



Critchill School

Pupil Premium Strategy Statement

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	Critchill School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 <small>*Due to the nature of our pupils we allocate PPG funding dependent on current cohort and level of need in order to meet students at their current point of learning.</small>
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sophie Addison
Pupil premium lead	Emma West
Governor / Trustee lead	Kate Frost

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,750
Recovery premium funding allocation this academic year	£29,610
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	£66,360

Part A: Pupil premium strategy plan

Statement of intent

At Critchill School ensuring that all of our pupils receive an outstanding education, profoundly personalised to their individual needs and centred on preparing them for their journey into adulthood is at the centre of everything we do. We are committed to being a school community that promotes collaboration, challenge, and the sharing of expertise between all professionals in order to ensure the very best outcomes for all of our pupils

We ensure that the Pupil Premium funding will be used to both enrich the curriculum at Critchill School as well as providing alternative targeted support for those pupils/students.

Furthermore at Critchill School we will:

- Endeavour to ensure that those pupils, whom the PPG supports, make rapid and sustained progress over time.
- Use PPG to overcome barriers to learning, including reading, writing, mathematics and social and emotional literacy
- Pupil's (eligible for PPG) attainment in English and Mathematics, is regularly monitored and evaluated.
- Ensure that the PPG spending is evaluated and effectively and efficiently used to ensure best value for money.

Challenges

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

Challenge number	Detail of challenge
1	<p>At Critchill School pupils who are eligible for the Pupil Premium Funding may experience the following barriers to achievement:</p> <ul style="list-style-type: none"> • Learning difficulties • Delayed literacy and numeracy skills • Poor attendance • Low aspirations and low expectations • Narrow or limited experiences of life outside school. • Delayed emotional development • Poor community links/community cohesion

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
Pupils who are eligible for PPG are able to make sustained progress, in relation to their starting point, alongside their peers at Critchill.	Progress shown through PPG PLI's and /or termly personalised reports from providers.
Pupils who are eligible for PPG are able to use skills learnt during targeted support sessions across different contexts.	Progress shown through PPG PLI's and /or termly personalised reports from providers.
Whole school access to high quality English teaching and learning, to support communication and language development.	Progress shown through Core and Thematic PLIM data.

Improvement of individual wellbeing and access to sensory activities, in order to regulate and calm ready to access learning opportunities.	Progress shown through Core and Thematic PLIM data. Improved attendance and participation for all. Decreased behaviour incident data.
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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: £29,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – SALT To promote communication and interaction skills in EYFS SCERTS training & associated resources AAC TA (with guidance from SALT) & associated resources/ CPD Direct input from SALT	PLIM Data SALT progress reports Pupil engagement Parental engagement Annual Reviews Amendments to outcomes in EHCPs	1

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

Budgeted cost: £13,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Thrive sessions to support emotional and social development.	Evidence against personalised targets (PLI's) Thrive emotional development tracking	1
To promote communication and interaction skills through in school provision and collaboration with families	PLIM Data SALT progress reports Pupil engagement Parental engagement	1
Uniform and equipment to support young people with Working Futures.	Working Futures Pathways PLIM Data Successful employer engagement Work experience CEIAG	1

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Play Therapy	Evidence against personalised targets (PLI's) Termly reports from therapists	1
1:1 Therapeutic Play Sessions.	Evidence against personalised targets (PLI's) Termly reports from therapists	1
Small group based physical activity- Yoga	Evidence against personalised targets (PLI's) Termly reports from session providers.	1
Equine Therapy	Evidence against personalised targets (PLI's)	1
Swimming Teaching	Evidence against personalised targets (PLI's)	1

Total budgeted cost: £ 66,359

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.

During the year 2021-2022, all students at Critchill made sustained progress based on their individual points of learning.

Whole School Data Analysis

Thematic Data

Data demonstrates consistency across all 'Key priority learning areas' with pupils making **80%** progress (on average) in each area. This is an increase from 20/21 where progress was inconsistent across 'Key priority learning areas' and pupils made **73%** progress (on average.)

Data demonstrates consistency that across classes within thematic PLIMs pupils made between **63-90%** progress (on average)

Core Data

Data demonstrates that in Maths and English pupils made **90%** progress (on average) in each area. This is an increase from 20/21 where progress was inconsistent across 'Maths' and 'English' and pupils made **80%** progress in English & **73%** progress in Maths (on average.)

Data demonstrates consistency that across classes within core PLIMs pupils made between **70-95%** progress (on average)

PPG Data Analysis

For students who had personalised PLI on average 80% progress was made. Reports from external professionals also showed in a more qualitative form that all students made sustained progress. In the year 22/23 all students will have a personalised target so data can be gathered and analysed further.

PPG eligible Students make at least as good progress as their peers, if not better

Interventions were supportive of their overall PLIM progress.