

# Pupil premium strategy statement – Chatsworth High School & Community College

This statement details our school'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	Chatsworth High School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	49%
Academic year	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Andrew Taylor, Executive Head Teacher
Pupil premium lead	Richard Wilkinson, Deputy Headteacher
Governor / Trustee lead	Jamie Clouting

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,400

# 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 for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focused 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.

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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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 be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	The emotional and mental health needs of our pupils and families (including attachment difficulties, anxiety relating to individual responses to their environment), their ability to self-regulate and ability to engage in learning. This has been identified through PP behaviour analysis data, staff feedback and reports, and the use of the learner assessment.
2	Our pupils need specific teaching and support to enable them to progress socially and to learn to accept, engage and communicate with others.
3	Analysis of the needs of our pupils reveals a high number with significant sensory needs that impacts on their ability to access learning in all areas.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This has been impacted further by the cost-of-living crisis.
5	Through conversations and meetings with pupils' families we find that parents/carers require help/documentation from school in order to access support or are unaware of the support available and benefit from help finding it. Many of our pupils have significant needs that put significant pressure on the family environment. Supporting improved quality of life for families is an important role of the school.

## 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
Improved engagement in learning	Pupils will annually achieve 90% or higher in terms of progress against their core EHCP targets.
Increased ability of pupils to self-regulate	The Behaviour Lead will have the capacity to provide consultation to teachers, teaching assistants and parents/carers to collaborate on highly personalised regulation strategies, resulting in a reduction in behavioural incidents and RPIs.
Improved self-esteem and emotional resilience, with a reduction in pupil anxiety	Impact will be evidenced through learning journeys, increasing positive feedback from staff and pupil voice and 90% or higher progress against core EHCP targets.
Through a range of social and interactive activities, disadvantaged pupils will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Disadvantaged learners will have increased access to community learning opportunities. Through ongoing curriculum development, learners will engage with yet more activities to prepare them for adulthood. Confidence will be measured through observations and discussions with pupils and their families.

## 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: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Flexible, enhanced staffing to allow for higher staff/pupil ratios, smaller learning groups and increased opportunities for social interaction.</p>	<p>The EEF toolkit refers to the extensive evidence of the high impact that improved communication has on achievement. The school vision for 'autonomous communication' is extended through purposeful, curriculum-focused dialogue and interaction. Specific communication needs are highlighted through EHCP outcomes and support is targeted. Small group tuition has also been shown to be effective in improving attainment. This is referred to in the EEF toolkit, but we have also seen evidence within school of improved engagement and learning when pupils work in smaller groups. Evidence shows that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	<p>1, 2, 3, 4, 5</p>
<p>CPD for teaching staff on Intensive Interaction, Autonomous Communication, Rebound Therapy, Tacpac and Zones of Regulation to help pupils with emotional regulation.</p>	<p>Intensive Interaction is based on research showing the style of interaction that is connected with effective learning for infants (in Western culture). The use of this style in Intensive Interaction with people with learning disabilities has been positively evaluated. Nind's (1996) study showed that the participants developed behaviours that helped to sustain interactions (looking, smiling, vocalizing), developed their ability to be engaged in interaction and learned to initiate social contact. They made advances in their ability to communicate needs and preferences, their vocal imitation, and communication through sounds and gestures. In some cases, stereotyped behaviour reduced. There are also a number of published case studies illustrating the progress that children and adults have made. These also show benefits for the interactive partners.</p> <p>Nind, M. &amp; Hewett, D. (1994) Access to Communication: Developing the basics of communication with people with severe learning difficulties through Intensive Interaction. London: David Fulton. (A detailed explanation of the background, theoretical underpinnings and practical aspects of Intensive Interaction.)</p> <p>According to the EEF toolkit, therapeutic social and emotional learning approaches have a positive impact on additional progress in academic outcomes and the importance of being able to effectively manage emotions is beneficial to children and young people even when it doesn't translate into academic scores.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Speech and Language therapy across the school. A proportion of PP funding is used to increase SaLT provision by employment of a Speech Therapist 3 days per week and an Assistant Speech Therapist 3 days per week.</p>	<p>Effective SaLT leads to</p> <ul style="list-style-type: none"> <li>• Improved fluency, articulation and understanding according to the child's preferred mode of communication</li> <li>• Where appropriate improved coordination and strength of speech muscles; Improved auditory processing and phonological awareness skills;</li> <li>• Improving literacy and pre-literacy skills</li> </ul>	<p>1, 2, 4</p>
<p>Full day of art therapy provided per week in school by a Qualified Art Therapist to identified pupils. This allows pupils to undertake a block of sessions which will be extended if necessary on review.</p>	<p>Qualitative research with children, parents and teachers has found that school-based art therapy was reported as helping children explain feelings and emotions more easily (Deboys et al., 2017) while sessions are also enjoyable (Deboys et al., 2017; McDonald et al., 2019; McDonald &amp; Holttum, 2020). Children who engage with art therapy were perceived as happier, more settled, calmer, having fewer behavioural outbursts, more confident, and engaging better with schoolwork (Deboys et al., 2017; McDonald et al., 2019; McDonald &amp; Holttum, 2020).</p>	<p>1, 2, 3, 4</p>
<p>Lead teacher to further develop and review Student Voice Programme</p> <p>Student Voice workshops to develop autonomy and self-esteem.</p> <p>Development of total communication environment to facilitate communication for all students and the ability to be heard.</p>	<p><b>Mentally Healthy Schools:</b> Pupil voice in schools means a whole-school commitment to listening to the views, wishes and experiences of all children and young people. It means placing value on what children and young people tell school staff about their experiences.</p> <p>Children and young people need to be provided with meaningful opportunities to share their experiences, views and hopes about their school. Pupils need to know that it is safe and that it is important for them to express their views on what happens at school. They need to know that what they say is valued and will be listened to and considered.</p> <p>Schools with a strong commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improving attainment and attendance – all of which can also improve your school's rating by the school inspectorate.</p>	<p>1, 2, 4</p>

	Thinking School Network: a research informed approach to the teaching of thinking. They created a unique, whole-school approach that fused scientific evidence with what actually worked in classrooms. Bob and Exeter University became the accreditor of schools taking this approach whilst Richard and Thinking Matters' precursor, Kestrel Education, provided schools with training in it.	
Aspiration day activities led by AHT and facilitated by teachers and TA4's, TA3's and TA1's.	There is a clear link between student aspirations and outcomes at aged 19+. Those students who have higher aspirations are able to gain employment and lead more fulfilling lives as an adult.	1, 2, 4
Learning to Learn curriculum: further development/implementation.	<p>DFE: Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.</p> <p>The Learning to Learn curriculum sits within the main school curriculum and is able to be accessed at a bespoke level, either 1:1 or as a whole class.</p>	1, 2, 3, 4

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation training for staff and equipment available for PP learners with sensory needs, including those with autism.</p>	<p>Some children (and adults) have more difficulty regulating themselves than others. This could include difficulty with sensory regulation and/or emotional regulation. Difficulty with regulation is often reported in autism, ADHD and attachment disorders.</p> <p>We have observed that sensory equipment and resources such as weighted blankets, scooter boards, peanut balls and additional proprioceptor equipment can be effective at providing support for our learners with sensory needs.</p>	<p>1, 2, 3</p>
<p>Family Support Worker employed by the school for 2 days per week to</p> <ul style="list-style-type: none"> <li>• build relationships with parents</li> <li>• provide support to parents in finding the help they need at home</li> <li>• work alongside parents to implement strategies used in school within the home</li> </ul>	<p>The EEF toolkit describes the positive impact parental engagement has on improving attainment and particularly note the importance of supporting parents in assisting their children's learning or their self-regulation.</p>	<p>1, 2, 3, 4, 5</p>
<p>Enhanced learning and enrichment opportunities for all.</p>	<p>Providing students with more opportunities to access high quality learning beyond the classroom experiences can:</p> <ul style="list-style-type: none"> <li>• Open their eyes to the world around them and allows them to develop into well-rounded citizens</li> <li>• Enhance academic attainment and personal development</li> <li>• Support their health and well-being, and spiritual, moral, social and cultural needs</li> </ul>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £73,000**

## 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 2023/2024 academic year.

Our internal assessments during 2023/2024 indicated that there was no significant difference between learners who received pupil premium when compared to whole school progress.

Based on this we can confidently state that our strategies in place had a positive impact.

Please see below for outcome and impact:

Review of Pupil Premium 2023-2024				
Quality of teaching for all				
Desired Outcome	Chosen action/approach	Impact	Further action	Cost
<p>Improved self-esteem, confidence and independence by participating in a range of activities and sessions which develop students self-evaluation and self-esteem with a higher level of independence.</p> <p>Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Therapeutic Crisis intervention proactive strategies. ProactSCIPr training. Bespoke enhanced learning programmes.</p> <p>MUFC programme, lead and enhanced learning activities.</p>	<p>Staff continued to be trained in Therapeutic Crisis Intervention proactive and reactive strategies. This has enabled named students to be supported effectively, enabling reflection and positive learning after crisis. It has also increased whole school positive behaviour practice and awareness of the effect of trauma on a student and strategies are able to be put in place to help students proactively, actively and reactively. Positive engagement in learning and decrease in number of crisis. Increase in ability to regulate and respond appropriately when feeling angry/worried/upset.</p>	<p>To continue to train staff in TCI and complete refresher training annually. To continue to use TCI strategies with named students and whole school. To embed the Learning to Learn curriculum.</p> <p>Develop and embed total autonomous communication within all classrooms, in line with the schools communication vision and school development plan. TLR to lead the implementation of this alongside the headteacher. SaLT input to ensure staff have the correct skills to ensure communication needs met.</p>	<p>MUFC, enhanced learning activities onsite and offsite and facilitation of these: <b>£14,000</b></p> <p>Staff training: TCI <b>£1,320.00</b></p> <p><b>Staff training:</b> Loddon - Behaviour training instructor refresher course: <b>£2,672.30</b></p> <p>Staff Training: Mental Health First Aid <b>£40</b></p>

	<p>Positive behaviour training for staff.</p> <p>Staff trained as mental health First Aiders to support students and also develop skills with staff.</p> <p>SaLT input and CPD: Whole school strategies and individual bespoke strategies.</p>	<p>Increase in ability to communicate worries which enables timely and appropriate support from staff.</p> <p>All classes now use consistent symbols and have implemented time lines in-conjunction with auditory and visual cues. This enables students to understand the routine of the day and awareness of the lesson and context of learning.</p> <p>In addition there has been specific training for individual staff teams based on needs of students, ensuring staff have the correct level of training and resources to ensure named students can access learning. This training, resources and practice is used with the whole class and ensures a total communication environment is achieved.</p> <p>Bespoke training for individualised needs ensures the development of communication skills for all students. This has allowed greater engagement in learning and also peer to peer interaction during enrichment and free time.</p>		<p>Staff training on positive behaviour, communication and facilitation of bespoke daily programmes by Leaders and implementation by TLRs: <b>£6,378</b></p> <p>Staff training for communication and facilitation of this by TLR: <b>£6,378</b></p> <p><b>Resources.</b> Sensory regulation, communication and engagement: <b>£2,410.25</b></p> <p>:</p>
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**Targeted Support**

Desired Outcome	Chosen action/approach	Impact	Further action	Cost
<p>Disadvantaged learners have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>Learners are able to express their emotions in an appropriate way, e.g. by using symbols, verbally or bespoke strategies rather than exhibiting challenging behaviour.</p> <p>Learners have a range of strategies that they can use to self-regulate, increasing engagement with learning.</p>	<p>Daily enrichment sessions, with targeted focus on independence and engagement. Aspiration days/ Super Learning Days. School Council input to School Development and Evaluation.</p> <p>Bespoke programmes for named students co-ordinated by TLRs. Weekly art therapy sessions.</p> <p>Individualised assessments and resources provided for students based on need. Personalised programmes in place and training for staff to embed these into daily routine.</p> <p>Rebound therapy training for staff. Increase in classroom resources.</p>	<p>Students engage in more peer to peer activities. All students have accessed offsite opportunities or other opportunities to celebrate success and achievements Student autonomy has increased and there is a greater participation in new activities enabling more experiential learning.</p> <p>There has been a decrease in behaviour incidents for named students as well as a whole school improvement in engagement with peers and also learning. Daily emotional well being sessions in classes and an increased access to appropriate emotional regulation strategies and equipment.</p> <p>Students have access to resources for sensory regulation. Students have sensory regulation programmes embedded throughout their day. Students have an increased awareness of their feelings and the need for regulation. This has a positive impact on the number of behaviour incidents linked to dysregulation.</p>	<p>Develop daily enrichment sessions which enhance autonomy and positive sense of self. Develop therapeutic provision within the school, such as rebound therapy, art therapy, lego therapy, play therapy and regulation spaces and equipment.</p> <p>Develop autonomous communication within all classes, with a focus on emotional regulation.</p> <p>Develop therapeutic practice across the whole school. Upskill and train staff in a range of strategies for self-regulation and therapeutic interventions. Increase the regulation space and resources across the whole school.</p>	<p>Art Therapy: <b>£8,530</b></p> <p>Sensory regulation and engagement resources: <b>£2,410.25</b></p> <p>Rebound therapy training: <b>£900</b></p> <p>Therapeutic Crisis Intervention training: <b>£1,320</b></p> <p>Staff training for enhanced learning, including facilitation of daily bespoke programmes by TLRs: <b>£6,378</b></p> <p>Resources: Regulation and engagement: <b>£2,410.25</b></p> <p>TLR input to facilitate strategies and training: <b>£6,378</b></p>

**Other approaches**

Desired Outcome	Chosen action/approach	Impact	Further action	Cost
<p>Learners develop a love of reading and have access to a range of learning resources.</p> <p>Learners develop confidence by participating in a wide range of inclusion and enhanced learning opportunities.</p>	<p>Training and resources for daily reading. Love of reading incorporated into classroom practice. Updated training for Monster Phonics and resources to accompany.</p> <p>Offsite activities are encouraged and planned for. Reward trips and reward events available for all students to attend and access. Super learning days led by the school council.</p>	<p>Specific classrooms have a love of reading focus and also a student library is available to use. Students often choose books as part of their enrichment activity or during their free time. Teachers have planned trips to the local library, which has enabled enhanced learning opportunities through the love of reading.</p> <p>Students have been able to access enhanced activities beyond the curriculum, such as off site reward trips or on site events. This has had a positive impact on students experiences and has been particularly beneficial to student well being and enjoyment.</p>	<p>Continue to promote the love of reading within class and develop resources in all classrooms. Promote the use of the student library as an enjoyable space. Continue to support and promote the use of local libraries and use this enhanced learning to develop inclusion within the community. Increase reading resources across the whole school.</p> <p>Develop the range of offsite opportunities. Investigate forest schools. Develop use of local community opportunities for learning.</p>	<p>Resources: <b>£2,410.25</b></p> <p>Implementation and facilitation by TLRs: <b>£6,378</b></p> <p>Relax Kids Wellbeing day: <b>£300</b></p> <p>Offsite and onsite experiential learning: <b>£1,976.79</b></p>