

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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	Firwood High School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	57% (whole school) 58% (11-16 years old only)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Dawn Evans Head of School
Pupil premium lead	Dawn Evans Alex Fairhurst (DSL)
Governor / Trustee lead	Gail Scholes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,938.00
Recovery premium funding allocation this academic year	£ 69,552.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 151,490.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes and narrow the gap between our disadvantaged students and their peers.

Whilst socio-economic disadvantage is not always the primary challenge our students face, we work towards closing the gap to ensure that every student is able to overcome challenges and learn without limits, maximising their outcomes and reaching their full potential.

At Firwood the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum, adapted to their individual learning needs. The key principles are based on ensuring that our students are able to access an engaging and purposeful learning environment which is conducive to the development of communication, personal, social and independence skills.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils 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.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, teacher knowledge and understanding of the students and through collaboration with parents and other professionals and stakeholders in the students from our Multi-Agency Team.

This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood so they are able to gain meaningful and purposeful college placements and a smooth transition into Adult Services.

## Challenges

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

Challenge number	Detail of challenge
1	Firwood is a school for students with Severe, Profound and Multiple Learning Disabilities and Complex Needs, all the students at Firwood have an EHCP and are individual in their presentation and <b>learning needs</b> . Whilst academic progress between disadvantaged students and their peers is equitable in most subjects there is a differential in Maths Using and Applying outcomes.
2	Our assessments and observations show that disadvantaged students are likely to have less <b>social opportunities</b> to apply their <b>communication</b> skills.
3	Our observations, assessments and discussions with families show that disadvantaged students are likely to face greater challenges accessing <b>cultural capital</b> outside of the school provision impacting further on the development of social and independence skills.
4	Through discussions with families and our wider MDT stakeholders there is an increased need for <b>pastoral and parental support</b> for our disadvantaged students through enhanced parental engagement.
5	Some of our disadvantaged students have challenging sensory needs which require further assessment and support in order to regulate their <b>behaviour</b> to minimise the impact on their learning.
6	Through our observations and discussions with pupils and families our disadvantaged students require additional support with their <b>health needs</b> requiring specialist equipment to access different learning environments and engage in learning opportunities outside the classroom. E.g. Home Reach Provision.
7	Our observations and assessments demonstrate that our disadvantaged students require access to enhanced <b>sensory</b> services to enhance their learning opportunities and provide specialist interventions and therapies.
8	Through discussions with families, wider MDT partners and students our findings are that many of our disadvantaged pupils are impacted to a greater extent than other students. <b>Access to community</b> support systems and facilities are limited. E.g. Hydrotherapy.

## 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>Academic Attainment Improved attainment in Communication through a Total Communication approach.</p>	<p>Firwood assessment to show on average that disadvantaged pupils are working in line with their peers. An increased number of students accessing their learning, which will positively impact on progress and individual potential.</p> <p>Development and implantation of AAC communication strategies.</p> <p>Increased Staff Training and cascading of information for staff. Staff to indicate increased confidence and ability to implement their practice.</p> <p>Improved attainment in Communication and progress in Communication skills.</p> <p>Through observations and discussions with pupils and their families.</p>
<p>Enrichment Students have access to Enrichment activities and WOW days to enable them to develop and use their social skills in a wider setting.</p>	<p>To access a range of enrichment activities over the course of the academic year involving music, theatre and school led WOW days (MFL World Children's Day, MFL Chinese New Year, World Book Day, World cup celebrations, Eid celebrations)</p> <p>For disadvantaged students to show progress in Communication skills</p> <p>To demonstrate opportunities for students to make and implement choices.</p> <p>Developing learning opportunities within different environments to support engagement of learning in different contexts.</p>

	<p>Provide opportunities for applied speaking and listening activities</p> <p>Develop social skills in group settings</p> <p>Training and cascading of information for staff</p> <p>Decreased level of behaviour incidents.</p>
<p><b>Health and Wellbeing</b>  To provide opportunities for physical activities and cross curricular learning</p> <p>To provide learning opportunities for students with complex medical needs outside the school.</p> <p>To provide an enhanced curriculum which supports the development of mindfulness</p> <p>Training for staff on mindfulness</p> <p>Providing students with Magic Breakfast to ensure all students have access to a nutritionally balanced meal at the start of the day</p> <p>Home reach model developed and implemented with students with complex medical needs</p> <p>To develop the track and learning activities on the field to support physical development and health.</p>	<p>Increased attainment of life and social skills.</p> <p>Students demonstrate skills in mindfulness and relaxation which impacts behaviour and a sense of wellbeing.</p> <p>Students with complex medical needs are able to access purposeful and meaningful education.</p> <p>Increased concentration and attention and impact on learning attainment through having breakfast.</p> <p>Staff skills and experience are shared with other professionals maximising the outcomes for students.</p> <p>Impact on students physical health and opportunities to engage in exercise.</p> <p>Observe increased self esteem and independence.</p>
<p><b>Therapies</b>  To enhance the quality of provision and experience in the hydrotherapy suite.</p>	<p>Increase numbers of disadvantaged students accessing the hydrotherapy facilities.</p> <p>Improve the quality of hydrotherapy delivered to students by facilitating additional support.</p>

	<p>Enhance the experience of hydrotherapy and increase the duration of time spent in the pool.</p> <p>Offer additional opportunities to students without a physical need to experience the hydrotherapy suite.</p> <p>Offer disadvantaged students' opportunities to engage with a Therapy dog. To raise self confidence and self esteem when engaging with an animal.</p>
<p>Social opportunities/ Cultural Capital To provide opportunities for disadvantaged students to participate in outward bounds activities and experience a residential holiday with their peers.</p> <p>DofE Bronze</p> <p>To provide students on the DofE courses with a residential opportunity to achieve their accreditation</p>	<p>Increase self-esteem and independence and personal, social skills.</p> <p>Increase number of disadvantaged students accessing residential opportunities.</p> <p>Develop social skills and opportunities to apply learning in a new setting</p> <p>To develop the skills to achieve a Duke of Edinburgh Bronze Award</p> <p>To increase opportunities to use skills in the outdoors and local rural landscape.</p>
<p>Sensory To provide school, families and carers with sensory information to support individual students in all areas of life.</p> <p>To create a sensory environment within the school community where learning can be facilitated in an immersive environment.</p>	<p>School staff trained and supported in the implementation of sensory diets</p> <p>Attainment through sensory 'Thrive' pathway data.</p> <p>Increased engagement through implementation of sensory diets.</p> <p>For staff knowledge and pedagogical skills to increase through collaboration with external providers.</p>

	<p>Increased health and wellbeing of students with sensory diets</p> <p>Reduction in behaviour incidents through implementation of sensory diets.</p> <p>Disadvantaged students accessing the light room for communication and literacy sessions</p>
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## 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: £47,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 1 days of a team who are trained in sensory profiling/ sensory assessments	For Students with complex learning difficulties and sensory integration issues a sensory diet allows for regulation of the sensory systems which allows access to learning and improves outcomes for students.	5, 7
CPD for staff on Sign-along	Staff are able to support a TOTAL communication environment and provide students with a visual mode of communication modelled accurately to promote independence and deepen their understanding of social communication.	2, 3
CPD for teaching staff throughout Firwood to develop pedagogical understanding	Having a well-thought-out pedagogy can improve the quality of your teaching and the way students learn, helping them gain a deeper grasp of fundamental material. Being mindful of the way you teach can help you better understand how to help students achieve deeper learning.	1-8
Purchase of time for a Middle Leader with responsibility for Total Communication across the school.	Communication The ability to communicate is fundamental to human experience and learning and to participation and achievement in all curriculum areas. It is essential for having one's needs and wishes met and for influencing others. All children have the right to develop the necessary skills to be part of a social world	2 1, 3, 4, 5, 6,7, 8

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

Budgeted cost: £83,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 1.5 days a week of a skilled and experienced Teacher trained in the Engagement Model and complex Needs	Students with high medical needs require specialist teaching through the Home Reach Model	1, 5, 6
5h a week of a Teaching Assistant to support the maintenance and development of hydro resources for therapies	Hydrotherapy provision supports the physical and mental health of students allowing for better life outcomes through the implementation of regular water therapy.	2, 7
Purchase of time for parental engagement Leader and pastoral support	Parental involvement is <b>essential for student development</b> and offers many benefits. It can also impact student behaviour and support health needs through MDT working. Having parents and teachers communicate more helps students feel more motivated in their classes; their self-esteem and outcomes improve	4, 6, 7, 8
D of E offer and Residential opportunities	<p>Through school residential students will develop:</p> <ul style="list-style-type: none"> <li>– Self-belief and self-confidence</li> <li>– A sense of identity</li> <li>– Initiative and a sense of responsibility</li> <li>– A real awareness of their strengths</li> <li>– New talents and abilities</li> <li>– The ability to plan and use time effectively</li> <li>– Learning from and giving to others in the community</li> <li>– Forming new friendships</li> <li>– Problem solving, presentation and communication skills</li> <li>– Leadership and teamworking skills.</li> </ul> <p>DofE students will also achieve accreditation in an internationally recognised award.</p>	1, 2, 3, 4, 5, 7, 8

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

Budgeted cost: £20,323.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment WOW days implemented throughout the year	Cultural capital <b>gives a student power</b> . It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give students the ability to socialise and reach their potential.	1-8
Enhancing the sensory regulation equipment of students with enhance sensory needs	Sensory equipment and resources such as mattresses, lap pads, weighted jackets, smells and additional proprioceptive equipment can be effective as part of a sensory diets for our students.	4, 5
Commando Joes training and initiation of expeditions throughout the curriculum.	To allow children and young people <b>to develop life skills, improve attendance</b> , develop a growth mindset and build resilience. Alongside supporting behaviour management, which will all have a positive impact on their educational engagement, future employability and importantly physical and mental well-being	1, 2, 3
Development of the Sensory room to provide an alternative immersive teaching and learning space	Interactive sensory rooms enable students to build on the concept of traditional calming sensory rooms and their enticing sensory stimulation, helping learners to learn valuable life skills. These rooms enable students to influence their surroundings using cause and effect strategies and receive compelling feedback and rewards in the form of sensory development. When a student is engaged with their lesson, they are not only more likely to participate but are much more likely to retain the information and skills they learn, resulting in progress and achievement. Incorporating switches designed to encourage interaction helps users to develop specific skills, such as cause and effect understanding, colour recognition and switching skills. Interactive sensory rooms can motivate users to interact with not just their surroundings but also fellow humans, teaching social interaction, turn-taking and co-operation skills.	1-8
Firwood Flat adaptations to provide a real 'living experience' for the students at Firwood.	To develop independent learners and provide an experiential learning environment where life skills can be taught, developed and implemented.	1-8

Development of the Firwood field for physical activities and exercise.	Your physical health includes staying active and healthy eating. Staying healthy physically is proven to make you feel better about yourself, giving you more energy, confidence and brain power. To develop social skills by socialising with students from other classes/ key stages.	1-8
Supplement breakfast to support Magic Breakfast implementation	Eating a good breakfast in the morning wakes up the brain, improves concentration, reduces irritability, and gives a child a stable routine for the rest of the day. We provide opportunities for the students to make small choices within their day	2, 4, 5
Purchase of resources and training for a school Therapy dog	The benefits of Therapy Dogs range from improvement in general health and wellbeing, increased confidence levels, improved and controlled movement to improved communication skills. To provide students with a focus and a calm environment. To give social opportunities	3, 4, 5, 7

**Total budgeted cost: £ 151,490.00**

## 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.

Pupil Premium (PPG) is allocated to schools to provide support to eligible pupils to ensure that their progress and attainment is in line with that of their peers. The provision provided by Firwood High School was tailored to the needs of the individual pupils and came in the form of targeted pastoral support through the pandemic to support students to get back to a position where they were able to learn effectively.

Pupil premium funding was spent addressing barriers to learning and narrowing the gap to ensure all students achieved their full potential and maximised their outcomes. The identified barriers to learning for our students include;

- Disability and learning needs – all students at Firwood High School have Severe Learning Disabilities and/ or Autistic Spectrum Conditions and many have increased medical, sensory, physical and behaviour needs.
- Communication difficulties
- Reduced access to social and community opportunities
- Increased need for pastoral support and parental engagement
- Less access to enrichment activities and social provision

For the academic year 2021/ 2022, Firwood High School's allocation was used to raise attainment through the following ways;

- An Enrichment programme across the whole school to support attainment across core subjects and engage effectively with a wide range of social opportunities.
- To provide enhanced resources for health and wellbeing including provision for outdoor learning, mindfulness, music therapy and Commando Jo's
- To use Commando Jo's to enhance the curriculum provision and impact core learning including Maths
- To provide outreach and home reach support for students and families with complex medical needs
- To provide bespoke equipment to support the behaviour management of students
- To provide enhanced parental engagement through the development of Class Dojo and parental support through community visits.
- To provide sensory assessments, sensory training, sensory profiles and sensory equipment to promote behaviour for learning and development of learning skills
- To provide bespoke equipment to support and enhance the physical development of students

The data suggests that students in receipt of PPG are making more progress than those who are non-PPG in every strand of learning except in Maths Number where progress is the same for PPG and Non PPG.

PPG students are making good progress in English Writing, with 73% of students making at least 2 sub levels of progress in 21 – 22. Students in receipt of PPG are also making good progress in Maths SSM with 75% making at least 2 sub levels of progress across 21 - 22.

The data suggests that students that are in receipt of PPG are making slightly more progress, on average across Maths and English than students not in receipt of PPG with a marginal difference of 8%.

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. This will include

- Working in partnership with our primary feeders to provide opportunities such as a Transition Week and Firfest – a festival which celebrates transition and forms strong relationships with Y6 families to ensure a positive and purposeful start to Firwood
- Working in partnership with our MDT partners to prepare our students for adulthood within our local community, engaging with health and social care professionals to ensure our students are able to reach their potential and access their adult placements effectively.
- Working with Colleges and Adult Social Care facilities to ensure our older students are able to transition successfully to their next placement with accredited qualifications and a breadth of experiences.