

Pupil premium strategy statement – Coppice School

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.

School overview

Detail	Data
Number of pupils in school	133 (on roll Sept 22)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	28/11/22
Date on which it will be reviewed	September 2023
Statement authorised by	Natalie Swearman
Pupil premium lead	Natalie Swearman
Governor / Trustee lead	Paul Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,875
Recovery premium funding allocation this academic year	£44,420
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£85,295

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

Coppice School is a community school for pupils aged 3-19 years with severe learning disabilities and Autism.

The range of special educational needs at Coppice is wide. Most pupils will demonstrate performance below Level One of the National Curriculum. Some pupils will, at the completion of their education be able to live independently and work in well-supported places of work. Most will require services, throughout their life, to access and participate effectively in the community.

Some pupils will have diagnosed conditions that have an effect on their learning, including Autism or related communication difficulties. There are also pupils who, because of a complexity of needs, require support that is additional to and different from that which can be provided in other settings so that they can make good progress with learning. They are placed here because of the particular skills and strategies used and the adapted environment available in the school.

We intend to increase the specialist knowledge and skills of our staff in order to further support our pupils, particularly those who are deemed to be disadvantaged. We intend to improve equipment, resources and the environment to facilitate pupils' learning and promote progress. We intend to further build strong relationships with parents and families, to ensure early help is provided as soon as it is needed, and to support parents to further improve outcomes for our pupils.

Challenges

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

Challenge number	Detail of challenge
1. High Quality Teaching	Indoor environments and resources need further development to ensure that they are high quality, facilitate the curriculum, and support pupils with positive mental health and well-being linked to Biophilic principles.
	Specialist equipment and resources are required to support pupils to cope with meeting and regulating their sensory needs, enabling them to access learning and promote positive mental health and wellbeing, due not their physical and sensory needs being met throughout the day.
	Technology programmes and specialist equipment need to be researched and purchased to support learning and enable pupils to access learning, and in particular to support pupils with their daily communication needs.

2. Targeted Academic Support	A lot of new staff have been recruited in the past year or two and have not received relevant training linked to supporting our pupils
	Specialist training is required so that the well-being & Safeguarding needs of all young people can be supported
	Develop specialist pedagogy informed by evidence based research in improving outcomes for SEND pupils.
3. Wider Strategies	Parents and families do not receive help through local support networks and are often isolated in the community with little or no help.
	Families struggle to attend groups and school events due to the distance needed to get to school
	School is currently not as eco-friendly as we would like, and spaces aren't as green as they need to be.

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>Primary Objective: Pupils have increased positive mental health and wellbeing outcomes through the development of our environments and their access to specialist resources.</p> <p>Desired Outcome 1: Equipment and resources will allow young people to access learning linked to curriculum intent and implementation.</p> <p>Desired Outcome 2: Communication through improved level of motivation will improve and use of speech and other means of communication is evident</p> <p>Desired Outcome 3: Physical measures such as sleep, diet, weight, activity levels and toileting improve due to increased access to specialist resources</p>	<p>Environments will be developed and improved using Biophilic Design Principles.</p> <p>Wellbeing data will improve for at least 80% of all young people in the year 23-24.</p> <p>80% of EHCP communication targets are achieved where there is a consistent means of communication in the year 23-24</p> <p>80% of physical and sensory EHCP targets are achieved in the year 23-24.</p>
<p>Primary Objective: Further upskill staff with appropriate CPD to ensure they can support pupils at whole class, small group and 1:1 levels to improve academic and mental health outcomes. Use evidence based research approaches whilst working with pupils to fully facilitate learning.</p> <p>Desired Outcome 1: Further develop the knowledge and skills of Teaching Assistants,</p>	<p>CPD Programme planned and delivered for 22-23</p>

<p>ensuring they can support pupils through class work, group work and 1:1 work.</p> <p>Desired Outcome 2: Meet the specific needs of disadvantaged pupils with SEND using specific approaches to support all pupils in school.</p> <p>Desired Outcome 3: Support pupils on a 1:1 basis or in a small group process who have been highlighted through the CPOMS referral system by staff identifying a need linked to their mental health and wellbeing, or Safeguarding concerns.</p>	<p>All staff complete training linked to Phonics and Reading, Enabling Environments, and Behaviours for Learning as a minimum.</p> <p>Some staff complete more bespoke training such as team-teach, Level 1 Makaton, NPQs.</p> <p>Support and train staff to understand and implement the EEF '5 a day' as part of our pedagogy.</p> <p>100% of referrals through the CPOMS system are actioned and Quality Assured.</p>
<p>Primary Objective:</p> <p>Improve the mental health and wellbeing of families, by working closely and collaboratively with families to empower them to seek support where needed.</p> <p>Improve the mental health and wellbeing of pupils by greening the school environment.</p> <p>Desired Outcome 1: Families network of support is widened and there is improved access and swift delivery of services where needed</p> <p>Desired Outcome 2: Families are better equipped to meet the complex needs of their child by undertaking the latest training delivered by specialist</p> <p>Desired Outcome 3: Enable learners to understand more about caring for the environment and the ways in which they can do this, and making physical changes in the environment by 'greening' it that will support positive mental health and wellbeing.</p>	<p>25% of families will attend a school social or wellbeing event.</p> <p>25% of families will attend at least one information sharing session or workshop.</p> <p>Achieve 'Eco-Schools Green Flag Accreditation'</p> <p>All areas and shared areas have green aspects and elements, including planting in the wider environment.</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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of specialist sensory equipment needed, informed by observations and reports by the Sensory Occupational Therapist	Sensory Integration Education	1
Purchase of high-quality curriculum materials including furniture to enable environments, facilitate the curriculum and support the positive mental health and well-being of pupils through Biophilic design principles.	Designing for the Wellbeing of People & Planet Oliver Heath Learning spaces: Biophilic design in schools (teachermagazine.com) Biophilic Design (interface.com)	1
Purchase of additional technology equipment and resources to support high quality teaching and learning, particularly supporting pupils communication.	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1
Provide and enable CPD to increase staff knowledge on communication strategies including relevant technologies, using sensory equipment and the effective use of environments to support learning.	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Welcome to Bett - Bett Global Series The global community for education technology (bettshow.com)	1, 2, 3

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

Budgeted cost: £10,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the skills and knowledge of Teaching Assistants and staff in school to support the pupils that they serve through whole class, group work and 1:1 work.</p> <p>Subscribe to The National College for all staff.</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>The National College CPD for Schools, Trusts, Colleges & Nurseries</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Embedding High Quality Teaching Approaches in Special Schools – ‘EEF 5 a day Principle’</p> <p>Deputy Head to attend training by the Exchange Teaching Hub and support colleagues in school to understand and embed these approaches.</p>	<p>EEF 5 a day SEND training</p> <p>www.exchangeteachinghub.org.uk</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Develop teams of staff linked to Personal Development and Behaviour & Attitudes, such as the Medical Team, ELSA team, Sensory Integration Team under the direction of the Deputy Head.</p> <p>Upskill, train and support these teams through mentoring, coaching and providing resources that enable them to deliver effect supportive to pupils.</p>	<p>ELSA Training and support</p> <p>Doncaster – ELSA Network</p> <p>Support & Supervision from Educational Psychologists</p> <p>Educational Psychology Service - City of Doncaster Council</p> <p>Support & Supervision from NHS School Nursing Team</p> <p>Age 5 to 19 – Doncaster School Nursing – RDaSH NHS Foundation Trust</p> <p>Expertise and support of the Occupational Therapist</p> <p>Sensory Integration Education</p>	<p>1, 2, 3</p>
<p>Support pupils to safeguard themselves by the delivery of developmentally appropriate Sex Education in 1:1 and</p>	<p>Safeguarding children with SEND online training NSPCC Learning</p> <p>BigTalk Education are a Leading Relationship and Sex Education in the UK</p>	<p>2, 3</p>

small group work through Big Talk Education sessions.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental knowledge of different approaches and strategies used to support children by delivering workshops & purchasing relevant resources – Makaton, Safeguarding etc.	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Level 1 - Learn Makaton Safeguarding children with SEND online training NSPCC Learning BigTalk Education are a Leading Relationship and Sex Education in the UK	3
		3
'Green' spaces in school supporting their positive mental health and wellbeing and increasing their awareness of caring for the environment.	What is Eco-Schools? - Eco Schools Biophilic Design – Learning Spaces inspired by Nature (White Paper): Prakash Nair, AIA. Dr. Parul Minhas, Karin Nakano	1, 3

Total budgeted cost: £85,295

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Computing – Staff identified to lead on Computing, attended BETT conference. A bespoke computing curriculum has been created by school staff to develop progression in skills in line with 21st century technology, the impact of which is staff have higher levels of confidence in planning for and delivering computing sessions.

Computing resources purchased to support the English Curriculum – full refurb of upper and lower school libraries including laptops, Yoto boxes, IPODs and a library scanning system.

Computing resources purchased to support the teaching of the full curriculum including new desktops and interactive whiteboards.

IPODs purchased for each classroom to use in line with the school assessment system to record progress and measure outcomes against EHCP targets for each child in school.

School buy the services of ICT engineers to support the smooth running of the entire school computing curriculum and computer network, ensuring it is available and functional for all.

CPD – A CPD package tailored to the needs of our school has been in place for whole school staff on Monday evenings. Staff turnover has been higher since Covid and much time has been spent providing rigorous CPD and induction programmes to new staff. Certain staff have attended specialist training to support the children and have relayed this to staff and measured the impact of training in school.

SEMH/ Mental Health – Mental health first aider training disseminated to all staff through training, meaning that the profile of mental health awareness has increased in staff. A member of the Senior Leadership Team has trained as a Mental health first aid trainer.

SEND – A sensory specialist OT has delivered sensory integration bespoke programs for all pupils requiring a sensory diet. CPD sessions for all staff have also been delivered to support understanding and increased knowledge for fine motor development, proprioception and deep pressure. CAMHS support for specific pupils and families have helped to continually upskill staff on their knowledge and understanding of more complex pupils in their care.

Physiotherapists have supported staff to follow specific programs for pupils requiring external support, which can now be carried out in school. Zones for classrooms have been developed and equipped with multiple sensory resources and equipment to support all children and young people, so they are ready to learn and their needs are met.

Bespoke resources to support PP – Staff have identified pupils within their class in receipt of PP, and of those, identified which ones would benefit from bespoke pupil premium spending in order to support their EHCP targets and learning outcomes. Resources such as ear defenders, therapy balls, sound buttons, MP3 players, weighted blankets, weighted hoodies, jewellery etc. were purchased to support the needs of pupils in receipt of PP, supporting their sensory needs and increased engagement in learning.

Outdoor Learning – Outdoor classrooms areas have been built on each classroom, to create an indoor/ outdoor learning environment. Wooden and natural resources have been purchased for each area including water trays, tuff trays, sand pits, mud kitchens, storage including cupboards and sheds. Outdoor packs to support the teaching of Phonics, English and Maths have been created and purchased for each class. The forest schools area has been fenced off. Fencing of the areas has resulted in areas being cordoned off, zoned and made safe for pupils, for ease of access and frequency of use. A two day

CPD farm animal care in education course has been completed for a specialist HLTA, this will provide an improvement in the offer for pupils accessing the farm.

Parental Engagement – Full-time Family Support Worker is employed to support pupils and families, and works closely with Doncaster Early Help services and multi-professional agencies.

FSW regularly attends training and CPD and uses Mosaic services ensuring the best support for our children and families.

School seconded the services of the Trust Lead Family Support worker over the period of a term to support the new FSW into post (22).

Dominic Celansco delivered training on supporting parents and having difficult conversations with parents and carers to whole school staff. EEF guidance was also used to support this.

Arts, Music and Culture - DARTS have provided support and sessions for pupils in upper and lower school, meaning a more enriched curriculum offer. They have worked closely with staff to upskill their Arts and Music knowledge. Training has been provided for staff in Jabadao, Shabang and Musical Interaction. A whole school training day was utilised to provide training for call and response and musical interaction.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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