

Inscape House School Pupil Premium Strategy Statement

This statement details Inscape's use of pupil premium and recovery premium for the 2021 to 2022 academic year. Inscape House School is a specialist provision for children and young people with tendencies indicative of autism spectrum conditions and related social communication difficulties. We have high aspirations and ambitions for all of our children, and we are determined to ensure that our children are given every chance to realise and fulfil their full potential within the classroom and beyond. Our aim is to ensure that no child is left behind and pupil premium funding is utilised effectively to improve attainment and to enrich the lives of our most disadvantaged pupils.

School overview

Detail	Data
School name	Inscape House School
Number of pupils in school	104
Male	84
Female	20
Proportion (%) of pupil premium eligible pupils	22%
FSM	29%
EAL	5%
Adopted	5%
CLA	5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sara Bayley Head of Service
Pupil premium lead	Richard Nancollis
Governor / Trustee lead	Giles Gaddum

Inscape House School Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,810.00
Recovery premium funding allocation this academic year	£11,310.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£60,120.00

Part A: Pupil premium strategy plan

Inscape House School Statement of Intent

Our aim is to use pupil premium funding to sustain positive outcomes for our disadvantaged pupils. We employ strategies and interventions to remove barriers which can be caused by complex social, communication and emotional challenges, learning gaps, mental health difficulties and multifaceted personal circumstances. We promote all students having full access to additional support, enrichment opportunities and targeted interventions to eliminate barriers to learning and to improve or enhance skills, knowledge, and well-being. This ensures that we support learners in developing the skills and resilience that will enable them to flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- Complex family situations and dynamics that prevent children from flourishing
- Deficits in reasoning, problem solving, and organisation resulting from a significant cognitive communication disorder or learning difficulty
- Mental health difficulties that may cause learners to be socially withdrawn and more difficult to engage
- Attendance and punctuality issues

For our students, these barriers are coupled with the added complexity of being neuro diverse.

Challenges are varied within our neuro-diverse learning community and there is no “one size fits all” plan that can be implemented.

Our ultimate objectives are:

- Addressing pupils’ academic needs with particular focus on Reading, Writing, Language and Communication to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils.
- Providing opportunities to pursue interests and to successfully obtain appropriate and relevant qualifications to ensure that all disadvantaged pupils meet or exceed expected progress in line with their stage of development.
- Providing enrichment and community-based activities to improve social opportunities and to support disadvantaged learners in developing the requisite skills in preparation for adulthood.
- Helping pupils to access a broad, balanced, and tailored curriculum that focuses not just on the academics, but also on the development of independence, social skills, and employability learning.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals and our strategy will be determined by the challenges, strengths, and aspirations of each pupil. Our dynamic assessment processes will ensure that we offer the relevant experiences that pupils require to be prepared for adulthood and we aim to achieve our objectives through:

- monitoring of social, behavioural, and academic assessment data to ensure accurate and timely identification of pupils in need of support
- high quality, evidence-based interventions led by appropriately trained staff
- ensuring that all vulnerable learners are ready to learn through access to nurture provision/breakfast and specialist equipment provision
- monitoring of attendance and provision of support to increase the attendance of vulnerable learners
- access to high quality pastoral and mental health support through the mental health tracker
- access to external provisions and community-based activities to provide high quality enrichment, work experience and life skill opportunities

Challenges

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

Challenge number	Detail of challenge
1	<p>Whole school assessment data demonstrates that those pupils eligible for pupil premium generally make less progress in Mathematics and English than those not entitled to pupil premium. This can be evidenced in the Autumn 2021 data below:</p> <p>Pupils entitled to pupil premium achieved 62% of developing or secure progress in reading whereas those not eligible for pupil premium achieved 64% progress.</p> <p>Pupils entitled to pupil premium achieved 52% of developing or secure progress in writing whereas those not eligible for pupil premium achieved 62% progress.</p> <p>Pupils entitled to pupil premium achieved 57% of developing or secure progress in mathematics whereas those not eligible for pupil premium achieved 70% progress.</p> <p>Overall academic progress is lower in Mathematics and English compared to non-disadvantaged pupils. This trend is most recognisable in mathematics.</p>

2	It is apparent that our most disadvantaged pupils are generally more likely to have complex personal circumstances and complex family dynamics that can impact on wellbeing, attendance, and confidence.
3	Through discussions with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop social relationships, friendships, and cultural capital outside of school.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop essential life skills and to gain access to resources to support learning and to support mental wellbeing.

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
To develop a reading environment and culture that promotes enjoyment in reading and supports the development of language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	<p>Improved engagement in reading for pleasure across all phases.</p> <p>Improved phonics teaching; use of one validated Systematic Synthetic Phonics Programme with early readers.</p> <p>Where applicable, all students will have a baseline on Accelerated Reader/Star Early Literacy.</p> <p>Reading celebrated using displays, book corners, events, and activities to make the important transition from 'learning to read' to being 'readers who learn'.</p> <p>Improved resources and availability of diverse texts reflecting pupils' interests to encourage enthusiasm in reading.</p> <p>Explicit teaching of subject-specific or 'technical' vocabulary across all areas of the curriculum.</p> <p>A reading environment where reading has a high profile and pupils have freedom to choose appropriate books.</p> <p>Learners understand that reading is not just an important skill but also an activity for pleasure and enjoyment.</p> <p>Students read more frequently and improve achievement in reading.</p>

<p>Outdoor, adventure and physical education utilised purposefully and effectively to enrich the lives of our pupils and to ensure that pupil premium learners develop greater confidence and independence through participating in the extended curriculum offer (i.e. MUFC foundation, forest school).</p>	<p>Pupils have greater confidence and independence to engage more with the wider community and to prepare for adulthood.</p> <p>All experiences are autism appropriate, well managed, enhancing learning and supporting self-regulation.</p> <p>The broad curriculum provides opportunities to build social skills, confidence, resilience, and independence.</p> <p>All activities have clear links to AET targets.</p> <p>Sessions are bespoke to needs of individuals and prioritised places are available on trips for pupil premium learners to ensure fair access.</p> <p>Engagement in partnership work will increase academic and social engagement and grow potential in every young person.</p> <p>Evidence of improved attendance and reduction in incidents.</p> <p>Pupils and their families who struggle to access leisure activities gain access to events/opportunities as part of the extended curriculum offer.</p>
<p>Improved attention, engagement, and attainment for disadvantaged pupils in all pathways with increased focus on mathematics and English, relative to their starting points as identified through baseline assessments.</p>	<p>Our curriculum intent, implementation & impact ensure quality first teaching.</p> <p>CPD opportunities are provided that enable staff to focus on developing shared attention and to enable learners to focus on activities beyond their interests.</p> <p>Sequential learning and evidence good progress through accurately assessed outcomes for students.</p> <p>Students enjoy reading and writing widely and often. Their confidence is growing, and it is positively impacting on learning across the curriculum</p> <p>Evidence of improved performance, as demonstrated in pupil progress meetings.</p>

	<p>Interventions in place when progress has slowed</p> <p>Tuition, which is additional, but explicitly linked with, normal teaching.</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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attention Autism</p> <p>£4000</p>	<p>The Attention Autism training programme has been used to support staff in developing their ability to build up pupil attention levels by encouraging the pupils to focus on activities not of their choice. The sessions move on to turn taking and carrying out tasks independently.</p> <p>The programme focuses on creating experiences with emotional impact (activities aim to be memorable and enjoyable)</p> <p>Attention Autism is used to:</p> <ul style="list-style-type: none"> • Engage attention • Improve joint attention • Develop shared enjoyment in group activities • Increase attention in adult-led activities • Encourage spontaneous interaction in a natural group setting • Increase non-verbal and verbal communication through commenting • Build a wealth and depth of vocabulary • Develop social and friendship skills in a natural group setting. 	4

	<ul style="list-style-type: none"> • Develop social and friendship skills through highly motivating activities. • Develop skills in working with others. • Follow an adult lead. • Follow instructions. • Develop problem solving skills. • Learn & develop coping skills. • Improve emotional self-regulation. • Build positive memories and shared experiences with others. <p>Attention Autism - Best Practice Resource (middletownautism.com)</p>	
<p>Handwriting without Tears training and resources.</p> <p>£1000</p>	<p>Handwriting Without Tears helps students build essential skills for emergent writing and handwriting success.</p> <p>Children who master handwriting are more likely to succeed in school, writing with speed and ease in all subjects. But without a strong foundation, poor habits take root. Handwriting without tears nurtures writing automaticity through direct, explicit instruction along with guided and independent practice.</p> <p>Handwriting without tears guides students to success with:</p> <ul style="list-style-type: none"> • Developmentally appropriate sequence of instruction • Consistent guided practice to develop automaticity and fluency • Multisensory components engage visual, audio, and kinaesthetic learners • Hands-on manipulatives for developing fine motor and phonics skills • Simple, student-friendly, step-by-step language for letter formations on student practice pages AND teacher's guides <p>Building the Foundation for Literacy Success by Learning Without Tears - Issuu</p>	1&4
<p>Accelerated reader/Myon</p> <p>£1000</p>	<p>Accelerated Reader (AR) is a reading program used within the school to help teachers track students' independent practice and progress with reading. It is also used to help guide struggling readers to books they can read successfully.</p>	1&4

	<p>The internet-based software initially screens pupils according to their reading levels using Star Reading Assessment and suggests books that match their reading age and reading interest. Pupils take computerised quizzes on the books they have read, and quiz performance allows teachers to monitor pupils progress in reading.</p> <p>The myON app provides access to digital books from myON reader, a personalized, online literacy program that matches student's interests and their reading level to a recommended book list.</p> <p>Accelerated Reader - UK, Ireland and International (renlearn.co.uk)</p> <p>myON by Renaissance Renaissance Learning % (renlearn.co.uk)</p>	
<p>Maths intervention/training subscription.</p> <p>£500</p>	<p>Times Tables Rockstar is a carefully sequenced programme of daily times tables practice.</p> <p>Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.</p> <p>This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 14,000 schools - both primary and secondary - worldwide.</p> <p>To-what-extent-does-technology-enhance-the-acquisition-of-times-table-knowledge-and-the-fast-and-accurate-recall-of-times-table-facts.pdf (viridis-schools.co.uk)</p>	<p>1&4</p>

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved ICT hardware to enable access to remote education and to improve access to engaging online resources and learning resource packages for specific subjects such as numeracy, literacy, and Careers education.</p> <p>£15,000</p>	<p>Technology has the potential to help teachers explain and model new concepts and ideas. Technology can be engaging and motivating for pupils.</p> <p>Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills</p> <p>Technology can support communication and can make learning accessible and exciting.</p> <p>Title (d2tic4wvo1iusb.cloudfront.net)</p>	1&4
<p>Increased focus on literacy and additional resources to develop fluent reading capabilities in disadvantaged learners.</p> <p>£2,000</p>	<p>Wider variety of books and online systems to improve reading and to increase reading comprehension.</p> <p>Reading volunteers and access to reading room for 1:1 sessions.</p> <p>Improved tuition and improved reading spaces and resources.</p> <p>Systematic Synthetic Phonics Programme with early readers.</p> <p>Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</p> <p>IEE - report (the-ieee.org.uk)</p>	1&4

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

Budgeted cost: £ 36,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for vulnerable families	Pastoral and mental health support to	2

<p>and Increased analysis of behavioural and safeguarding concerns to ensure that early help is implemented.</p> <p>£15,000</p>	<p>reduce the risk of students having mental-health crises.</p> <p>Students maintain routine and contact with school based professionals.</p> <p>Support for isolated families through contact with trusted professionals.</p> <p>Reduction in behaviours that challenge via targeted tailored packages of bespoke interventions.</p> <p>State of the nation 2020 children and young people's wellbeing (publishing.service.gov.uk)</p> <p>The impact of COVID-19 on children's mental health UNICEF India</p>	
<p>The Manchester United Foundation</p> <p>£8000</p>	<p>The MUFC Foundation works with Inscape House School to deliver a schedule of innovative projects. The Foundation also provides support with additional activities such as enrichment and after school activities that unite the surrounding community through the power of football.</p> <p>Manchester United Foundation - Engage. Inspire. Unite. (mufoundation.org)</p> <p>Participation in Sport Can Improve Children's Learning and Skills Development (unicef-irc.org)</p>	<p>2,3&4</p>
<p>Improved forest school outdoor learning area.</p> <p>£13,620</p>	<p>Work to improve our 'pockets' of green space into a stimulating outdoor learning environment has been essential since our outdoor education delivery model enables students to visit natural spaces to develop social and communication</p>	<p>2,3&4</p>

	<p>skills and practical and technical skills.</p> <p>We also understand that spending time in nature is an important component of human health and development and playing outdoors significantly helps to improve children’s health and fitness, which has a huge impact on their wellbeing.</p> <p>Our new outdoor learning space provides children with more space to move around, and this gives them a chance to be more active, social, and innovative and creative in their surroundings.</p> <p><u>Outdoor learning for Health and Wellbeing Learning through Landscapes (Itl.org.uk)</u></p> <p><u>Forest School in schools and early years Learning through Landscapes (Itl.org.uk)</u></p>	
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Total budgeted cost: £60,120

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 2020 to 2021 academic year.

Reading progress has showed significant signs of improvement and the school has continued to capitalise on such success placing a high priority on improving text comprehension skills through scaffolded instruction, phonics teaching and through Improved resources and the availability of diverse texts which reflect pupils' interests. The focus on the explicit teaching of subject-specific or 'technical' vocabulary across all areas of the curriculum has also continued to develop. Learners have steadily proceeded to understand that reading is not just an important skill but also an activity for pleasure and enjoyment.

The English curriculum and sequence of learning is now a strength for the school, and we are beginning to see the positive impact that this is having on students' handwriting and presentation within books since this has improved significantly not just in English but across subjects allowing ideas to be communicated clearly and legibly, across the curriculum.

Teaching and Learning continues to improve and where appropriate, pupils are achieving external qualifications and awards appropriate to their age and ability. In June 2021 one learner achieved a grade 9 qualification in GCSE Mathematics and a grade 8 qualification in GCSE English which demonstrates that high-quality teaching and learning, within the school and within specific subjects engages and inspires our pupils to develop to their full potential.

The pandemic had reduced opportunities for many students, and some were and continue to require a more personalised timetable which provides broader development linked to the AET framework and basic life skills. The focus to improve and enhance outdoor learning and community access has continued to develop essential life skills and continued to support and build upon preparation for adulthood.