



PP Statement 2022_23 & 2023_24

School overview

Detail	Data
School name	Talbot House Trust
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (2 year plans are recommended)	2022/2023 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022 January 2023 June 2023
Statement authorised by	Christine Smiles Head Teacher
Pupil premium lead	C Smiles
Governor / Trustee lead	V Mears

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27 210
Recovery premium funding allocation this academic year	£16,010
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	£43,220



Part A: Pupil premium strategy plan

Statement of intent

Our aim is that our pupils, irrespective of the challenges or their need, that they may face, is to build skills both academically and socially to allow them to prepare for adulthood when they leave us. We hope our pupils experience opportunities to enable them to be resilient, prepared for their next transition and achieve qualifications that are appropriate for each individual.

We know that our pupils struggle with reading and literacy, this was impacted further during the pandemic and pupils are still catching up, our pupils need a lot of encouragement and support to concentrate and consolidate learning, to become confident learners. Our pupils have complex needs and may not progress as quickly as expected. Our pupils need time and need to be in the right place to learn.

Many of our pupils lack confidence and resilience and can often become distressed when they do not understand, or they can become frustrated when they get something wrong. This can be as simple as a spelling mistake, or not able to pronounce a word.

Aspiration for our pupils is often low, many state that they do not believe they can achieve their goals because of their disadvantages.

All our children have an EHCP, the cohort is made up of: *(please note that pupil numbers fluctuate throughout the year as we have intakes throughout the year)*

No children are KS1 age,

6 (100%) of our children are KS2 age

20 (63%) of our children are KS3 age

9 (28.1%) of our children are KS4 age

3 children in Year 11 who will be leaving us at the end of the 2022/23 academic year.

15 (43%) of our children are taught in our Blue, Orange and Yellow Zones

20 (57%) of our children are taught in our Green Zone

Autism Spectrum Disorder

25 of our 35 children (71%) have an ASD diagnosis or are in the process of ASD being explored/assessed alongside SEMH.

Of our 15 children in Blue, Orange and Yellow Zones, all but one has an ASD diagnosis, autistic markers or is being assessed. This means that at least 93% of these children will benefit from ASD appropriate strategies.

Of our 20 children in Green, 12 have ASD diagnosis (or working diagnosis). This means that at least 60% of these children will benefit from ASD appropriate strategies.

ADHD and ADHD Co-diagnosis– at least 7 of our 35 children (20%)



We aim to use pupil premium funding to help us achieve and sustain positive outcomes for our pupils.

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

High-quality teaching is at the heart of our approach with focussed areas, targeted support based and robust diagnostic assessment of need. This will help pupils to access a broad and balanced curriculum.

Our strategy is focused on the needs of our pupils, where funding is spent on whole-school approaches, such as high-quality teaching, reading, literacy, sensory support, and building resilience.

We will also provide our pupils with support to develop preparation for adulthood, social and communication 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	Our assessments show that our pupils generally make less progress from their starting points when entering school (in many cases we have no prior assessment). Whilst the types of barriers to learning and the difficulties for our pupils' experiences vary. Their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in subjects that involve written communication.
2	Our assessments, observations, support plans and discussions with pupils show that our pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils.
3	Our assessments, observations, support plans and discussions with pupils show that our pupils generally have greater challenges around



	communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop and experience cultural capital outside of school.
5	Our assessments, observations, support plans and conversations with pupils indicate that our pupils often require additional support to develop personal skills and other skills related to preparation for adulthood.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development, of many of our pupils, has been impacted by the pandemic to a greater extent than for other pupils.
7.	Our assessment, observation and discussions have showed a decline in reading ages and fluency after the pandemic, alongside reluctance form pupils to read. Many of our pupils are below their chronological age.
8.	Since the pandemic parents continue to be cautious about their child's health, however, further illness similar to Covid have been prevalent over the year. This still impacts on lost learning and, reading and sequence of learning in subjects that don't always allow themselves to learn remotely. Such as Science experiments, Algebra, literacy and our social curriculum.
9.	Our pastoral data, which include CPOMS, review meetings, pupil and parent views show that many pupil's anxiety levels have increased due to the pandemic and school closures. For some the anticipation of exams. Over the past two years we have had an increase of pupils suffering from social and emotional mental health.
10.	Through assessments, EHCP, support plans and observations, many of our pupils have sensory needs to support them each day, some more dependant than others. Some of our pupils struggle with fine motor skills therefore day to day learning can become a barrier.
11.	Supporting improved long-term retention of skills and knowledge in maths, including problem solving. Supporting resources for pupils in line with outcomes from EHCP and those who face barriers to mathematical concepts.



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
1. Develop pupils to make more progress in all subject areas, in particular English and other written subject areas. Supporting pupils to become confident learners.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.
2. Improved language comprehension for all pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension over time. Improved language and comprehension will have an impact on pupils' progress in all subjects.
3. Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
4. Our pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Through our enrichment curriculum.
5. Our pupils feel better prepared for career progression and opportunities through mentoring, work experience and opportunity.	Our pupils are able to access work experience (appropriate for their need) that are meaningful. By the end of 2024/25, our pupils are progressing to post 16 establishments that best fit their need. Sustain and secure 0 NEET
6. Our pupils can demonstrate they feel confident in wider aspects of development, such as wellbeing and education.	Positive pupil voice Reduction of referrals to professional for support, such as CAMHs Improved attendance Less incidents



7. Pupils become lovers of reading and an improvement of reading fluency. Improvement of reading ages	Reading data analysis Confident readers
8. Improvement in attendance, week on week, term on term. Considering those pupils with medical requirements. Parents/carers feel confident they child is safe, further improvement of communications between home and school.	Attendance data and tracking. A reduction of those pupils whose attendance is critical improves over time.
9. Pupils can demonstrate they have a reduction in anxiety levels. Whole school approach to the 'Thrive approach'. Pupils taking their exams feel confident and prepared.	Use of Thrive analysis. Exam preparation and outcomes. CPOMS entries
10. Pupils have access to sensory equipment that has been identified for each individual. Pupils identified that require OT, SALT and specialist equipment have this provided.	Equipment identified and purchased Speech and language and OT input Support plans regularly updated in line with EHCP, observations and reviews. Areas are set up to enable pupils to feel calm, safe and ready to learn.

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: **£9220**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to feel confident in the delivery of phonics and improve literacy and reading Team of staff to deliver intervention	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://dera.ioe.ac.uk/5551/2/report.pdf	1, 2, 3, 7, 11
CPD to enhance updates for Thrive	https://www.thriveapproach.com/	3, 7, 8, 9



practitioners. CPD for all staff		
CPD to further develop skills in Trauma and Autism	https://autismsociety.org/ https://www.autismspeaks.org/what-autism https://my.northtyneside.gov.uk/category/1573/hive-team	1,2,4,6,9,10

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

Budgeted cost: **£16000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading & literacy intervention to include structured sessions mapped to outcomes of data from analysis	Nessy Toe to Toe Oxford reading tree books & online Validated phonics program Memory magic Reading team	1, 2, 3, 5, 7, 11
Ensure that a validated phonics program is in place with all necessary resources. CPD for staff to become confident in the content and delivery	https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://dera.ioe.ac.uk/5551/2/report.pdf	1, 3, 4, 5, 7
Planning of maths that involve practical resources and equipment to support and embed maths skills, memory and knowledge.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics https://educationblog.oup.com/primary/the-new-dfe-mathematics-guidance-for-ks1-and-ks2 https://www.ncetm.org.uk/news/new-dfe-guidance-on-teaching-key-stage-3-maths/	1, 2, 3, 5, 11



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

Budgeted cost: **£18000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for our pupils with enhanced sensory needs	We have observed that sensory equipment and resources such as seating, sensory rooms, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1,3, 4, 5, 6, 8, 9
Audit to identify sensory equipment to support pupil's wellbeing, education, speech and language as well as OT.	https://www.jigsawtherapyservices.co.uk/at/index.htm	1,3, 4, 5, 6, 8, 9
Independent travel pupils experience various public transport.	Independent Travel Training is likely to enhance pupils' social and employment opportunities:	4, 5, 6
Duke of Edinburgh	Duke of Edinburgh long term planning, expeditions	3,4,5,6,9
Opportunities through the curriculum for pupils to experience life skills, to support them in the wider community. Preparation for adulthood and wellbeing	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1, 3, 4, 5, 6

Total budgeted cost: £43 220



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 2021 to 2022 academic year.

Post pandemic our pupils were at a disadvantage due to the impact of the previous two years, many of our parents/carers and the children continued to experience high levels of anxiety. Many of our pupils come from families who fell in the vulnerable or critically vulnerable category so continued to be cautious. We took into consideration that our parents would need time to become confident so tracked attendance carefully and with empathy. As our parents found home learning extremely difficult for many reasons, including their own ability, we had to consider how to build confidence and encourage their child that it was safe to come to school, as being in school was the best way to learn.

Our assessments have shown a steady but slow incline. Gaps in sequential learning have been the focus alongside following the long-term progression planning. Pupils were more anxious on their return, they found it difficult to adjust after long periods of time at home. Their self-esteem and confidence was low, they were still nervous. This affected both academic and social progress.

Our assessments and observations suggested that for many pupils, being out of school during the pandemic showed a decline of confidence, uncertainty and self-esteem. They seemed worried to return to the day to day expectations and challenges. This was detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required. We have invested in a robust phonics/reading and literacy program with intervention to rapidly improve the decline in reading. From our assessments pupils have caught up but still need further developing to transfer these skills. We have invested in many resources to make our environment safe and calm, by investing in sensory equipment. Our OT and speech and language started in September to further support our pupils. We have expanded our Thrive offer and offer of 1:1 sessions across the school, the impact can be seen through behaviour analysis.

Our curriculum has been developed to deliver more foundation subjects, preparation for adulthood, wellbeing and social skills, this allows our pupils to experience life skills to prepare them their next transition. Giving them experiences they would not get from their varying backgrounds.



The impact can be seen throughout the school. Pupils are becoming more resilient and believing they can achieve. Reading is was our biggest challenge, pupils are less confident and this can then impact on their reactions across all learning. We continue to build confidence to promote the love of reading.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
N/A	