# Pupil premium strategy statement

## This statement details our school’s use of the pupil premium (and recovery premium for the 2022 to 2023 academic year) grant 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

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| Detail | Data |
| School name | Springwater School |
| Number of pupils in school | 108 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | 31st Dec 2023 |
| Date on which it will be reviewed | Sept 2024 |
| Statement authorised by | Sarah Edwards |
| Pupil premium lead | Melissa Sparks |
| Governor / Trustee lead | James Mottram |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £31,850 (2023-24) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ |
| **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 | £31,850 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Springwater School is a space of sanctuary, which recognises and values the diversity of our school community as a rich source which supports the learning of all. We are an inclusive setting and promote tolerance, understanding and equality for all regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, and socioeconomic background.  **The school has a well established and experienced senior leadership team that believes that disadvantaged pupils can thrive in the classroom and support all staff, through CPD and monitoring and evaluation to ensure we have created a culture of high aspirations, inclusivity and enjoyment, constantly striving to pursue excellence for all.**  Children attending our school require a modified curriculum to achieve their goals. Springwater employ specialised approaches to promote physical, communication, learning and socialisation development.  Part of our cultural fit document explains that we all have a professional obligation to improve as teachers and support staff; our curriculum delivery is underpinned by continual development of our staff enabling pupils access to the best possible personalised learning to meet their needs and support all members of our community to reach their potential.  Our behaviour policy ensures that we validate and normalise all emotions and support children to feel safe, secure and valued. In our setting students being regulated is crucial to them attending to teaching and learning activities and therefore we prioritise the emotional wellbeing of students above all else.  As a school we believe that engagement with parents and multi-disciplinary teams is essential to providing the best outcomes for our students and therefore try and create opportunities for training to be widened to include these groups. This helps to ensure that students receive a consistent approach to improving their EHCP outcomes.  Due to the lack of comparable quantitative data Springwater feels that using qualitative research to assess the attainment and pastoral gaps for our disadvantaged pupils is the most appropriate. The benefits of using qualitative data can be found in the following research paper from the DFE: [Microsoft Word - JEL2017-V6N1p102 (ed.gov)](https://files.eric.ed.gov/fulltext/EJ1120221.pdf)  All students at our school, including those in benefit of pupil premium have very complex needs and require exceptionally skilled staff to assess these needs and know how to respond appropriately to promote progress and produce the best outcomes. Quantitative data does not give enough evidence of the whole picture surrounding our students attainment however our staff do have the skills needed to assess student needs, set outcomes and encourage progress towards these outcomes in order to close any attainment gap that may be present. We have full trust in using qualitative data to evaluate progress towards student outcomes.  In order to get to the position in which our staff are equipped with these skills we will use the pupil premium fund to provide external training, as well as, provide basic care needs and increase our cultural capital offer. |

## 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 |
| 1 | Our assessments, observations and discussions with the whole staff team and families have identified Springwater School’s ability to provide access to off site visits for students has been dramatically reduced due to the loss of our minibus during the pandemic, which has never been restored. This has had a large impact on the students access to extra curricular activities as well as providing a cultural capital. Our vision statement includes inclusivity and enjoyment which are not currently being provided as often as previously for all students. |
| 2 | Our observations and assessments have shown that students require continual access to experts in sensory integration and regulation. Staff need more training in how to regulate our students so they are ‘ready to learn’. When students are dysregulated their ability to attend to lessons is dramatically reduced therefore teaching staff need to have the tools and knowledge available to them to be able regulate our student. It has been identified that the level of support our students need is beyond what our teaching staff are able to give and therefore access to expert occupational therapists is crucial – This is not offered to families on the NHS like some of the other MDT departments are therefore families can have zero access to this outside of school also unless they are able to pay privately. |
| 3 | On discussion with the whole staff team it was identified that there has been a noticeable difference in the amount of students coming to school hungry and without access to nutritious food throughout the day i.e. snack time. |
| 4. | Finally access to appropriate clothing and equipment needed for general school life as well as specific activities is required. For example, the 6th form students attend work experience on a farm and many students to do not come to school with the appropriate clothing for this type of outdoor work |

## 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.

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| Intended outcome | Success criteria |
| Students will have regular access to the wider community. The cultural capital offer to students will be outstanding. | * Each class to have weekly visits offsite – with access to a minibus if needed * Appropriate staffing for visits will be provided * Visitors and experiences will be bought into school for those students who may struggle to access in the community e.g. pantomimes, speakers, animal visits etc. * Access to Youth clubs, breakfast or after school clubs will be provided |
| Students who are experiencing sensory processing differences will have access to personalised sensory integration therapy in order to raise their tolerance to sensory input and to increase joy, comfort and quality of life as well as access to learning. | * Students identified will be provided with a personalised report from an expert, external OT and sensory integration specialist. * Resources will be provided in order to action recommendations in the report * Staff will be upskilled in sensory regulation strategies through close partnerships with specialists * Students sensory and physical and social, emotional and mental health outcomes EHCP outcomes will demonstrate progress |
| Students will have access to nutritious food, suitable clothing and hygiene resources in order to be as healthy, clean and safe as possible. | * Funded healthy snacks for all classes * Uniform provided for students who require it * Appropriate clothing provided for outdoor education or other specialised activities. * Hygiene materials e.g. wipes, tissues, body wash, period supplies will be readily available for all |

## Activity in this academic year

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-24)** to address the challenges listed above.

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| **2023/24** | **FSM** | **LAC** | **Service** | **Total** |
| **No. of Eligible Pupils** | 23 | 1 | 2 | 26 |
| **Rates of Pupil Premium** | 14 @ £1455 (Primary)  9 @ £1035  (Secondary) | 1 @ £2530 (LAC) | £335 | £31,850 |
| **Overall Funding** | £29,685 | £2530 | £670 |

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional external OT support –upskilling teachers to improve sensory and physical outcomes  Resources required to carry out personalised action plans | In The Royal College of Occupational Therapists report on ‘unlocking the potential of children and young people’  Occupational therapists enable children and young people with physical, learning and mental health needs to participate in and successfully manage the activities that they want or need to do at home, at school or work and during their free time. They have the skills and expertise to identify the personal, task and environmental factors that support or inhibit children’s development, participation and achievement  [ILSM Children's report A4 8pp D5.pdf](file:///C:/Users/msparks.SCHOOL/Downloads/ILSM%20Children%27s%20report%20A4%208pp%20D5.pdf) | 2 |

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

Budgeted cost: £500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Restock THRIVE resources to provide high quality 1.1 wellbeing and mental health interventions | The THRIVE Approach  [The Thrive Approach to social and emotional wellbeing | The Thrive Approach](https://www.thriveapproach.com/) | 1 |

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

Budgeted cost: £15,425

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Access to nutritious food and hygiene resources to be provided through the day e.g. snack time | There is extensive research into the link between school performance and a child’s diet, including this report from the ‘Centre of research on the wider benefits of learning’:  [WBLResRep18.pdf (ucl.ac.uk)](https://discovery.ucl.ac.uk/id/eprint/10015414/1/WBLResRep18.pdf)  This report states ‘Children with nutritional deficiencies are particularly susceptible to the moment-to-moment metabolic changes that impact upon cognitive ability and performance of the brain’ | 3 |
| Appropriate clothing to be provided, including uniform – either through a swap shop or second hand uniform shop for parents. | This had an all-round benefit to our community, whether that be environmentally speaking through, ‘Reuse – Recycle – Reduce’ as well as financially for families.  It will also ensure students have the correct clothing to make the most out of specialist lessons e.g. outdoor clothing for the farm visits | 4 |
| Provide a budget for students who are unable to attend school trips – PP will supplement this  Include provision to employ extra staff on school trip days to ensure the trips will be safe and well managed  Either part fund a school minibus or research a way of accessing North Yorkshire minibuses or private companies – use fundraising opportunities to fund the rest of the this. | There are many benefits to students attending culturally enriching field trips. These include   * They increase independence and confidence. * They take your child out of their comfort zone. * They contribute to a wider world perspective. * They are a great way to learn and remember information. * They make a classroom topic feel new and exciting.   The Council for Leaning Outside the Classroom (LOtc) is a registered charity existing to champion learning outside the classroom. They believe that EVERY child should be given the opportunity to experience life and lessons beyond the classroom walls as a regular part of growing up. [Click here](https://www.lotc.org.uk/) to read more from the 'Learning Outside the Classroom' Organisation. | 1 |

**Total budgeted cost: £31,850**

# 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.

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| A large portion of the pupil premium fund for 2022 – 2023 went on delivering our ‘new teacher programme’ – A series of 6 training twilights led by school leaders, covering the 6 topics of Teach First ECT programme including:   1. How can you create an effective learning environment? 2. How do pupils learn? 3. What makes classroom practice effective? 4. Assessment and Feedback 5. How can you support all students to succeed? 6. How can you design a coherent curriculum?   The new teacher programme has ensured that all new teachers to school know how to adapt the Teach First framework and ECT reading to our school and produce best practise and therefore outcomes for students. This is evidenced within lesson observations following this input.  The twilights throughout the year also had a positive impact on staff wellbeing as this created a network of new teachers who could offer support to one another.  Another strategy to promote high quality teaching was to drive training in pre formal interventions that had a focus on sensory and physical outcomes. These included Intensive Interaction, Developmental Movement Play (DMP) and sensory survival in the classroom (delivered by Future Steps, specialist OT service).  Staff views, evidenced from a survey conducted following these training sessions, on the long term outcomes on pupil progress included:  ‘Teachers will be able to meet EHCP outcomes more easily, giving pupils a holistic education focusing on what is really important for them in terms of their skills development’  ‘The three training strategies fit really nicely together and create a good bank of techniques we can use with students when needed.’  ‘It feeds into a whole school culture that prioritises movement and communication for pre-formal learners’  The last comment is particularly pertinent to the benefits of this training and how it continues to strengthen the school’s cultural fit model, pre and in formal curriculum and our holistic behaviour policy.  However there were views from staff in our formal classes that the information gained in these courses was not as relevant, for example:  ‘For my class, it hasn't really made any difference to how I teach on a daily basis. However, the greater understanding of communication will lead to more meaningful interactions and long term communication improvement for pupils in school, I think.’  Therefore some thought should be attributed to whether our focus on the high quality teaching strand of the pupil premium budget should now be turned to benefit our more formal learners?  To assess the quality of each training course individually a number of quality assurances have taken place, including a staff survey, as mentioned above, lesson observations and assessments of individual student achievements.  Following the intensive interaction training a teaching assistant in a pre-formal class commented:  ‘I was able to use more intensive interaction in the classroom and felt we got a lot more of a connection with students. Leading to better relations with them and better outcomes when trying to do activities. For some students who struggle with an activity we are doing I now know to incorporate intensive interaction so they can engage more readily in the activity. We also use it with students who are displaying challenging behaviour and not wanting to do what has been requested which has proven successful’  All the other staff surveyed who had participated specifically in the Intensive Interaction training had overwhelmingly positive reviews therefore we decided to use the pupil premium budget to also run a course for parents. This will encourage this approach across all settings the pupils attend. The Parent workshop feedback is as follows:  91% of parents rated their knowledge prior to the training from poor to fair.100% of parents had improved their knowledge to good/excellent after the delivery of the training.  100% of parents rated their confidence and skills to use the strategies as poor to satisfactory prior to the training. 91% of parents rated their confidence and skills as good to excellent after the training  Parents commented that the training was an ‘extremely interesting and thought-provoking insight into how I can help my daughter further’  As an area for improvement one parent commented that:  ‘It would be good to see our own child`s evaluation on intensive interaction and video evidence to be shared’  As a school we should look into more video evidence of such approaches being shared through our new assessment system, evidence for learning, during parents evenings or annual review meetings.  When specifically considering the developmental movement play training:  75% of staff rated their knowledge, understanding and confidence in delivering DMP as below 3 on the same scale as mentioned above – After the training 100% of staff had increased this score to 4 or 5.  In order to evaluate the effectiveness of this training further SLT conducted lesson observations in a primary, secondary and 6th form class. In all lesson observations students were extremely motivated and engaged in the activity. All the staff commented on how their own DMP practice was much improved after the training, one student in Hedgehogs class is now commando crawling due to the training and in the lesson observation the TA described how she now knows how to work up to him crawling on all fours, progress towards this skill was observed in the lesson.  Another case study of a student in the primary department, given by an ATA is as follows:  ‘I created plans for all the students and the teacher put a DMP session in the timetable for twice a week; we especially worked on the peanut ball with her to help her gain more core strength and stability, due to this we found she was much happier coming onto rebound and engaging more in that session she also seemed happier in herself and was moving around and exploring the room more.’  Teachers did comment however on the fact that none of the PSA’s have had the training and it is difficult to cascade the training due to their contracted hours being 9am-3pm when the students are onsite. If all staff had official training then the quality of the DMP delivered in school could be higher and could improve sensory and physical outcomes further.  Finally when specifically considering the effectiveness of the sensory survival in the classroom training delivered by Future Steps feedback included:  66% of staff rated their knowledge and understanding of sensory regulation in the classroom on a scale of 1 – 5 (5 being very knowledgeable) as a 3 or below prior to the training. Once the training had been delivered 100% of people rated their knowledge, understanding and confidence in this area as a 4 or 5 with 66% giving the highest rating.  Throughout the training staff were taught to have a greater understanding of the sensory systems and the effects on behaviour and how to put in place strategies to alter the behaviour  Staff comments on the training included:  ‘It made me reflect on how I allow the young person to ground themselves and to be confident in demonstrating to others how important it is to provide the young person with opportunities to self regulate, process information, return to baseline etc.’  ‘This was great training, very informative and thought provoking, however it would be great if these experts were more readily available to other students in school. Obviously, cost is a barrier.’  ‘They had lots of ideas to help the students and explained what order to do things in to help the students gain the moves needed to progress their physical movements or to help them regulate with sensory experiences. ‘  When considering the quality of all 3 of these training packages together and how we could improve the impact of attending on pupil outcomes staff had the following ideas:  ‘It would be great to have meetings straight away following training to cascade it and to have a member of SLT on each course develop a golden guide for classroom use’  ‘For embedding, perhaps check ins (via email) or the option to come together as a group following training to share experiences and ideas, if relevant’  ‘Recap with small groups about what has been put in place, sharing of ideas and the difference it has made for our students. So being able to discuss the theory once it's been put into practice’  From this feedback it is clear that school should create an ongoing quality assurance schedule to ensure that the impact from the training lasts and is not forgotten or diminished over time.  From the success of the Future Steps training we decided to commission further work with the OT specialists to work 1.1 with students in school who are currently experiencing specific challenges with regulation, physical processes or sensory seeking behaviours. Up until now the service has worked with 4 students and provided a comprehensive report and list of strategies to support these students which has greatly helped to advise and upskill staff. One case study of a young man in our secondary department is as follows:  Since working with Future Steps, J has been in the pool daily on arrival. This has been a transformative benefit for J. As predicted, he is able to decompress at the start of the day and access full body pressure. Alongside this work we have ordered a number of recommended pieces of sensory integration equipment to ensure that we are working on building up J’s tolerance to proximity in order to access deep pressure out of the pool environment. This has made J much more regulated during the school day where as previously he would present with regular crisis multiple times a day.  To evaluate the impact of these aspects of the PP spend data has been gathered regarding physical outcomes for students (these are based on SEND statements rather than EHCP outcomes) comparing the academic year 2021 – 2022 and 2022 – 2023. (Assessment data could not be obtained from Foxes class). As well as comparing the progress of PP students against non PP students (the raw data can be found in the further information section of this report). This data suggested that PP students at Springwater school did as well as, if not better, in progressing their physical, moving and handling levels. 11% of pupil premium students raised their level by more than 1 whereas only 6.25 % of non pupil premium students did. 20% of pupil premium students raised their level by 2 sub levels whereas 12.5% of non pupil premium students attained this. Any smaller amounts of progress were similar between pp and non pp students.  It is important to consider that the pupil premium funded training occurred in the Summer term of 2023 therefore the real impact of this training will more likely be seen at the end of the academic year 2024. Springwater School is still refining our assessment system as the current system does not represent the full picture for our students which is why the majority of our evaluation has occurred through qualitative research.  We placed further investment in Thrive and Team Teach Training as part of the previous years PP strategy. Our Senior Mental Health Lead has evaluated our current offer with the following strengths and areas for development.  Strengths: The Thrive Approach has informed the school ethos and Positive Behaviour Approach, which has been refreshed and delivered to all staff via Twilight training. This model has enabled students to access 1:1 sessions and to develop relationships with the Senior Mental Health Lead and the Wellbeing Assistant. Our Wellbeing Assistant has almost completed his Thrive training, which will hopefully enhance and add value to his sessions. The purchased resources for Thrive sessions have improved the quality of what staff are able to offer in these sessions.  Areas for Development: It may not be of value for all teachers to profile their classes and to purchase the Thrive online for the whole school. Very few class profiles have been created and therefore it is unlikely that class teachers are utilising this in a meaningful way. It may be better to pay for a smaller online package for individual profiles.  The PP fund invested a small amount of money in translation services for parents :-  Our Assessment and Reviewing officer who also acts as our parent liaison has evaluated the impact of the translation services as extremely beneficial to parent engagement with the following points:   * The translation service aids in effective co-production of outcome setting with parents as their voice is readily included in the EHCP process and captured for the plan. * Parents are able to know what targets their children have in school and now know what they can work on at home e.g speech and language targets and approaches to ensure joined up approach * The translation service we use are very parent focussed and empathic and also professional so they are aware of the EHCP process which is very effective in eliciting parental views * Parents feel less marginalised and more engaged in their child’s education * It provides a forum by which parents can ask pertinent questions, have a useful conversation with class teachers and put there minds at rest if they have any worries. Without the translation service this could be difficult due to children being transported and the added barrier of a language difference.   Finally a proportion of the spend from pupil premium was focused on improving speech and language (SALT) outcomes. In order to improve SALT outcomes money was invested in extra Makaton training for all staff as well as additional NHS SALT support:  In our schools most recent Ofsted report it explained –  ‘Senior leaders have very high ambitions for how well all pupils communicate, including those with profound and multiple learning needs. Teaching staff work closely with expert speech and language therapists. As a result, they are highly skilled at initiating techniques that enable pupils to communicate and extending the range of ways in which pupils communicate.  The following data has been gathered regarding communication outcomes for students in the primary and secondary departments (these are based on SEND statements rather than EHCP outcomes) comparing the academic year 2021 – 2022 and 2022 – 2023. (Assessment data could not be obtained from Foxes class). As well as comparing the progress of PP students against Non PP students (the raw data can be found in the further information section of this report). Some notable items from this data include that in the academic year 2022 – 2023 35% of pp students increased their listening and attention skills by more than 3 sub levels compared to 2021 – 2022 where only 7% of PP students were able to gain this progress. This also stands up more positively then the percentage of Non PP students who gained over 2 sub levels which percentage was 5.8 % in 22 – 23. The data demonstrates that for the speaking strand of communication, language and literacy PP students had very similar results in 21-22 as in 22-23 – there is also little disparity between PP and non PP students in both the speaking and understanding strands.  As part of the next 3 year strategy a small amount of money should be set aside to continue the work with the SALT team, providing further IPADS and opportunities for students to access clicker. |

## Externally provided programmes

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| Programme | Provider |
| Thrive | The Thrive Approach |
| Sensory Survival in the classroom – a teachers guide to managing sensory behaviour and needs | Future Steps |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | We have chosen to not report service pupil premium funding this year as it is pertaining to an individual pupil. |
| What was the impact of that spending on service pupil premium eligible pupils? |

## Further Information

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pupil Premium students – Sensory and Physical Outcomes   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Primary | | Secondary | | Overall | | |  | 2021 – 2022 | 2022 - 2023 | 2021 - 2022 | 2022 - 2023 | 2021-2022 | 2022-2023 | | Lower | 0/11 | 1/14 | 1/20 | 1/21 | 1/31 | 2/35 | |  | 0% | 7% | 5% | 4.7% | 3% | 5.7% | | Maintain | 2/11 | 3/14 | 8/20 | 7/21 | 10/31 | 13/35 | |  | 18% | 21.4% | 40% | 33.3% | 32% | 37% | | + 1 sub level | 5/11 | 4/14 | 2/20 | 7/21 | 7/31 | 11/35 | |  | 45% | 28.5% | 10% | 33.3% | 22.5% | 31% | | + 2 sub levels | 2/11 | 3/14 | 5/20 | 5/21 | 7/31 | 7/35 | |  | 18% | 21% | 25% | 24% | 22.5% | 20% | | + 3 sub levels ( 1 whole level) | 2/11 | 3/14 | 2/20 | 1/21 | 4/31 | 4/35 | |  | 18% | 21% | 10% | 4.7% | 13% | 11% |   Non Pupil Premium students - Sensory and Physical Outcomes   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Primary | | Secondary | | Overall | | |  | 2021 – 2022 | 2022 - 2023 | 2021 - 2022 | 2022 - 2023 | 2021-2022 | 2022-2023 | | Lower | 0 | 0 | 0 | 0 | 0 | 0 | |  | 0% | 0% | 0% | 0% | 0% | 0% | | Maintain | 0/3 | 2/6 | 4/9 | 6/10 | 4/12 | 8/16 | |  | 0% | 33.3% | 44.4% | 60% | 33.3% | 50% | | + 1 sub level | 2/3 | 1/6 | 2/9 | 4/10 | 4/12 | 5/16 | |  | 66.6% | 16% | 22.2% | 40% | 33.3% | 31.25% | | + 2 sub levels | 1/3 | 2/6 | 2/9 | 0/10 | 3/12 | 2/16 | |  | 33.3% | 33.3% | 22.2% | 0% | 25% | 12.5% | | + 3 sub levels ( 1 whole level) | 0/3 | 1/6 | 1/9 | 0/10 | 1/12 | 1/16 | |  | 0% | 16% | 11.1% | 0% | 8% | 6.25% |   PP Students – Listening and attention   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Primary | | Secondary | | Overall | | |  | 2021 – 2022 | 2022 - 2023 | 2021 - 2022 | 2022 - 2023 | 2021-2022 | 2022-2023 | | Lower | 0/9 | 0/15 | 1/18 | 2/19 | 1/27 | 2/34 | |  | 0% | 0% | 5.5% | 10.5% | 4% | 6% | | Maintain | 5/9 | 1/15 | 4/18 | 8/19 | 9/27 | 9/34 | |  | 55.5% | 6.6% | 22% | 42% | 33.3% | 26% | | + 1 sub level | 4/9 | 3/15 | 8/18 | 4/19 | 12/27 | 7/34 | |  | 55% | 20% | 44% | 21% | 44% | 20.5% | | + 2 sub levels | 0/9 | 1/15 | 2/18 | 2/19 | 2/27 | 3/34 | |  | 0% | 6.6% | 11% | 10.5% | 7% | 8.8% | | + 3 sub levels ( 1 whole level) | 0/9 | 7/15 | 2/18 | 3/19 | 2/27 | 10/34 | |  | 0% | 46.6% | 11% | 15.7% | 7% | 29% | | Over + 3 sub levels | 0/9 | 2/15 | 0/18 | 0/18 | 0/27 | 2/34 | |  | 0% | 13 | 0% | 0% | 0% | 5.8% |   Non PP students – Listening and Attention   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Primary | | Secondary | | Overall | | |  | 2021 – 2022 | 2022 - 2023 | 2021 - 2022 | 2022 - 2023 | 2021-2022 | 2022-2023 | | Lower | 0% | 0% | 9% | 9% | 7% | 5.8% | |  | 0/3 | 0/6 | 1/11 | 1/11 | 1/14 | 1/17 | | Maintain | 0% | 50% | 27% | 45% | 21% | 47% | |  | 0/3 | 3/6 | 3/11 | 5/11 | 3/14 | 8/17 | | + 1 sub level | 100% | 33.3% | 27/% | 36% | 23% | 35% | |  | 3/3 | 2/6 | 3/11 | 4/11 | 6/14 | 6/17 | | + 2 sub levels | 0% | 16% | 9% | 0% | 7% | 5.8% | |  | 0/3 | 1/6 | 1/11 | 0/11 | 1/14 | 1/17 | | + 3 sub levels ( 1 whole level) | 0% | 0% | 27% | 9% | 21% | 5.8% | |  | 0/3 | 0/6 | 3/11 | 1/11 | 3/14 | 1/17 |   PP students – CLL, Understanding   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Primary | | Secondary | | Overall | | |  | 2021 – 2022 | 2022 - 2023 | 2021 - 2022 | 2022 - 2023 | 2021-2022 | 2022-2023 | | Lower | 0/9 | 0/15 | 0/18 | 1/19 | 0/27 | 1/34 | |  | 0% | 0% | 0% | 5% | 0% | 3% | | Maintain | 3/9 | 3/15 | 6/18 | 8/19 | 9/27 | 11/34 | |  | 33% | 20% | 33% | 42% | 33% | 32% | | + 1 sub level | 5/9 | 1/15 | 3/18 | 3/19 | 6/27 | 6/34 | |  | 55% | 6.6% | 16% | 15% | 22% | 17% | | + 2 sub levels | 1/9 | 6/15 | 4/18 | 8/19 | 5/27 | 14/34 | |  | 11% | 40% | 22% | 42% | 18.5% | 41% | | + 3 sub levels ( 1 whole level) | 1/9 | 2/15 | 5/18 | 0/19 | 6/27 | 2/34 | |  | 11% | 13% | 28% | 0% | 22% | 5.8% | | Over + 3 sub levels | 1/9 | 0/15 | 0/18 | 0/18 | 1/27 | 0/34 | |  | 11% | 0% | 0% | 0% | 3% | 0% |   Non PP students – CLL, Understanding   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Primary | | Secondary | | Overall | | |  | 2021 – 2022 | 2022 - 2023 | 2021 - 2022 | 2022 - 2023 | 2021-2022 | 2022-2023 | | Lower | 0% | 0% | 9% | 9% | 7% | 5.8% | |  | 0/3 | 0/6 | 1/11 | 1/11 | 1/14 | 1/17 | | Maintain | 0% | 33.3% | 27% | 45% | 21% | 41% | |  | 0/3 | 2/6 | 3/11 | 5/11 | 3/14 | 7/17 | | + 1 sub level | 100% | 16% | 18% | 18% | 35.7% | 17% | |  | 3/3 | 1/6 | 2/11 | 2/11 | 5/14 | 3/17 | | + 2 sub levels | 0% | 33.3% | 27% | 18% | 21% | 23.5% | |  | 0/3 | 2/6 | 3/11 | 2/11 | 3/14 | 4/17 | | + 3 sub levels ( 1 whole level) | 0% | 16% | 9% | 9% | 7% | 11.7% | |  | 0/3 | 1/6 | 1/11 | 1/11 | 1/14 | 2/17 | | Over + 3 sub levels | 0% | 0% | 9% | 0% | 7% | 0% | |  | 0/3 | 0/6 | 1/11 | 0/11 | 1/14 | 0/17 |   PP students – CLL, Speaking   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Primary | | Secondary | | Overall | | |  | 2021 – 2022 | 2022 - 2023 | 2021 - 2022 | 2022 - 2023 | 2021-2022 | 2022-2023 | | Lower | 0/9 | 0/15 | 1/18 | 2/19 | 1/27 | 2/34 | |  | 0% | 0% | 5% | 10.5% | 3.7% | 5.8% | | Maintain | 2/9 | 5/15 | 7/18 | 9/19 | 9/27 | 14/34 | |  | 22% | 33.3% | 38.8% | 47% | 33.3% | 41% | | + 1 sub level | 6/9 | 2/15 | 2/18 | 5/19 | 8/27 | 7/34 | |  | 66% | 13% | 11% | 26% | 29.6% | 20.5% | | + 2 sub levels | 0/9 | 3/15 | 3/18 | 1/19 | 3/27 | 4/34 | |  | 0% | 20% | 16% | 5% | 11% | 11.7% | | + 3 sub levels ( 1 whole level) | 1/9 | 4/15 | 3/15 | 0/19 | 4/27 | 4/34 | |  | 11% | 26.6% | 20% | 0% | 14.8% | 11.7% | | Over + 3 sub levels | 0/9 | 0/15 | 1/9 | 1/15 | 1/27 | 1/34 | |  | 0% | 0% | 11% | 6% | 3.7% | 2.9% |   Non PP students – CLL, Speaking   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Primary | | Secondary | | Overall | | |  | 2021 – 2022 | 2022 - 2023 | 2021 - 2022 | 2022 - 2023 | 2021-2022 | 2022-2023 | | Lower | 0% | 0% | 9% | 9% | 7.14% | 5.8% | |  | 0/3 | 0/6 | 1/11 | 1/11 | 1/14 | 1/17 | | Maintain | 0% | 33.3% | 27% | 45% | 21% | 41% | |  | 0/3 | 2/6 | 3/11 | 5/11 | 3/14 | 7/17 | | + 1 sub level | 66.6% | 0% | 9% | 27% | 215 | 17% | |  | 2/3 | 0/6 | 1/11 | 3/11 | 3/14 | 3/17 | | + 2 sub levels | 0% | 33.3% | 9% | 18% | 7.14% | 23% | |  | 0/3 | 2/6 | 1/11 | 2/11 | 1/14 | 4/17 | | + 3 sub levels ( 1 whole level) | 33% | 33.3% | 36% | 0% | 35.7% | 11.6% | |  | 1/3 | 2/6 | 4/11 | 0/11 | 5/14 | 2/17 | | Over + 3 sub levels | 0% | 0% | 9% | 0% | 7.14% | 0% | |  | 0/3 | 0/6 | 1/11 | 0/11 | 1/14 | 0/17 | |