

## 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 on pupil premium had within our school.

### School Overview

Detail	Data
School name	Capella House
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Dominic Sunderland
Pupil premium lead	Maria Landeira
Governor / Trustee lead	Andy Whiteside

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,450
Recovery premium funding allocation this academic year	-
PE Grant	£5000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,450

## Part A: Pupil premium strategy plan

### Statement of intent

We use the pupil premium funding to ensure that all pupils at Capella House, irrespective of their differing needs, make at least good progress against their starting points. Our pupils' academic abilities and needs are highly individual. All pupils are assessed to identify needs and barriers to learning and then strategies are put into place to ensure they meet their outcomes. We already have many interventions in place as part of our curriculum offer. We use PP funding to provide further initiatives to support pupils with their academic, personal and social development, to provide enriching opportunities, and to promote life skills (both academic and social).

Pupil Premium funding is based on the number of pupils eligible for free school meals, Looked After Children, adopted or those with special guardianship, and pupils whose parents are in the armed forces.

### Challenges

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

Challenge number	Detail of challenge
1	Literacy and maths skills
2	Emotional regulation
3	Economic disadvantage
4	Independence and life skills

### 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
That there will be no significant difference in attainment in literacy and maths for pupils in receipt of PPG or LAC children	Standardised assessment will show no significant difference. An increase in the percentage of disadvantaged pupils entering GCSE subjects.
Pupils will develop skills to improve skills of self-regulation and attention.	Behaviour monitoring will show an improvement from the starting point. Effective use of Zones of regulation strategies when dysregulated or feeling over-excited.

All pupils will have access to high-quality emotional support targeted to their individual needs	Behaviour monitoring and attendance will show an improvement from the starting point. Effective use of Zones of regulation language and strategies
No pupil will be disadvantaged by the inability to afford school Educational visits and enrichment activities or uniforms. Opportunities are provided for pupils to develop their talents	All PP pupils attend educational trips. All children have their basic needs met in school e.g. food and clothing. Opportunities will have been created to foster individual talents and remove any barriers to accessing the full curriculum on offer.
To provide opportunities within the school to develop life skills and independence.	All children will become more independent at everyday tasks such as cooking, crossing the road and personal care; progress will be monitored and recorded as part of their EHCP targets on Earwig/Tapestry. Progress recorded in PSHE and DT will also contribute to showing the opportunities provided across the year.

## 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: £ 13,540+ 5000 (PE Grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group support for reading, writing and maths and targeted 1-1 interventions e.g. Precision teaching, catch-up, maths and Active literacy.</i>	Improved literacy and numeracy skills to enable all PP pupils to access the curriculum. Raised progress and attainment of all PP pupils.	1, 3
<i>Ongoing staff training on how to deliver group and individual interventions (targeting but not limited to academic, social, and independent skills). Training to use associated software for</i>	Improved progress for PP pupils in targeted areas. All teachers understand how to teach students to read, write and communicate effectively in their subjects. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1, 2, 3, 4

<i>interventions and assessments</i>	Training-Phonics' principles, how to adapt it to SEN and how this links to reading. The Little Wandle programme training	
<i>Vocational Qualifications provided</i>	Access to a broad and balanced curriculum for pupils requiring a more vocational pathway e.g ASDAN Bike Maintenance	3, 4
<i>Sports Coach to provide teaching in PE and extracurricular clubs</i>	A specialist sports coach to be employed for one day a week at Primary to ensure pupils have access to a full PE curriculum offer as part of the school day. In addition, they will provide extracurricular sports activities for our pupils.	2, 4
<i>AfC package (support Maths and English)</i>	Specialists from AfC work closely with the Primary Head of the Centre and the Headteacher to develop both primary and secondary curriculum that can meet the needs of all pupils. They also deliver training to all staff to further develop the teaching of early literacy and numeracy skills as well as the improvement of curriculum delivery across all ages. This will support pupils who haven't got access to tuition to develop literacy and maths skills which will support their future independence.	1, 3,4

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

Budgeted cost: £ 4910

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>(Capella Primary) Attention Autism</i>	Improved focus and attention to adult-led teaching. Improved ability to follow instructions.	1,2, 4
<i>Cued Articulation (Capella Primary)</i>	Improved phonics skills knowledge and sound discrimination which improves encoding and decoding	1, 3
<i>Clicker/DocsPlus Software Purchased</i>	Supporting struggling writers	1, 4`

	overcome barriers to progress in writing and remove barriers to participation in exams and assessments	
<i>Widgit online Annual subscription</i>	Wigit is a tool that helps visualising text to support pupils' understanding , particularly those whose literacy skills are lower due to not only their SLCN but also low exposure outside school.	1,4
<i>Phonics targeted interventions i.e GPC, blending etc</i>	Supporting pupils with SLCN in accessing reading. Those pupils who additionally are not supported at home, are even most likely to not access reading due to lack of exposure and practice .We used these focus groups to support those pupils.	1,3,4
<i>Working memory intervention</i>	Working memory is a basic tool to develop early numeracy and literacy skills. Working memory skills for our pupils need to be explicitly developed and we are delivering out of class interventions to those pupils whose working memory is interfering with their learning the most despite all the strategies used in class.	1,3,4

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA, art therapy, Yoga sessions</i>	Improved mental health and emotional well-being of targeted pupils. Progress in self-regulation skills, reduced behaviour incidents and exclusions.	2,3
<i>Zones of regulation sessions for staff, pupils and parents</i>	Improved mental health and emotional well-being of targeted pupils. Supports pupils in identifying feelings and finding strategies that will mitigate those which negatively impact on their behaviour and wellbeing.	2, 3
<i>Breakfast/snacks for break time/ school educational trips/ school uniform if required</i>	Pupils are ready to learn and take part in all school activities.	4
<i>Development of Emotional Literacy tool in partnership with Education Psychologist from AfC</i>	This will support pupils whose emotional development is well below expected for the age. This is often more prevalent with disadvantaged pupils.	3,4

**Total budgeted cost: £22, 450 + 5000 (PE Grant)**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher-administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

In 2021/22, academic PPG interventions aimed at closing attainment gaps in English and maths were demonstrated to have been very effective. (Although numbers are small in a setting like Capella, those below are statistically significant).

- In reading (standardised testing - NGRT), pupils in receipt of PPG performed broadly in line with their non-PPG peers.
- In maths (standardised testing), pupils in receipt of PPG pupils performed in line with their non-PPG peers.
- In maths (teacher assessment) pupils in receipt of PPG pupils performed in line with their non-PPG peers.

All PPG pupils were offered financial support to attend educational visits and trips.

Students who are identified as having gaps in their attainment throughout the year after monitoring points have been withdrawn for 1-1 or small group lessons for core subjects by teachers or HLTAs. These are time-limited, assessed, reported and reviewed regularly.

We have one member of ELSA-trained staff who works across all year groups to provide targeted interventions for pupils with social and emotional needs under the supervision of educational psychologists. Students are referred by parents, and staff and where the need for intervention has been identified.

## 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