

Pupil premium strategy statement

School overview

| Metric | Data |
|---|---|
| School name | Ripplevale School, Deal and Broadstairs |
| Pupils in school | 172 |
| Proportion of disadvantaged pupils | 10 |
| Pupil premium allocation this academic year | Individually targeted costs per pupil agreed at pupil education plan meetings by virtual schools based on set targets at 3 points annually per student. |
| Academic year or years covered by statement | 2023/24 |
| Publish date | 15th Sep 2023 |
| Review date | 30 st August 2024 |
| Statement authorised by | Mrs Jane Norris |
| Pupil premium lead | Melanie Hughes-Brown. |
| Directors | Cavendish Education |

Disadvantaged pupil barriers to success

All Pupils hold an Education Health Care Plan which has identified their individual areas of need., These include needs in the following categories; Social and Emotional; Cognition and Learning; Communication and Interaction; Physical and Sensory. Set outcomes are agreed with the parents, placing local authority, school and other involved professionals and these are reviewed at 3 points per year along with a full review and update of outcomes at an annual Education Health Care Plan Review. Further outcomes and targets are set and reviewed during Personal Education Plan Meetings 3 times annually per student.

Pupil Premium is used to support and encourage progress in the above four areas, with highlighted specialist areas of need for each individual student. Students are LAC/CIC pupils.

Pupil premium money is used for items such as individual literacy, phonics and numeracy resources, individual piano sessions, individual drumming sessions, education software, specialised OT equipment, letter box scheme, outdoor learning experiences, personalised laptops, books, visual perception activities, model kits, specialised reading books.

Strategy aims for disadvantaged pupils - academic achievement

| Aim | Evidence of impact | Target date |
|---|---|------------------|
| <p>Pupils to improve literacy skills</p> | <p>Student's attendance in lessons raised.</p> <p>Closing the attainment gap between SEN and Non SEN students, and, PP students and non PP students.</p> <p>Raised PP student numbers accessing formally accredited examinations and gaining qualifications.</p> <p>Fewer behavioural incidents in a classroom setting.</p> | <p>July 2024</p> |
| <p>Pupils to improve numeracy skills</p> | <p>Student's attendance in lessons raised.</p> <p>Closing the attainment gap between SEN and Non SEN students, and, PP students and non PP students.</p> <p>Raised PP student numbers accessing formally accredited examinations and gaining qualifications.</p> | <p>July 2024</p> |
| <p>Improvement of motor skills and visual perception skills</p> | <p>Improved focus and concentration within the classroom.</p> <p>Occupational therapy reports documenting student progress and change.</p> | <p>July 2024</p> |

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|--|--|--|
| | Improved attendance to lessons. Fewer behavioural incidents. | |
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

| Aim | Evidence of impact | Target date |
|---|--|--------------------|
| Pupils to improve emotional well being | <p>Pupils are ready to learn and socialise according to their own personal ability.</p> <p>Fewer students' disagreements and behavioural incidents.</p> <p>Students are able to form friendships. Raised attendance.</p> | July 2024 |
| Pupils to feel confident to progress to further education | <p>Pupils can work towards courses of their choosing which can lead to employment.</p> <p>Students have been supported and able to attend visits to local further education providers.</p> <p>Students have been able to engage in transition activities.</p> <p>Student destinations to evidence raised levels of education or employment destinations and lower rates of NEET.</p> | July 2024 |

| | | |
|---|--|------------------|
| <p>Pupils to develop independent skills</p> | <p>Pupils to develop a level of independence according to their own personal ability.</p> <p>Students are able to access the wider community and manage social anxieties.</p> <p>Raised student's numbers successfully accessing work experience.</p> <p>The continued implementation and development of a school life skills programme.</p> | <p>July 2024</p> |
|---|--|------------------|

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Literacy levels, |
| Priority 2 | Numeracy levels |
| Barriers to learning these priorities address | Low levels of attainment, access to the curriculum, fine and gross motor skills. |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | To improve emotional wellbeing through Therapy Dog Walks and interaction, Well being talks,, Drawing and Talking, Mindfulness and Counselling. |
| Priority 2 | To improve Everyday Literacy and Numeracy skills through specialist resources. |
| Barriers to learning these priorities address | Lower levels of attainment, poor sense of self, low levels of attendance, emotional states conducive to learning |

Projected Spending Throughout the Academic Support and Wider Strategies

| | |
|--------------------|--------|
| Projected Spending | £3,645 |
|--------------------|--------|

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development and training. | Use of INSET days and additional cover being provided by senior leaders. Progress meetings to share updates in individual outcomes, strategies and provision across the school. School employing specialist therapists and teachers when necessary to meet provision needs. |
| Targeted support | Ensuring enough time for school intervention team to support 1:1 and small groups | Intervention team liaison. Occupational Therapist, speech and language therapist,, Mindfulness Lead, Phonics Tutor, Drawing and Talking practitioner. Intervention team HLTA's |
| Wider strategies | Enough time to plan and deliver programme of well being across the school | Support from wellbeing coordinator, well being assistant and external specialists |

Review: last year's aims and outcomes

2022/2023 aims and outcomes are individualised through students Personal Education Plans (PEP) and Education Health Care plans (EHCP). These are formally reviewed at three points annually in PEP review meetings and, three interim provision plan reviews and one formal review annually for EHCP. During these meetings progress and change has been documented and agreed by the relevant local authority and related professionals.

Students have improved their general self esteem, wellbeing, literacy and numeracy skills in post 16 and year 11 and have been accepted on course with local college to pursue their education.