

Pupil premium strategy statement

2022 - 25

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Uffculme School
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 25
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2025
Statement authorised by	C Stubbs
Pupil premium lead	C Stubbs
Governor / Trustee lead	TBC

Funding overview

Detail	Amount 24-25
Pupil premium funding allocation this academic year	148,950
Recovery premium funding allocation this academic year	£111,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ none
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	£ 148,950

Part A: Pupil premium strategy plan

Statement of intent

At Uffculme School we aim to use our pupil premium funding to support our pupils to achieve the academic skills and social and communication skills to assist them for the future. All of our pupils who attend Uffculme have a diagnosis of autism and an EHCP.

With the use of pupil premium we aim to achieve positive outcomes in the following areas:

- *Develop speech, language and communication skills*
- *Develop personal awareness, wellbeing and resilience.*
- *High expectations beyond school*
- *Supporting parents to have high expectations*
- *Functional application of skills learnt in the classroom*
- *Development of social skills*
- *Outstanding teaching and learning*

Our strategy will be driven by the needs and strengths of our pupils, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next phase in their education.

Challenges

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

Challenge number	Detail of challenge
1	Parental feedback and classroom observations have shown that many of the key independent skills that our students had sown before the start of the pandemic have been lost or delayed. We need to ensure that students are given rich and purposeful experiences beyond the classroom to enable application of real-life skills.
2	All of our students experience delayed communication skills linked to their diagnosis of Autism. As our students become more complex in their profiles, we need to consider new and more personalised approaches to listen to their voices and to enable them to express their needs.
3	Our students often struggle to regulate their own sensory inputs, this can lead to emotional and behavioural challenges both in and out of school. Students should be given the skills and strategies to regulate their own sensory needs in order that they can implement these in an out of school.

4	Data collected through the Emotional Wellbeing scale shows that many pupils at Uffculme have a low sense of self esteem and poor sense of self worth in their communities. If not addressed this will likely lead to further isolation and mental health challenges as they grow into adulthood.
5	Our ongoing review of the curriculum offer and national priorities have led us to review the reading programs that are currently on offer across the school. Whilst children and young people do make progress with reading, we need to ensure that this progress is good enough progress. In line with our general curriculum pathways, we need to develop a more cohesive reading program that enables students to transition from non-readers, to early readers to confident readers and beyond.

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 enable all students to apply functional learning beyond the classroom in real life settings	Evidence that all students have had purposeful experiences that have led to greater engagement and progress in key areas of learning.
To support students to develop their communication skills in line with their developmental needs	Feedback from students, staff and parents of an improvement in language and communication, evidenced across a range of settings.
To support students to develop emotional and sensory self regulation skills in line with their developmental needs	Improvement in students wellbeing evidence through wellbeing scale. Greater engagement in learning making better progress. Reduction in crisis events.
To support all students to make good or better progress in reading.	Evidence of students actively engaging in reading texts in a variety of situations at a functional level and for enjoyment of literature.

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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of 1:1 behavioural specialist as required	EEF Making the best use of Teaching Assistants EEF Improving Behaviour in Schools	1, 3, 4
Recruitment of Forest School Lead/Mentor	EEF Making the best use of Teaching Assistants	1, 2, 3, 4
TLR3 for Whole School Literacy	EEF Preparing for Literacy	2, 5
CPD program for staff on early Phonics (RWI)	EEF Effective Professional Development	2, 5
CPD for staff across sites in sensory regulation and strategies.	EEF Effective Professional Development NASEN An introduction to Interoception	2, 3, 4

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of library at KS3/4	EEF Improving Literacy at Secondary Schools	2, 4, 5
Development of Baseline screening SpLD.	EEF Preparing for Literacy	2, 5
Purchase of Reading age tool for some students.	EEF Improving Literacy at Secondary Schools	5
Living Literacy	SSAT	2, 4, 5
Development of baseline communication system	EEF Putting evidence to work	1, 2, 3

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of reading support for families	EEF Working with Parents to support children's learning	2, 4, 5
Early Literacy and Phonics programmes to be implemented at KS3 and above.	EEF Improving Literacy at Secondary Schools EEF Improving Literacy in KSI & KS2	2,5
Character Development (Commando Joes)	EEF Improving Behaviour in Schools NASEN An introduction to Interception	1, 3, 4
Support from Sensory Therapist for named students.	EEF Improving Behaviour in Schools NASEN An introduction to Interception	1, 3, 4
Access to Mentoring (BCFC & Changing Tunes)	EEF Improving Behaviour in Schools	1, 2, 3
Further role out of ELSA program	EEF Improving Behaviour in Schools	2, 3
Further development of Communication systems	EEF Improving Behaviour in Schools EEF Improving Literacy at Secondary Schools EEF Improving Literacy in KSI & KS2	2,3,4
Development of group for less involved parents.	EEF Working with Parents to support children's learning	1, 2, 4

Total budgeted cost: £140,000

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 to 2024 academic year.

Progress for students at Uffculme is measured via Evidence for Learning, Wellbeing measures, ELSA, teacher assessments for standardised measures (eg KS2 SATS) and in-house tracking.

All parents and carers have the opportunity meet with school staff to discuss progress linked to EHCPs. New reporting systems showing progress against EHCP targets to be rolled out to parents.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SaLT	Privately commissioned
Occupational Therapist	Integrated Therapy Support
Mentoring	BCFC