

Inscape House School Pupil Premium Strategy Statement

This statement details Inscape’s use of pupil premium and recovery premium for the 2023 to 2024 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 used 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	110
Male	81
Female	29
Proportion (%) of pupil premium eligible pupils	22%
FSM	32
EAL	5
Adopted	5
CLA	6
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Hannah Stollar - Headteacher
Pupil premium lead	Richard Nancollis
Governor / Trustee lead	Giles Gaddum

Inscape House School Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,465
Recovery premium funding allocation this academic year	£ 34,654
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	£61,119

Part A: Pupil premium strategy plan

Inscape House School Statement of Intent

Our curriculum is enhanced by using Pupil Premium 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 full access to additional support, enrichment opportunities and targeted interventions to eliminate barriers to communication and learning and to enable learners to develop the skills and resilience that will enable them to flourish into adult life.

Common barriers to learning for disadvantaged pupils may include:

- Adverse Childhood experiences
- 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, engagement, 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/functional needs with a particular focus on Reading, Writing, Language and Social Communication.
- Ambition for all of our learners irrespective of the challenges that they face.
- Adopting a whole school nurture approach in which all staff embed approaches and strategies to develop growth and resilience in our learners.
- 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 academic qualifications, 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.

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 or those struggling with school-based anxiety
- 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	It is apparent that our most disadvantaged pupils face additional challenges in reaching their potential and often do not perform as well as other pupils. Pupils that attend Inscape House School are more likely to have complex circumstances that can impact on wellbeing, self-regulation, academic progress, attendance, and resilience.
2	Through discussions with pupils and their families, we find that disadvantaged pupils have fewer opportunities to develop social relationships, friendships, and cultural capital outside of school and this can impact on our learner's life chances.
3	Our assessments, observations and conversations with pupils, families and professionals indicate that disadvantaged pupils often require additional support to develop essential functional, social, communication and life skills and tailored support for mental health-related issues.

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>To improve and embed good quality phonics and pre-phonics teaching across the school to provide a foundation that will:</p> <p>Assess pre-phonics learners and establish a pre-phonics functional communication programme (Supported by SaLT)</p> <p>Provide all pupils with a foundation upon which to build by enabling children learn to blend and dissect words effectively.</p> <p>Support personalised learning and effective, targeted teaching.</p>	<p>A pre-phonics functional communication scheme will be established by SaLT and reading leaders and supported through consistent use of AACs (“See Me See My AAC”).</p> <p>Increased use and provision of i-pads and appropriate technology for AAC users.</p> <p>Teaching of phonics that is strong and follows an individualised pathway which tracks clear individual improvements in progress.</p> <p>‘Get Writing’ activities embedded seamlessly linking Phonic knowledge to writing.</p> <p>Evidence of daily reading built into learning activities to promote reading for pleasure and to improve reading efficiency.</p> <p>Reading progress and the impact of interventions are tracked consistently using RWI/Fresh Start Reading Records.</p>

<p>Programmes/interventions/training supported by evidence-based research to support the growth and resilience of pupils and our workforce.</p>	<p>Pupils understand the importance of growth mindset and view challenges as ways of progressing toward a desired outcome.</p> <p>Professional development for our workforce is underpinned by evidence-based research.</p> <p>Provision of personalised learning that builds on strengths, interests, and supports the development of social and communication.</p> <p>Barriers to achievement are supported using nurturing principles to motivate learners to participate and engage.</p> <p>Therapeutic support and interventions embedded via our tiered system support sensory, physical, and emotional needs.</p> <p>Learners are provided with a curriculum that is both flexible, ambitious, and designed to meet the holistic needs of our pupils.</p>
<p>To improve attainment for disadvantaged pupils in all subjects, notably maths and English (relative to their starting points)</p>	<p>Quality of teaching to be supported through staff CPD.</p> <p>Targeted academic support, through tutoring sessions.</p> <p>Subject-specific professional development supported by SLT and subject leaders.</p> <p>Whole-school weekly professional development.</p> <p>CPD library and in house training.</p> <p>Improved performance, as demonstrated annually and at the end of our strategy in 2024.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE and external accreditation/other awards.</p>

	A reduction in the attainment gap between disadvantaged pupils and their peers.
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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: £3984

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resilient teams training £3,594	<p>Training that is underpinned by the latest research and evidence-based practice, including neuroscience and psychology guides individuals to build resilience levels in order to support wider team resilience.</p> <p>Employees that develop a greater self-awareness use self-reflection to improve self/practice.</p> <p>Through reflection staff begin to recognise compassion fatigue and the impact that this can have when responding to challenging behaviour.</p> <p>Cultivating Resilient Mindsets: 5 Actions for School Teams New Leaders Blog</p> <p>How can school leaders maximise teacher resilience? : My College (chartered.college)</p>	1 & 3
Nurture UK - Nurturing Schools and Trauma informed practice. £390	<p>On average over a third of pupils have some social, emotional, or mental health (SEMH) need. For one in ten pupils, this need will be high, presenting as behavioural difficulties or diagnosable disorders like Autism and ADHD.</p> <p>Inscape uses the Boxall profile and the 6 principles of nurture guidance to assess the social, emotional, and mental</p>	1&3

	<p>development of pupils in the school to provide a precise picture of pupil's strengths, as well as any further difficulties which could affect learning, engagement, and behaviour.</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> <p>Now-You-See-Us-report-PDF.pdf (nurtureuk.org)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc programme supported by consistent use of AAC and therapist support and ongoing CPD.</p> <p>£5,345</p>	<p>Children with ASC are more likely to be in the lowest possible performance bracket for phonemic awareness, which is the foundational skill for good reading. Autism affects language and this can have a strong effect on reading comprehension, efficiency, and functional communication.</p> <p>“Reading is a more important driver of social mobility than socio-economic status” (OECD, 2002). “Children from deprived backgrounds read better and enjoy reading more when they have excellent teachers” (Read on Get On, 2016).</p> <p>Research states that supportive professional development and teachers who have a love of reading have the biggest impact on children's literacy outcomes.</p> <p>Read-Write-Inc-lessons-learned-reportfinal.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</p>	1 & 3

	IEE - report (the-ieee.org.uk) Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drum roots £1430	<p>Drumming enhances feelings of individual happiness and well-being; more profoundly, it relieves stress and induces calm; it helps people deal with a range of physical and mental challenges, and has been proven to boost the immune system, lower blood pressure and stimulate virtually all areas of the brain.</p> <p>Making music for mental health: how group drumming mediates recovery Psychology of Well-Being Full Text (springeropen.com)</p>	2 & 3
Awesome walls £3,312	<p>Climbing is physically and mentally challenging there is a brilliant sense of accomplishment when physically climbing routes to a specified height. Climbing teaches life skills, teamwork, problem solving, exercise, courage, and resilience.</p> <p>NHS therapists harness mental health benefits of climbing Sheffield Health and Social Care (shsc.nhs.uk)</p>	2 & 3

<p>Investment in new playground equipment.</p> <p>£14,763.74</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</p> <p>Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play or integrating physical development approaches with other early years activities.</p>	<p>2 & 3</p>
<p>School based Animal Intervention.</p> <p>£15,000</p>	<p>Research states that animal assisted therapies can improve mental, physical, social, and emotional functioning/health.</p> <p>AAI sessions work towards therapeutic goals. Therapeutic experiences can include walking, brushing, petting, and caring for an animal, as well as processing the experience of trying to achieve a given task.</p> <p>Animal and Pet Therapies for Autism (verywellhealth.com)</p>	<p>2 & 3</p>
<p>Carrington Equine</p> <p>£4004</p>	<p>Carrington Equine College works in association with Trafford College and is approved by The British Horse Society, Association of British Riding Schools. The college engages with vulnerable young people, raising their aspirations and helping them to feel positively about themselves and their futures.</p> <p>Riding high • SEN Magazine</p>	<p>2 & 3</p>
<p>The Manchester United Foundation</p> <p>£13,280.26</p>	<p>The MUFC Foundation works with Inscape House School to deliver a schedule of innovative projects. The Foundation provides support with additional activities such as enrichment and after school activities that unite the surrounding community through the power of football. The foundation currently provides support from work experience, employability coaching and opportunities to engage interschool sports.</p> <p>Manchester United Foundation - Engage. Inspire. Unite. (mufoundation.org)</p>	<p>2 & 3</p>

	Participation in Sport Can Improve Children's Learning and Skills Development (unicef-irc.org)	
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Total budgeted cost: £61,119

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.

The implementation of further ASDAN qualifications has ensured that learners from the Champions and Explorers pathway have had greater opportunities to engage in tailored programmes that have supported the development of life skills and skills required for employment. The programme has also supported teachers in preparing our learners for adulthood by delivering activities that have focused on Employment, Independent Living, Friendships, relationships, community access and Health and Wellbeing.

Teachers have continued their involvement in curriculum development and curriculum teams are well established and work collaboratively to align content of curriculum with students needs in the classroom. Leaders have worked collaboratively to construct a curriculum that is ambitious and designed to give all pupils knowledge and the cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. Careful thought has been given to the curriculum content, design, sequencing, and assessment.

CPD has continued to support teachers in the using evidence-based practice to support teaching and learning and the complex needs of our pupils. Educators across the school have an improved understanding as to how they can support and improve memory and retrieval which is essential in ensuring that our pupils retain and gain cumulatively sufficient knowledge and skills for future learning and employment.

Forest School/outdoor learning is now well established across the school and this element of the curriculum has been used effectively to meet the sensory needs of our pupils and to increase social skills, resilience, and the development of basic skills in numeracy and literacy. Forest School inspired play, exploration and problem solving is offered as a holistic process, which is not solely concerned with gathering knowledge, and this has been perfect for many of our pupils.

Reading is promoted positively across the school and a culture that promotes enjoyment in reading is shared. Many of our learners struggle with phonemic awareness, which is the foundational skill for good reading. Autism affects language and this can have a strong effect on reading comprehension and efficiency. Read Write Inc has continued to be embedded to support the development of pupil literacy as a whole-school approach to teaching phonics and early reading. The school librarian has continued to promote a love of reading across the school, and we have extended our library service to include

termly book bags for each class which includes a selection of books to support the learning for the topics included in the curriculum.

One to one tuition has been effective at Inscape in improving pupil outcomes and has provided targeted support for pupils that are identified as having low prior attainment or struggling in a particular subject. Some students require basic reading, writing and maths support as well as focused work to support gaps in knowledge and some learners require revision support for future examinations. Exam grades for 2023 were positive, please see table below with snapshot of higher-level qualifications.

A level Biology	A level Art, Craft & Design	GCSE English	GCSE Maths	GCSE Biology	GCSE Physics	GCSE Chemistry
1 X A	1 X C	2 x Grade 3 1 X Grade 5	1 X Grade 1 3 x Grade 2 1 x Grade 3 1 x Grade 5	1 x Grade 3	1 x Grade 4 1 x Grade 8	1 x Grade 8

Our animal-assisted therapies have continued to expand and have supported our learners in improving mental, physical, social, and emotional functioning. Sessions have continued to work towards therapeutic goals and have now enabled learners to gain qualifications linked to animal care. We have achieved two awards for AAI which is fantastic for the school, practitioner, and our pupils and this has allowed us to think how to improve our offer further.

The MUFC Foundation continues to work with Inscape House School delivering a schedule of innovative projects. The Foundation has continued to provide support with additional activities such as enrichment and after school activities that have been able to unite the school community through the power of sport. The foundation has also provided Inscape with support from work experience, employability coaching and opportunities to engage interschool sports which has enabled our pupils to broaden their life and social experiences.