



Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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	Nyland School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Lisa Stead
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55, 400
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£55, 400

Part A: Pupil premium strategy plan

Statement of intent

Nyland School is a Special School for Primary-Aged pupils with a primary need of Social, emotional and mental health difficulties. We have designed our curriculum to meet the needs of our cohort. We recognise that pupils who join Nyland School will need a curriculum that:

- Addresses their Special Educational Needs
- Identifies and reduces prior gaps in learning
- Enables pupils to overcome barriers that have previously prevented them from learning

We do this through an Emotional Quotient (EQ) based curriculum.

Our ultimate objectives are :

The Nyland School curriculum aims to support Pupil Premium children by :

- Prioritising the knowledge, skills and understanding we want each pupil to have thoroughly secured by the time they leave Nyland School
- Offer opportunities to widen experiences through school trips, complimentary learning opportunities (music , DT , swimming)
- Use an Emotional Quotient (EQ) curriculum to meet the pupils emotional needs to create a foundation for pupils to build their academic and social to progress in life and learning
- Identify the Key learning outcomes that we consider most relevant to our pupils, starting at EYFS and progressing to the end of year 6 National Curriculum expectations

How we will achieve these objectives:

- Our curriculum is designed to meet the academic and emotional needs of SEMH pupils through an academic, social and emotional curriculum.
- Wide ranging targeted support includes reduced class sizes, high adult ratios, 1:1 tutoring
- The wider curriculum has been designed to equip children with knowledge and greater cultural capital to succeed in life.
- Cultural capital is further developed by, and not limited to support from specialist sport, music and dance provision.

- The implementation of our EQ curriculum, intertwined with our school values and PSHE ensures that mental health and emotional awareness is prioritised.
- Staff build and model secure, healthy relationships that pupils can learn from and recreate in their lives beyond school.

Achieving these objectives:

- To achieve these objectives, we implement a rigorous termly monitoring programme.
- All teaching and targeted intervention are well planned and expertly delivered to ensure that the Pupil Premium children have the best possible chance to close attainment gaps and meet nationally expected progress rates.
- In addition, our focus on EQ and PSHE is monitored as we seek to develop the whole child
- Where required children and families will be supported by the family support worker, reintegration officer, educational psychotherapist, speech and language consultant and the school nurse team.
- We will ensure that all children have first hand experiences that they can use in the classroom through supporting payments for activities and educational visits, with a heavy supplement being paid for residential trips.

Challenges

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

Challenge number	Detail of challenge
1	Social Emotional and mental health needs (All children have an EHCP)
2	Widening of academic and skills gaps created by COVID-19 restrictions (Currently, there are attainment gaps in reading, writing and maths)
3	Home circumstances, parental involvement, trauma and parental mental health (high level of social care interventions)
4	Deprivation, economic well-being, family size causing lack of life experiences and cultural capital at home.
5	Poor oracy with reduced vocabulary

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 the consistency of teaching and learning in all lessons across the school so that all pupil premium children have access to high quality teaching. Where interventions are needed, teachers will work with providers to plan them carefully to ensure they are beneficial.</p>	<ul style="list-style-type: none"> ○ Consistent application of the 6 principles of learning within a bespoke lesson planning format ○ Book looks to show evidence of quality first teaching ○ Planning scrutiny ○ Learning walks ○ Progress in reading age ○ An increase in the level of progress made by pupil premium children
<p>To improve writing outcomes / attainment in writing</p>	<ul style="list-style-type: none"> ○ Pupil progress in writing will increase to show Pupil Premium children are making good progress (6 bands) or outstanding progress (6+ bands)
<p>To ensure attendance of Pupil Premium children is at 96% and in line with peers</p>	<ul style="list-style-type: none"> ○ Attendance average of disadvantaged children to be 96% by the end of the academic year ○ Attendance to be tracked weekly and termly to identify any key issues are identified and supported by family support worker
<p>Give all disadvantaged pupils an enriching, exciting curriculum offering opportunities to increase cultural capital</p>	<ul style="list-style-type: none"> ○ Positive pupil voice ○ Positive parental feedback

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: £ 39, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A three-phased approach to English driven by language rich texts to raise attainment of PP children in reading and writing.</p> <p><i>Actions and Approach</i></p> <p><i>To continue to use the three phased approach to improve attainment and vocabulary</i></p>	<p>Quality First Teaching known to be the greatest asset for improving the attainment of PP children.</p> <p>EEF Attainment Gap report 208</p> <p>EEF Support Guide for Schools 2020</p>	2 and 5
<p>A sequenced curriculum to allow children real life experiences so that connections can be made as well as depth and breadth of knowledge</p> <p><i>Actions and Approach</i></p> <p><i>To continue to revise and implement bespoke curriculum</i></p>	<p>For children to learn at their best the curriculum should be based on a rich conception of knowledge that includes skills, making connections and gaining experiences whilst gaining a breadth of knowledge for each subject area.</p> <p>EEF Attainment Gap Report 2018</p> <p>EEF Covid-19 Support Guide for school 2020</p>	2 and 4
<p>All children to be offered the opportunity to learn to play a musical instrument to improve cultural capital for PP children.</p> <p>Actions and Approach</p> <p>Music provision from specialist organisation to develop lessons for</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>EEF Teaching and Learning Toolkit Arts Participation</p>	2 and 4

children and to inform teachers of musical skills and knowledge		

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

Budgeted cost: £ 14,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of targeted intervention to support the catch up of pupil premium children in core subjects</p> <p><i>Actions and Approaches</i></p> <p><i>To use precision teaching to aid the learning and recall of maths facts</i></p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,</p> <p>EEF Teaching Assistant Interventions +4 months</p>	2
<p>To improve Speech and language for pupil premium children so that their</p> <p><i>Actions and Approaches</i></p> <p>Key , trained staff to offer interventions to disadvantaged children who have been identified as having poor pragmatic language skills</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>EEF Oral language interventions +6 months</p>	1,2 and 5

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>An understanding of mental health in children, including attachment and early trauma</p> <p><i>Actions and Approach</i></p> <p><i>To use Educational Psychologist for full staff training so that the EQ curriculum can be reviewed to meet the needs of the children</i></p>	<p>There is emerging evidence for a range of targeted and whole-school approaches to improving social and emotional skills, and promoting well-being</p> <p>EEF Blog: Building social and emotional learning into the classroom 2016</p>	<p>1 and 3</p>
<p>Disadvantaged pupils are supported to make good levels of progress and therefore they do not have barriers to learning</p> <p><i>Actions and Approaches</i></p> <p><i>Parent support worked to support children and families with parenting , financial and organisational issues arising as a result of the home environment.</i></p>	<p>Parental engagement has a positive impact on average of 4 months additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement +4 months</p>	<p>2, 3 and 4</p>
<p>Children feel safe to attend school to reach their full potential.</p> <p>School attendance improves for disadvantaged children</p> <p><i>Actions and Approach</i></p> <p><i>Re – integration officer therapist and tutor to work together to enable children to attend school more regularly</i></p>	<p>Through the pandemic, children experienced unprecedented disruption to their education. And things aren't going back to normal, with Ofsted reporting that schools have seen higher levels of persistent absence since Autumn 2021 – at least in part because repeated periods of isolation through national lockdowns have led some children to become disconnected from school.</p> <p>EEF blog: Keeping young people safe at school and improving their life chances</p>	<p>3 and 4</p>
<p>Subsidising day trips and residential to increase cultural capital</p> <p><i>Actions and Approaches</i></p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities,</p>	



<i>Residential trips, outdoor pursuits, swimming, theatre trips and other enrichment activities to be subsidised</i>	outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF - Outdoor adventure learning	
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Total budgeted cost: £ 55, 400



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 2020 to 2021 academic year.

Activity Area 2020/21	Impact from 2020/21																							
Teaching and interventions	<p>Attainment levels have improved but there are still gaps showing a difference between PP and non-PP children , see below:</p> <table border="1" data-bbox="552 920 1409 1283"> <thead> <tr> <th></th> <th>No of children</th> <th>RWM on track</th> <th>Reading on track</th> <th>Writing on track</th> <th>Maths On track</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>40</td> <td>53%</td> <td>73%</td> <td>65%</td> <td>65%</td> </tr> <tr> <td>Non - PP</td> <td>12</td> <td>67%</td> <td>75%</td> <td>67%</td> <td>83%</td> </tr> </tbody> </table> <p>The school remained open for vulnerable children (1005 have EHCPs) and so the teaching and learning was able to continue, within government guidelines and working with strict health and safety risk assessment guidelines.</p> <p>Children who did not attend school as parental choice, were visited on a daily basis to offer support. Online lessons were monitored with non pupil premium children showing greater engagement.</p>							No of children	RWM on track	Reading on track	Writing on track	Maths On track	PP	40	53%	73%	65%	65%	Non - PP	12	67%	75%	67%	83%
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	Despite the reduction on the differences , the interventions and support offered will need to continue so that vocabulary can be developed and attainment can improve in all areas.
Targeted support and wider strategies	SENCo given additional responsibilities in the school to monitor and review teacher CPD. An additional Assistant Principal has been recruited from within the school which means that there is more scope for monitoring and developing the 6 principles of learning that been adopted for teaching and learning in the school.
Support during school closures	N/A

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A