**Pupil premium strategy statement – Assess Education**

**School Overview: 2022-2023**

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| **Detail** | **Data** |
| Number of pupils in school | 27 |
| Proportion of (%) of pupil premium eligible pupils | 1.85% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 21-22 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | D.R |
| Pupil premium lead | D.R |
| Governor / Trustee lead | W.B |

**Part A: Pupil premium strategy plan**

*Statement of intent*

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

• Assess Education is a special school in South Liverpool. All our students have an Education and Health Care plan (EHCP)

• The average for Liverpool primary schools is 35.3% and secondary schools 40.7%. Nationally 42.2% of students in primary special schools and 49.2% of students in secondary special school are eligible for the Deprivation Pupil Premium.

• Our goal to delegate pupil premium funding towards achieving sustainable positive outcomes for students from disadvantages backgrounds.

We aim to:

• Provide personalised plans to support academic attainment, personal and social development

• To increase retention in education and progression to further education and training

• To allow students to develop transferable skills to aid in managing their own well-being and life outside of school

• Where possible, provide employability options including supported internships

• To develop social interactions both within and beyond the school. Evidence suggests that pupil premium is most effective when spending is targeted across 3 areas - teaching, targeted academic support and support for non-academic areas which may affect progress in school.

• To provide high-quality teaching, offering targeted support, based on assessment of need. We will achieve this through offering a balanced, focused curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it offers benefits to all pupils where funding is spent on whole-school approaches.

**Challenges**

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

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| Challenge number | Detail of challenge |
|  | Developmental delay requiring intensive ‘’catch up’’ in learning |
|  | Social communication difficulties and sensory sensitives related to ASD, (PDA) and ADHD |
|  | Increased levels of anxiety and mental health concerns |
|  | Lack of knowledge, experience and resilience to engage with cultural, social, educational and outdoor activities |

**Intended outcomes**

This explains the outcomes we are aiming and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| 1a) Pro-active support for parental engagement and pursuing fines ect.  b) Enhanced capacity to support behaviour for learning.  c) Strengthened network of parents/carers/other agencies to support pupils. | a) Linking fully with parents/careers and all staff.  b) Appropriate NPQ undertaken. Learning shared with colleagues and embedded.  c) Pupil attendance record monitored regularly. Issues responded to promptly. |
| 2a) Review of Interventional protocols across school.  b) Pupils to make expected or better progress defined by schools’ assessment processes. | a) Intervention access/exit strategy protocol and assessment/record keeping enhanced. Pupil voice captured.  b) Pupils progress monitored. Expected or above expected progress recorded. |
| 3a) All staff develop enhanced awareness of and capacity to support pupils Social Communication and Sensory issues. | a) Access/exit strategy protocol and assessment/record keeping enhanced. Pupil voice captured.  b) Pupils have access to designated sessions to support social communication. |
| 4) Provide identified pupils with 1:1 or group counselling support as appropriate. | Counselling provision timetabled and available ad-hoc as needed. Record and pupil access and feedback. Pupil voice captured. |

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

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| **Activity** | **Evidence that supports this approach** |
| Social Communication sessions | There is extensive advice associating childhood social and emotional skills with improved outcomes at school and later life (e.g. improved academic performance, attitude, behaviour and relationships with peers). |
| Teacher delivered support sessions | Tuition is targeted specifically towards individual needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. |