

Pupil premium strategy statement – Fountainsdale School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Chris Evans
Pupil premium lead	Charlotte Adu
Governor / Trustee lead	Rachel Mendham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,590
Recovery premium funding allocation this academic year	£0

<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£0</p>
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£45,590</p>

Part A: Pupil premium strategy plan

Statement of intent

At Fountainsdale school we aim for all students, whatever their background or learning needs:

- To be empowered to have an independent life
- To belong, engage and enjoy school life at Fountainsdale
- To have a stimulating and engaging curriculum that meets the needs of each pathway learner
- To have a sense of belonging and love of learning
- Pupil voice - champions of a Rights respecting school
- To exist as a beacon of learning that promotes a sense of belonging, ambition and pride for all that is shared across the SEND community.
- Where appropriate to gain exam currency to support our learners with the next phase of their lives

We aim to support our disadvantaged learners through offering high quality teaching experiences. We support our learners to be self-confident, Independent, lifelong learners who can achieve the best possible outcomes they can.

Due to the needs of our learners, we have a significant number of pupils whom have complex medical needs. We employ in-house moving and handling staff in school and have trained medical teams and have multi-professionals on site to allow all care needs to be met and to promote school-based learning. Due to the needs of our students both for students who have Pupil Premium and Non-Pupil premium communication and interaction skills are below the expected level. To ensure we meet the needs of all of our learners, we are investing in Makaton training and In-print technology. We also have invested in whole school CPD programme of Jolly phonics in school to improve the standard of reading for all our learners, along all pathways.

We are investing in quality research led CPD to support the learners and strengthen the quality of teaching in school. We are also have staff that have enrolled on NPQ and Generation Next (Nexus) teaching qualifications so that we have leaders of the future to ensure the quality of teaching.

We feel that many of our disadvantaged learners may live a sheltered life for a variety of reasons. Many of our student’s life experiences are limited in terms of diet, cultural capital and working with others. We aim to inspire our young people and offer them a variety of experiences including theatre attending in school, shopping trips, work experience, college visits, theatre trips and sporting events. These trips allow our young people opportunities beyond the classroom to feel a sense of self-worth and achievement. It empowers our young people to be aspirational and promotes their independence.

We know that healthy lifestyle and regular healthy meals are key factors in student progress and mental health. Therefore, our funding helps to ensure that students have healthy snacks and to subsidise where possible their opportunities to learn about and to prepare food and to widen their dietary requirements. We ensure that are students have a wide range of fitness opportunities such as sport, dance and swimming.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions show that our disadvantaged pupils make similar progress in Literacy and Numeracy to non-disadvantaged pupils, however they are still working significantly below age expected outcomes due to their SEND needs.
2	Through our observations and conversations with students and their families we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This has been further impacted by Covid 19. The aftermath of Covid-19 has presented us with new challenges, and has further impacted health conditions along with additional delays in health referrals.

3	Through our observations and conversations with students and their families we find that disadvantaged pupils often require additional support to develop personal and independence skills e.g., independent travel, Work experience.
4	Our assessments, observations and discussions with students and staff show that some of our disadvantaged pupils often have greater challenges around their behaviour for learning. This included staff understanding learning about and supporting regulation and co-regulation strategies.
5	Our assessments, observations, discussions with students and their families show that some of our disadvantaged students and their families need more support with attending school ready to learn. This may be used for uniform, personal care items, support with transport, breakfast (snacks) etc.

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. All disadvantaged students are making progress in Literacy (Communication) and Numeracy (Cognition).	<p>Pupil Progress data meetings show that student's curriculum is having a positive impact on their progress.</p> <p>All students on each pathway are making recommended progress in Literacy and Numeracy.</p> <p>Embed the Jolly Phonics scheme and ensure there is a love of reading around school.</p> <p>To train staff in Story massage.</p> <p>To have termly documented learning walks in Literacy (Communication) and Numeracy (Cognition) to quality assure.</p> <p>To upskill staff in school in the teaching and delivery of Mathematics.</p> <p>Give the students real life opportunities to use the skills learnt in the local community.</p>

<p>2. All disadvantaged students have a wide range of experiences that empower them to be more independent.</p>	<p>All students across all pathways have the opportunity to experience and gain a range of sporting events, theatre experiences, work experiences, college visits, shopping in the community and use of community spaces.</p> <p>To increase access to the local community for all students.</p>
<p>3. Disadvantaged students have greater confidence with independence to help them to engage with the wider community and prepare for adulthood.</p>	<p>Through EHCP meetings and discussions with all stakeholders.</p> <p>Developing a strong Careers curriculum that encompasses student's needs and lifelong learning opportunities.</p> <p>Investing in a Careers lead in school through a buy back service in the Nexus Trust.</p> <p>Sending our Careers lead on a Level 7 Careers course.</p> <p>Mandate working group for Careers to start in Jan 25.</p> <p>Buying into Asdan Independence strands to help support our young people navigate through the next steps, in their learning journey.</p> <p>PATH training for SLT to attend- to lead in all annual reviews.</p>
<p>4. Disadvantaged students will have greater understanding of their own behaviour and how this impacts their learning.</p>	<p>Students will all have a Positive Relationship Plan (PRP) in school which shows staff and all professionals how to support student's sensory needs. School to subscribe to a behaviour monitoring system (CPOMS) and create a behaviour team in school to support classes.</p> <p>Two staff members to be Level 2 Team Teach trained in school to support the students to enable de-escalation and allow students to be ready for learning.</p> <p>Post Incident Learning (PILs) developed through staff training developing attachment friendly, restorative approaches across school.</p>

	<p>Private OT/ SALT to be employed once per fortnight, to support the students to be ready to learn.</p> <p>An allocated staff member to lead on VI/HI Interventions, 4 days per week. Other interventions in school will be in the form of Play therapy, Attention Autism and Elsa.</p>
<p>5. Disadvantaged students come to school ready to learn and parents are engaged.</p>	<p>Attendance figures for disadvantaged students are in line with non-disadvantaged students. With our Pupil premium students attending 86.0% and our non-pupil premium learners attend at 86.6%</p> <p>Through observations and discussions with students, students are ready to learn.</p> <p>Students that are able to eat orally, have a free hot meal paid for, through PP funds.</p> <p>Parents engagement will increase with our disadvantaged parents measured by the use of seesaw our online service for parents, parents evening attendance, EHCP review attendance.</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investing in staff to ensure a highly skilled workforce and supporting the retention of staff.</p> <ul style="list-style-type: none"> • Investing in training New teachers and whole staff training. • Investing in training future leaders NPQ's. CPD for all staff to aspire to the next steps of their career, PCA to Learning support assistant, towards curriculum leads in class. 	<p>The DFE have in their teaching and retention strategy said that improving support for early careers teachers and investing in leadership qualifications, will encourage good teachers to work, stay and develop.</p> <p>https://assets.publishing.service.gov.uk/media/5c8fc653ed915d07a80a33fa/DFE_Teacher_Retention_Strategy_Report.pdf</p>	<p>1</p>

<p>Internal CPD of teachers and support staff using Teacher led research models and Cognitive Science to ensure all lessons show progression and differentiation for all learners.</p>	<p>Many different evidence sources suggest that ensuring staff receive high quality research led CPD, increases the quality of teaching and the retention of staff. https://blog.innerdrive.co.uk/guide-to-rosenshineprinciples-of-instruction</p> <p>The Education endowment fund has stated that the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1</p>
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	<p>Investing in training and support to implement and to continue to further develop expertise to teach phonics across the school. EEF states that this has a high impact on a very low-cost base, that is backed by substantive evidence. (+5 months)</p> <p>Subject leaders are using research informed practice in the delivery of their curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Investing in all staff to upskill on Behaviour for learning strategies.</p> <p>Create a behaviour team in school that can support all staff in school and train staff on Team Teach and Restorative practice in school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom Bennett Independent Review of Behaviour in Schools.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom Bennett Independent Review of Behaviour in Schools.pdf</p>	4

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) £18,500

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) address ed
Independence through cookery offer equipment	http://www.gov.uk/government/publications/the-pupilpremiumhowschools-are-spending-the-fundingsuccessfully In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.	1,2 4,5
Support for students at KS4/KS5 to complete 1:1 or grouped work experiences, college visits	The Gatsby report makes it clear that as part of high-quality careers education work experience is essential, to raise aspirations of students. https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsbysir-john-holman-good-career-guidance-2014.pdf School has invested in a careers support lead to provide group work, to support students to consider the range of transition options both educational and social care, including, where possible: - Mainstream SEND provision Mainstream Colleges Specialist Colleges - Portland, Landmarks and national options Day Services, Supported Internships, Apprenticeships, Day Services, Volunteering, Employment Support including Access to Work and DWP support and Direct Payments - so students can have their own PA.	1,2 4,5

<p>Support for communication and Language and Literacy programme across all pathways in school.</p>	<p>Private SALT/ OT in school 1 day per alternative week. Jolly phonics programme of study implemented across the whole school and embedded in the student's learning. Story massage programme implemented across school. Sensology programme, Attention Autism; train the trainer course embedded in school.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</p>	<p>3</p>
<p>Interventions in school. School led targeting key students. Find out the interventions in school on offer.</p>	<p>School staff to support interventions in school. A range of therapeutic interventions offered in house by trained therapists. Play therapy, Elsa, Sand play, Attention Autism, Music Therapy.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	<p>5, 3</p>
<p>Lunchtime clubs are available each day. Singing and signing, film club, arts and craft club.</p>	<p>Students are encouraged to support the lunchtime clubs each day. These clubs offer a range of activities for the young people to interact with peers across school and gain new and valuable skills.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	<p>2,3,4</p>

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

Budgeted cost: £15, 090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide daily snacks and uniform for students to ensure all disadvantaged students can focus on their learning. (ongoing)</p>	<p>Research on the mind shows that that the reptilian brain will take over when students basic needs (food/warmth) are not met, and therefore they are not ready to learn and take in more information. Maslow's Hierarchy of Needs. By ensuring our students have their basic needs met we help our students to focus and make progress.</p> <p>https://www.simplypsychology.org/maslow.html</p>	<p>1.6</p>
<p>Provide a wide range of external activities that support us students independence and communication skills and give them greater cultural capital. These may include:</p> <ul style="list-style-type: none"> • Theatre Trips/ companies coming into school • Trips in the local community • Museum trips • Links with local colleges • Sporting events 	<p>Within the DFE publication on school culture and supporting students who are disadvantaged, section 1.6 explains the importance of trips to aspire young people. This is even more important in an SEN setting as our students often lead an isolated life.</p> <p>Research_Report_FINAL_v2.pdf</p>	<p>1,3,4,5,</p>

<p>Provide ingredients for students for cooking to support their independence skills and their understanding of healthy eating.</p>	<p>This shows the importance of pupil health and wellbeing on students attainment. HT briefing layoutvFINALvii.pdf</p>	<p>4,5,1</p>
<p>Provide a wide range of sporting activities that support students physical, mental health and their fine and gross motor skills. These are activities that extend the normal</p>	<p>There are wide ranges of sources that describe the importance of physical activity in mental health, sleep, weight, behaviour and motor skills. Good habits around physical activity learned at a younger age are more likely to continue into adulthood. https://www.nhs.uk/change4life/activities the-role-of-physical-activity-and-sport-in-mental-health/ https://www.hindawi.com/journals/bmri/2020/8160756/</p>	<p>1,3,4,5</p>
<p>PE activities. These include; -Swimming (Hydro pool) - Adapted Cricket sessions -Dance sessions -MATP programme of Motor Learning - Nexus Sports days -RISE</p>	<p>teaching-learning-toolkit/physical-activity</p>	
<p>Use of Seesaw to improve parent engagement by simplifying contact between parents and school.</p>	<p>We use Seesaw in school to share with parents what is happening in school. Parental feedback has been really supportive and positive. Education endowment foundation suggests improved parental engagement can add 4+ months of progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,6</p>

Total budgeted cost: £ 45,590

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Previous documented pupil premium activity for the 2023-2024 academic year. At Fountaindale school we have a wide range of learners including students with Profound and multiple and moderate and severe learning needs. The school caters for pupils from Early years through to Post 16. It is not appropriate therefore for all our learners to complete qualifications. We are aspirational for our learners and balance their abilities and emotional health with getting them qualification currency which will support them to make their next steps. Our Cohorts each year have very differing needs and therefore results fluctuate dependent on student's learning cognition needs.

		PP	Non-PP
No. of students entered for exams in 2023-24	10	3	7
Number of students entered for EL English	3	1	2
Number of students entered for EL Maths	3	1	2

Number of students entered for EL ICT	2	1	1
Number of students entered for B-tec Cooking	2		2
Number of students entered for B-tec ART	1		1
Number of students entered for B-tec Level Pre-vocational 3			3

2. Access to the local community

To have suitably trained staff on site that can use the minibus to enhance access to the local community that will promote interaction and foster independence with real life opportunities for our pupils.

Pupils have been involved in three visits to colleges and where possible yearly schools sporting events. Local community groups have been invited into school in order to widen pupil experiences and to raise the profile of young people with SEND within the local community. Learners from other schools are involved in delivering programmes to our young people.

100% of young people successfully transitioned to post 18 educational placements at Portland College in September 2023/24 following a programme of visits and experiences delivered at the college. We also had one student access, Every Sensation for 3 days per week.

Community visits have been a challenge this year, due to the medical needs of our students and the level of training needed to access the community. We also have had additional barriers around staffing levels in school and the Risk Assessment needed to attend settings outside school. We now have an 'outdoor trip' trained staff member that can go on trips and we are extending our bus qualification, so that more staff can get the students out in the community. We are also increasing our first aid offer, to ensure more staff have the necessary training to allow students enrichment activities out of school.

3. Real world Independence

To improve the quality of real life/real world skills facilitated via a range of fit for purpose cookery equipment and consistent practical cookery investigation.

All learners take part in practical cookery lessons. The cookery room is well equipped and is able to support all learners in their exploration of taste, texture, smell and personal likes and dislikes. Pupil voice informed us that pupils wanted additional recipe books for use during lessons and these have been purchased. A central store of perishable items has been implemented. Student voice has been consulted on about would be best for them to have in the cookery room. Staff to purchase additional items as needed to support cooking for life skills. Switch technology is used for cooking exploration and for adapted switch work, to enable all young people the chance to explore foods and operate electrical items at their level of cognition.

4. Technology investment – AAC and eye gaze systems

To improve the resource base and quality of AAC technology used in school

Eye gaze systems have been configured and adapted for use by pupils. Eye gaze system available for any pupil who has the need for this communication system. All learners are able to take part in the learning that takes place in and around school. We bought 10 small eye gaze screens in school to support our offer of eye gaze technology. We have come up with several barriers with this technology being too old and challenges around the access of the screen with the arms being too movable to use with our young people. Additional consultation will take place with our private and NHS SALT team to support us in finding a large device that can be utilised across school to support our learners with their communication, cause and effect skills and independence.

5. Consistency and quality of communication

To have communication rich environment using symbols and Makaton signing consistently

Communication rich environment evident in and around the school building. All staff have received training in the basic use of Makaton. Words of the week programme in supporting the development of a communication rich environment. All rooms in school have audio buttons on doors to enable learners to navigate the school building with appropriate levels of independence.

Staff sent of Level 1 Makaton Training within Nexus Trust. We have invested as a school in a private SALT staff member to support the NHS team with programmes for all our young people and plan these programmes into daily learning times. Makaton songs and specific words for themed work are uploaded onto the website.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Seesaw	Seesaw
CPOMS	Nexus Trust
PSHE Curriculum	PSHE Association