children cramped home environments and limited access to being outdoors.</p> <p>Forest school activities provide opportunities for visual, auditory and kinaesthetic learning within each activity. These activities are flexible, enabling all children to achieve with a degree of challenge, building confidence and self-esteem and encouraging the perseverance that will help to build resilience.</p>	1, 2, 3 & 9
<p>Pastoral family liaison team to ensure attendance for disadvantaged and all children is improved.</p> <p>EEF - Parental engagement +4</p>	<p>Utilising a skilled family liaison team and providing class teachers release time we can implement a strategic approach where supportive home visits go hand in hand with high expectations to impact positively on improved attendance.</p> <p>The Family Liaison Lead will focus work on preventative and early intervention activities, assist in tackling underachievement by working with families, parents/carers and children in school to enable all children to have full access to educational opportunities and help them to overcome barriers to learning.</p>	1, 2, 7, 9 & 10
<p>Targeted key PP children and disadvantaged families who do not otherwise access extra-curricular opportunities.</p> <p>EEF – Extending school time +3 Parental engagement +4 Social & emotional learning +4 £3,600</p>	<p>To provide 1:1 support for key children with severe and complex difficulties to access a range of out of school/ extra-curricular activities and ability to attend school holiday play scheme.</p> <p>After School clubs and school play scheme for all children to access have a clear structure, a strong link to the social and emotional curriculum. Well-qualified and SEN trained staff are more clearly connected and aware of how to develop social communication, interaction benefits are a focus more than other providers of extended hour's provision.</p> <p>Partial funding– price matched/ overspend covered by school.</p>	1, 2, 9 & 10
<p>Contribution to free school meals</p> <p>EEF – Parental engagement +4 Social & emotional learning +4 £600</p>	<p>To ensure all of our Lisburne children are fed and provided with a meal at school. Family liaison team support disadvantaged parents/ families by providing food during the school holidays (food bank and school bought contributions).</p>	1, 3 & 9
<p>Contribution to supporting the cost of the residential</p> <p>EEF – Behaviour interventions +4 Metacognition & self-regulation +7 Social and emotional learning + £3,500 (dependent on Y5/6 numbers)</p>	<p>Children in Years 5 and 6 access an exciting residential for 2 nights to Petty Pool Outdoor Centre near Northwich or alternatively Mountain Lodge on Anglesey.</p> <p>The destination is dependent on the children's specific requirements and extends the opportunities for learning.</p>	1, 2, 3 & 9

	<p>School residential trips have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and well-being. At Petty Pool children experience a range of outdoor pursuits; a climbing wall, archery, crate building and zip-wire. The children walk through Tatton Park exploring the countryside and attend a bowling session. Each evening the children have twilight walks in the woods and countryside. On Anglesey the children visit a variety of new and different sensory experiences including the beaches, the Butterfly Palace, the Snowdon Railway and/or Beaumaris Castle.</p>	
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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 to 2022 academic year.

<p>Sadie Walker has worked with all classes in school developing levels of confidence and encouraging participation in a wide range of video performances; both within class groups, cohorts and in individual weekly dance sessions targeted at our most vulnerable and disadvantaged children.</p> <p>Two virtual productions (Key stages) involved all pupils across Yr1-Yr6 allowing them to demonstrate increasing confidence and highlight improved levels of engagement. Sadie supported the range of celebrations and themed creative weeks in classes planning her sessions alongside the teachers to liaise support and enhance learning opportunities.</p> <p>Sadie has continued to work in school this year in order to support targeted PP, Key Worker and Social Care children. During the summer term, she has worked with all classes on the main site and Overdale to support children's mental health and wellbeing, providing expression and free movement through a range of focussed dance activities.</p> <p>Next academic year we will be extending the dance to our EYFS/Yr1 groups (Holly and Lime classes) with Jody Morgan a new SEN dance specialist who will look at intensive interaction, social contact and communication strategies.</p> <p>Sadie continues to enthusiastically develop and enhance dance/drama with individual interaction and engagement sessions, within classes and across school since 2016.</p>	<p>In 2021/2022, Dance/movement sessions have taken place on a weekly basis for children from a mix of Key Stage 1 and Key Stage 2 classes. Some children accessed the programme for the full year and others accessed for a term at a time or as deemed appropriate.</p> <p>The aim of the movement sessions was to promote engagement, physical development and communication (both verbal and/ or non-verbal) between the child and Sadie or Jody.</p> <p>The children worked with them for short bursts of 10 – 15 minute periods.</p> <p>Regular Observation and session notes were kept throughout. Governors have previously observed and watched videos of some of the class and PP sessions - having the opportunity during Governors training to ask questions about Pupil Premium work.</p> <p><u>Approaches used:</u> 1:1 Dance sessions.</p> <p>The dance sessions mainly focuses on 3 key disciplines, Sherborne Developmental Movement, Insensitive Interaction and Contact Improvisation.</p> <p>Sherborne Developmental Movement</p> <p>The two basic objectives within Sherborne Developmental Movement:</p> <p><u>Self-awareness</u></p> <p>This is gained through movement experiences that help the person concentrate so that they become aware of what is happening to their body, listening via touch and by feeling of inner physical sensations rather than by our usual way of looking and thinking. This helps lessen self-criticism and allows people to grow in terms of self-esteem and confidence both a physical and emotional level.</p> <p><u>Awareness of others</u></p> <p>The next step is to begin to learn to move around and interact with others in ways that encourage the further development of trust and the building of positive relationships. These movement experiences enable the person to be appropriately supported while being encouraged to explore their unique creativity through shared movement activities.</p> <p>Intensive interaction</p> <p>Intensive Interaction work on early interaction abilities and develops basic communication skill.</p> <p>Such as use and understand of eye contact, facial expressions, vocalisations leading to speech, taking turns in exchanges of conversation and the structure of a conversation.</p> <p><i>Note:</i> The 7 stages of Intensive Interaction were used as a guide to assess and monitor the children's development.</p> <p>Contact Improvisation.</p> <p>Contact Improvisation is a partner dance form based on the physical principles of touch, momentum, shared weight, and</p>
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	<p>most typically following a shared point of contact. The improvised dance form is based on the communication between two moving bodies that are in physical contact and their combined relationship to the physical laws that govern their motion—gravity, momentum, inertia. Practice includes rolling, falling, being upside down, following a physical point of contact, supporting and giving weight to a partner. Contact improvisations are free play, spontaneous physical dialogues that range from stillness to highly energetic exchanges.</p> <p>Developmental Movement Play: is a child led approach that supports physical, social and emotional development through play and is concerned with children’s full-bodied, wholehearted physical responses to their everyday lives and learning.</p> <p>Sadie Walker £22309 Jody Morgan £12160</p>
<p>Sam Yates has worked with all classes and individual PP children during intensive 1:1 music therapy sessions and with a wide range of computerised instrumental music programs.</p> <p>Sam can access a variety of musical resources and services; this year the children have been learning to play a range of different instruments and follow a rhythm/ beat whilst learning new and engaging songs.</p> <p>Sam always links parts of her music lessons to class themes; this year she has developed a range of music and sound effects to enrich the curriculum, creative weeks and class based topics.</p> <p>Sam continued to work remotely with school children who were isolating or home learning this year in addition to working in school. During the year she has worked within classes or with groups accessing live or “Zoom” sessions to support children’s mental health and wellbeing.</p>	<p>Sam is able to adapt her music sessions according to the needs of particular children, cohorts and individuals, she can respond quickly to their reactions. This is fed back in to the larger classroom settings where they can participate more fully with their peers. Sam stated “I continue to see improvements from all of the children in our pupil premium and group sessions this year. There is a huge benefit for children to access music in smaller or individual group settings.”</p> <p>Aims for music provision for Lisburne school included; To build on the skills and knowledge already gained and to expand on these. Increase engagement. Create a safe and familiar space in which to explore creativity and expression. Teach basic musical concepts such as pulse, louder quieter (piano/forte) faster slower and getting louder (crescendo). Rhythms and rhythm notation. Listening. Following instructions. Developing singing. Developing confidence.</p> <p>These aims were actioned appropriately and according to the ages and abilities of each group. Despite the backdrop of changes in the school due to the lifting of restrictions, the children have shown massive strength and resilience. Overall I think this has led to many of the music sessions becoming livelier, containing more movement/dancing and singing. Within a structured lesson where children knew the boundaries and became more familiar with the sweep of the lesson this allowed children to express themselves more fully. Across the school the levels of engagement were high. Some students especially those new to the school took longer than others to get used to the structure of the songs and lessons in general but the consistency and repetition definitely helped all students and the results have been fantastic.</p> <p>Progression has also been high. Within all classes I have seen both individual and group improvements throughout the year. For some younger students this means being able to sit in music for a whole session to many older students remembering the word ‘crescendo’ and understanding it means getting louder.</p> <p>The music sessions included a mix of style and techniques. Including, playing along on class percussion, sometimes using ukuleles, singing and action songs. All classes were given a mixture of styles, but they were tailored for individual classes to</p>

	<p>obtain the most engagement whilst ensuring the best progression.</p> <p>A song that I used regularly in sessions was called 'Trains Coming'. This is a quiet, repetitive song that has a call and response section in where children sing "ooh ooh" and make an action of pulling a horn. All classes responded very well to the song, responding how they could. It soon became apparent that many children were also singing the main body of the song along with me. This gave me an opportunity to ask the children to sing solos and lead the song. This gave us some incredible responses. Children who I'd not heard sing before, children who were shy, children who were less confident talkers or singers all tried, having their moment in the spotlight and often pulling on a lot of courage to perform their solo. The boost to their confidence and self-esteem was self-evident in their faces. The support from their peers and from staff was huge. All children really supporting their friends and all pulling together as one. A huge testament to the general ethos of the school and how it is such an important part of Lisburne school life.</p> <p>Sam Yates £36675</p>
<p>Extended use of SALT with Alex Howden & Laura Hartley and OT with Tracey Berresford & Jenni Cromey/Deb Howarth across the school thereby increasing the therapy knowledge and skills of our staff.</p> <p>Highlighting the needs of our pupil premium and disadvantaged children - developing programmes in order for them to progress.</p> <p>The additional SALT and OT input started initially in September with a full training morning session – taking a holistic approach to therapy thereby maximising functional skills and developing staff knowledge and confidence.</p> <p>Specifically targeted training sessions have been provided by SALT and OT for class teams and individual teaching staff to support and develop awareness of the uses and need for therapy provision as a crucial part of our pupils learning and inclusive education.</p>	<p>SALT : £6,260</p> <p>Speech-Wise input delivered this year by Alex Howden, Laura Hartley and Beth Harrison (Specialist Speech and Language Therapists). Input has involved supporting classroom staff with whole class strategies such as visual support, using simplified language, AAC and providing a range of resources to help with this. There has also been some focus on individual support with reference to current targets and recommendations to ensure that staff are competent and confident in working on these objectives. Their input has focused on practical help; ensuring staff have the resources needed to carry out an intervention/strategies and demonstrating their use both within the classroom and with individuals.</p> <p>In addition interventions with individual PP children have also taken place; this involves working alongside staff to give direct intervention whilst up-skilling them to continue the intervention once the modelled therapy has finished.</p> <p>Input into EYFS has focussed on key PP and disadvantaged children highlighted as of particular concern. In addition, advice provided on visual support strategies to help with developing understanding and attention skills for whole class, small group and individual activities.</p> <p>A training session provided at the start of the school year for staff on the functional use and need for communication ensuring that this was included in all areas of the curriculum and learning - this was to clarify and help staff understand the approach and apply it to everyday activities. Additionally Alex and Laura supported and trained a working group of staff from across school to ensure signs and symbols are used consistently across school and the 3 sites.</p> <p>OT: 7536.42</p> <p>Manchester Occupational Therapy services have provided in-class support to staff and children. Support given and prioritised to specific classes based on those identified with a higher OT need. General classroom strategies to support sensory regulation more holistically have been provided in order to ensure the environment is meeting the individual sensory needs of the children.</p>

	<p>Sensory Processing and independence (self and personal care) has been a large focus, due to the level of need in classes. Training with staff on general principles of sensory processing and identifying how sensory needs impact both behaviour and engagement have been provided informally as part of the ongoing work and through provision of key information sheets. OT has worked with particular classes on developing independence to support the children and their families.</p> <p>Individual strategies for children with more complex difficulties provided in the form of therapy schedules. Provision of resources for sensory activities, e.g. an activity to explore tactile input for children who are particularly tactile avoidant, in addition sensory diet activities completed with a number of individuals.</p> <p>Programs for gross motor skills and fine motor skills to support work towards targets on pupil IEP's were also created, demonstrated and discussed.</p> <p>Class teachers have sought advice for individuals on specific areas of independence such as teeth brushing and dressing skills as well as sensory food play ideas.</p> <p>Due to Government guidelines therapists were permitted to support children directly within school. Both Speech-wise and Manchester OT are continually proactive in their approach and developed a system of engaging directly with parents remotely (individually or as a group) to discuss progress and support packages. Both therapy services have provided parents with a variety of training opportunities and useful information either within school or via video. The therapists actively post photos/ videos and activity ideas on our school Tapestry and Dojo sites in addition to information sharing on the "home learning" section of the school website.</p> <p>Therapist email addresses were sent out to all staff and parents so that they could support all our most disadvantaged and vulnerable children with a particular focus or need.</p>
<p>Photographic evidence and notes using the Leuven Engagement Scale used to assess individual progression and evaluate pupil development.</p> <p>Forest School analysis and feedback provided in the termly Head teachers report.</p>	<p>Social interaction and allocation for pupil premium children providing opportunities for appropriate contact with peers and inclusive practice. Children have shown improvement and progress when reconnecting both with peers and also accessing the forest school and outside learning areas. The Forest School areas on the 3 sites have been equipped to provide an exciting and inviting environment in a safe and secure area for children during forest school sessions or outdoor learning activities.</p>
<p>To encourage key children to access social situations with familiar staff during periods of stress for particular/ key families</p>	<p>The allocation of funding for individual PP children provided the opportunity for appropriate social interaction with peers in order to attend the school play-scheme (Oct/ Feb/ April) –very few providers were able to offer our more complex children places this last year.</p> <p>Note: play-scheme support/ funding provided solely for our PP/ most vulnerable pupils and those with social care workers.</p> <p>This reconnection and social opportunity was primarily needed due to the complex emotional and personal difficulties for these specific families over the last 18 months - the additional funding was required to</p> <p>adequate staffing so that children were provided with a safe and secure environment.</p>

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
Dance and Intensive Interaction	Sadie Walker and Jody Morgan
Music Therapy	Sam Yates (SMBC Music service)
Elklan	Elklan Ltd
SALT	Speechwise
OT	MOT

We have had the 'Leading Parental partnership Award' (LPPA) quality mark for 10 years now and were awarded ambassador status. Much of our work in this area is centered on being very good at parental engagement but another strand is our well-developed support and signposting. Our school works in partnership with all parents and carers, increasing parental participation in school life has led to improved pupil progress, punctuality, attendance and behaviour. The framework we use and the extension of our family liaison team encourages parents to be involved in their children's learning leading to improved outcomes in all aspects of school life.

We also have the 'Stockport Quality Inclusion Mark' and have been defined as an educationally inclusive school where teaching and learning, achievements, attitudes and well-being of every young person matters. Our Inclusion Quality Mark provides school with a nationally recognised framework to guide our inclusion drive. We were successful achieving the award and promote equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. We pay particular attention to the provision made for, and the achievement of, different groups of pupils within our school.

We have been awarded '360 Degree Safe', the tool provides school with information that influences the production and review of online safety policies to develop good practice throughout school. This forms a process for identifying strengths and areas for development in order to keep our vulnerable children safe and teach them how to stay secure whilst online.

School was awarded the ICT Mark which recognises school is achieving a good standard of mature and effective use of technology. Schools has demonstrated that they are committed to using technology to improve their overall effectiveness and efficiency.

Restorative approaches throughout school ensure children are involved in solving their own problems around relationships and empowers them to become independent in repairing relationships when they break down. The approach is a Stockport initiative, our children are able to build, maintain and repair relationships and our restorative and leadership champions share excellence in this approach.