

Pupil premium strategy statement

This statement details Ingfield Manor’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ingfield Manor School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Nicola Dodds, Principal
Pupil premium lead	Annette Smith
Trustee lead	Chris Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,240
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	£18,240

Part A: Pupil premium strategy plan

Statement of intent

At Ingfield Manor, we make every effort to ensure that disadvantaged students receive outstanding support and believe that our core business is to ensure all our students reach their full potential. Our aim is to use our pupil premium funding to help us achieve and sustain positive outcomes for all our disadvantaged pupils. Whilst socio-economic disadvantage is not generally the primary challenge our students face, we recognise that it can have an impact in terms of:

- Academic achievement
- Access to appropriate equipment to support physical progress
- Access to technology to enable students to express their wants and needs, as well as demonstrate their achievements
- Self-esteem
- Social opportunities

At the heart of our approach is high-quality, specialist teaching focussed on supporting children and young people with special educational needs and disabilities, including motor-neurological impairment, make meaningful progress by accessing a relevant, broad, balanced curriculum through a multi-sensory approach.

Although our strategy is focused on the needs of our disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independence and social skills and continue to ensure a 'whole-person' approach to each individual's holistic development.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to continue to make progress and prepare for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Ensure high quality teaching and learning is consistent across the school.
2	Many of our disadvantaged students require specialist support with their sensory needs, which can include visual and hearing impairment, as well as difficulties in processing sensory information, which can result in barriers to learning and academic attainment.
3	Our assessments, observations and discussions with students and their families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils are impacted when their physiological and psychological needs are not being met.
4	Conversations with students and parents, as well as observations, show that the self-esteem of our disadvantaged students is very fragile as they are not only coping with socio-economic factors but also physical disability and differences to their siblings/family members.
5	Our assessments, observations and discussions with students show that our disadvantaged students generally have challenges around communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties.
6	Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to access social and/or cultural events.
7	Our assessments, observations and conversations with students indicate that disadvantaged students often require additional support to develop personal and independence skills.
8	We use an ipsative approach to assessment, with Education, Health and Care Plan outcomes being used to track progress for most of our students, since the removal of levels of learning. This makes it difficult to monitor the progress of our disadvantaged students and compare with our non-disadvantaged students.

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
High quality teachers and support staff who know how to support our socially and economically disadvantaged, to fulfil their potential.	Through achievement of improved performance, as demonstrated through analysis of students' progress towards their termly objectives assessments at the end of our strategy in 2024/25.
Ability to effortlessly record, share and analyse achievements to track trends and put in place interventions as necessary.	A robust system in place to enable the quick and easy capture, recording, assessment and reporting of students' progress,
Removal of barriers to learning caused by sensory needs, as well as to improve focus and attention for disadvantaged students across all subjects.	Through achievement of improved performance, as demonstrated through analysis of students' progress towards their termly objectives assessments at the end of our strategy in 2024/25.
To ensure students' basic comfort through active movement and changes of position and place, as well as the provision of adequate nutrition and hydration.	Through observations of engagement in learning, as well as feedback from students and parents at annual reviews and parent: teacher meetings. Through the analysis of health logs and feedback from medical professionals.
For all students to feel safe, happy and resilient.	Feedback from student and parent questionnaires, as well as parental and student contributions at annual reviews.
Students can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Achievement of termly objectives, which are based on their EHCP outcomes. Students have an effective and appropriate method of communication, which they use to share their thoughts and views.
Disadvantaged students are actively involved in choosing and accessing a range of cultural and social activities.	Students are involved in a wide variety of activities within school and the local environment which adds to their cultural capital.
For all students to be actively involved in all aspects of their life: making choices, problem solving, building resilience as well as taking an active role in their care and develop their independence skills.	Through observations, parental and student feedback, achievement of independence and functional skills objectives.

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: **£4170** (£150 ECT course, £1,000 ECT support, £700 ELSA course, £1420 PRICE PBS training, £150 Membership of Sensory Integration for training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality training and support for Early Career Teacher.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers. Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)	1
ELSA Course	Social and emotional learning (SEL) is about teaching 'skills for life', utilised far beyond the classroom. It is often associated with later life outcomes, several extending into adulthood, such as success in the labour market and especially later mental health difficulties. There is straightforward evidence showing that SEL can be effective, with a strong body of evidence showing positive effects following the implementation of an intervention Social and Emotional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	2
PRICE positive behaviour support training to promote a person-centred and therapeutic approach to behaviours that challenge as a result of sensory processing difficulties.	Konstantinidou et al. (2023) found that positive behaviour support reduced incidences of challenging behaviour, improvement in quality of life mental health. Konstantinidou, I., Dillenburger, K. & Ramey, D. (2023) <i>Positive behaviour support: a systematic literature review of the effect of staff training and organisational behaviour management</i> , Interna-	2

	tional Journal of Developmental Disabilities, 69:1, 29-44, DOI: 10.1080/20473869.2022.2123199	
Member of Sensory Integration Education training platform (SIE)	<p>Children with cerebral palsy have a higher prevalence of sensory processing deficits. Swatton and Duffy's (2022) review found that neuroimaging findings support the theory that neurodeficits in CP may be responsible for sensory processing deficits and sensory processing deficits are recognised as a contributing factor to functional difficulties in CP so should be addressed as part of therapeutic intervention. Sensory-Processing-in-children-with-CP.pdf (treloar.org.uk)</p> <p>The Woodview cohort work towards recognising 'zones of regulation' with the unpinning theory of Ayres Sensory Integration (ASI). The results of Schoen et al. systematic review indicates that ASI meets the criteria for an evidence-based practice according to the CEC Standards for Evidence-Based Practices in Special Education [Cook et al., 2015; Council for Exceptional Children [CEC], 2014]</p> <p>Schoen S.A., Lane S.J., Mailloux Z, May-Benson T, Parham L.D., Smith Roley, S. and Schaaf R.C.(2019) <i>A Systematic Review of Ayres Sensory Integration Intervention for Children with Autism</i></p>	2

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

Budgeted cost: **£3085 (£1,204 towards subscriptions, £2,631 Evidence for Learning)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of software package specifically designed for SEND students that enables all stakeholders to	<p>Parental engagement in their child's education has been shown to positively impact on a child's academic performance</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/</p> <p>It is important that there are systematic ap-</p>	8

quickly and easily input and view personalised learning goals	proaches to recognising the small steps of progress made by pupils with SEN - https://www.nfer.ac.uk/assessment-without-levels-qualitative-research/	
Availability of accessible, engaging resources	Digital technologies have the potential to enhance the learning experience for learners with SEND when used appropriately. Understanding how to create accessible resources ... can really make a difference. https://send.excellencegateway.org.uk/digital-technologies It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: **£10,985** (£10,440 Counsellor, £545 Sensory Panto)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Psychotherapy and counselling service	Children with disabilities are at greater risk of developing mental health problems than their peers. Sally Lumsdaine & Mhairi Thurston (2017) Growing up in a Mainstream World: A Retrospective Enquiry into the Childhood Experiences of Young Adults with a Physical Disability, International Journal of Disability, Development and Education, 64:2, 182-197, DOI: 10.1080/1034912X.2016.1194380	4
Collaborative art projects: 1. classical music project with local musical ensemble. 2. sensory panto	It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf	6

Total budgeted cost: £18,240

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 2022 to 2023 academic year. Our Sensory Support Teacher successfully completed the Mandatory Qualification for Teachers of Children and Young People with Vision Impairments course and, as a qualified teacher for the visually impaired (QTVI), is implementing the knowledge and skills she now has to remove barriers to learning for our visually impairment students, enabling them to engage more fully in their learning, as well as build their confidence and self-esteem.

Our Early Career Teacher successfully passed her 2-year induction and was able to use her increased knowledge, experience and confidence to provide high quality pastoral support, as well as excellent teaching of maths, humanities and PSHE lessons across our secondary department. She used a range of multi-sensory resources and approaches to reduce the barriers individual students have to their learning.

Through the use of Evidence for Learning, teachers are able to record students' progress in the four areas of the education, health and care plan: their personal learning goals. These long-term outcomes are clearly set out on the platform, which ensures annual targets are set to enable the student to work towards this and then smaller, termly objectives are set which are incorporated into daily lesson targets. By evaluating and tracking each individual's progress, the use of technology makes it much clearer to see when interventions are required. Also, the senior leadership team are able to compare the progress of different groups of learners, particularly those identified as disadvantaged and therefore ensure the targeting of resources to remove any barriers.

By being able to continue timetabled 1:1 chat sessions, students have been supported emotionally and had their voices heard. They have become more proficient and confident in using a range of communication systems to develop their expressive language, and this has resulted in increased self-esteem and sense of self-worth. By developing their skills and confidence students are more able to take an active part in decision making, directing staff so making their wants and needs known. By having these sessions with skilled, experienced staff member of their choosing, our students are developing self-advocacy skills and preparing for life outside of school.

The use of a range of multi-media resources, available via subscriptions Purple Mash, Education City and Espresso enables teachers to break down some of the barriers to students learning and engage them through the use of sound, visuals as well as being actively involved. Combined with multi-sensory resources, such as light up white boards, UV lights, tactile resources and musical instruments etc, students with visual and hearing

impairments, as well as sensory processing difficulties, are stimulated and engaged in their learning, as evidenced through learning walks and lesson observations.

Our mental wellbeing lead successfully completed her training. The increased recognition within school on mental wellbeing, as a result, has had a beneficial impact on the attitude and provision available. As a result of her increased understanding of mental health and wellbeing, the lead has been able to challenge the school's practice and look at ways of improving it. Also, the importance of staff mental well-being to ensure students continue to receive excellent an standard of care, as well as teaching and learning, can not be underestimated, so the mental wellbeing lead has put in place strategies to support staff, as well as students. Her better awareness of the provision available in the local community, including the lack of it for students with special educational needs and disabilities, has meant she has looked more in depth into how we can develop the provision within school. This included the purchase of *Motional* software that enables staff to plot the social engagement, social defence, and executive functioning of young people. From this information, the software generates advice and activities on how to best support the young person. Also, we have continued to arrange for the family and systemic psychotherapist to see our students. Over the course of the last year, 11 students have benefitted from this specialist service and, by ensuring consistency, students who have experienced significant loss have been able to revisit this familiar person as they move through the cycle of bereavement. In addition, she has helped students who are struggling with the emotional impact of being disabled and/or having special educational needs, as well as those who are suffering from anxiety. As a result, the individuals have strategies to help them cope and manage their emotions. The qualitative feedback from the students and staff supporting the students continues to be really positive and observable through their increased confidence, willingness to discuss their feelings and obvious contentment. Feedback from families has generally been positive, with the changes being observed at home as well as school, in most cases.

Once again, our disadvantaged students, who often are not able to access cultural events within their community, have been able to take part in a range of projects and experiences that have built confidence and self-worth as well as helped them feel part of a community, thus providing a sense of belonging and security. Attending a typical British cultural event such as a pantomime is not something many of our disadvantaged students have the opportunity to do outside of school, so they were provided with this opportunity to join in with this typically British cultural activity.

Enabling our disadvantaged students to participate in cultural and artistic activities such as these, as well as their involvement in enterprise activities and nationally celebrated events such as MacMillan Coffee Morning, Children in Need, Comic Relief and World Book Day, has also helped to engender an appreciation of human creativity and achievement and through their increased self-esteem and confidence, helped remove barriers to learning.

