

Inscape House School Pupil Premium Strategy Statement

This statement details Inscape’s use of pupil premium and recovery premium for the 2022 to 2023 academic year. Inscape House School is a specialist provision for children and young people with tendencies indicative of autism spectrum conditions and related social communication difficulties. We have high aspirations and ambitions for all of our children, and we are determined to ensure that our children are given every chance to realise and fulfil their full potential within the classroom and beyond. Our aim is to ensure that no child is left behind and pupil premium funding is used effectively to improve attainment and to enrich the lives of our most disadvantaged pupils.

School overview

Detail	Data
School name	Inscape House School
Number of pupils in school	104
Male	84
Female	20
Proportion (%) of pupil premium eligible pupils	22 students (21%)
FSM	28 students (27%)
EAL	6 (5.7%)
Adopted	5 (4.8%)
CLA	4 (3.8%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Sara Bayley and Hannah Stollar Head of Service and Headteacher
Pupil premium lead	Richard Nancollis
Governor / Trustee lead	Giles Gaddum

Inscape House School Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,345
Recovery premium funding allocation this academic year	£ 10,572
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	£ 38,917

Part A: Pupil premium strategy plan

Inscape House School Statement of Intent

Our aim is to use pupil premium funding to sustain positive outcomes for our disadvantaged pupils. We employ strategies and interventions to remove barriers which can be caused by complex social, communication and emotional challenges, learning gaps, mental health difficulties and multifaceted personal circumstances. We promote all students having full access to additional support, enrichment opportunities and targeted interventions to eliminate barriers to learning and to improve or enhance skills, knowledge, and well-being. This ensures that we support learners in developing the skills and resilience that will enable them to flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- Complex family situations and dynamics that prevent children from flourishing
- Deficits in reasoning, problem solving, and organisation resulting from a significant cognitive communication disorder or learning difficulty
- Mental health difficulties that may cause learners to be socially withdrawn and more difficult to engage
- Attendance and punctuality issues

For our students, these barriers are coupled with the added complexity of being neuro diverse. Challenges are varied within our neuro-diverse learning community and there is no “one size fits all” plan that can be implemented.

Our ultimate objectives are:

- Addressing pupils’ academic needs with particular focus on Reading, Writing, Language and Communication to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils.
- Providing opportunities to pursue interests and to successfully obtain appropriate and relevant qualifications to ensure that all disadvantaged pupils meet or exceed expected progress in line with their stage of development.
- Providing enrichment and community-based activities to improve social opportunities and to support disadvantaged learners in developing the requisite skills in preparation for adulthood.
- Helping pupils to access a broad, balanced, and tailored curriculum that focuses not just on the academics, but also on the development of independence, social skills, and employability learning.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals and our strategy will be determined by the challenges, strengths, and aspirations of each pupil. Our

dynamic assessment processes will ensure that we offer the relevant experiences that pupils require to be prepared for adulthood and we aim to achieve our objectives through:

- Monitoring of social, behavioural, and academic assessment data to ensure accurate and timely identification of pupils in need of support
- High quality, evidence-based interventions led by appropriately trained staff
- Ensuring that all vulnerable learners are ready to learn through access to nurture provision/breakfast and specialist equipment provision
- Monitoring of attendance and provision of support to increase the attendance of vulnerable learners
- Access to high quality pastoral and mental health support through the mental health tracker
- Access to external provisions and community-based activities to provide high quality enrichment, work experience and life skill opportunities

Challenges

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

Challenge number	Detail of challenge
1	It is apparent that our most disadvantaged pupils face additional challenges in reaching their potential and often do not perform as well as other pupils. Pupils that attend Inscape House School are more likely to have complex personal circumstances and complex family dynamics that can impact on wellbeing, academic progress, attendance, and confidence.
2	Through discussions with pupils and their families, we find that disadvantaged pupils have fewer opportunities to develop social relationships, friendships, and cultural capital outside of school and this can impact on the life chances of our young people. The Office for National Statistics (ONS) has also published new data reporting that just 22% of autistic adults are in any paid employment. At Inscape House School we aim to work together to reduce this harrowing statistic.
3	Our assessments, observations and conversations with pupils, families and professionals indicate that disadvantaged pupils often require additional support to develop essential functional, social, communication and life skills and require tailored support for mental health-related issues.

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 and embed good quality phonics teaching across the school to provide a foundation of learning that will:</p> <ol style="list-style-type: none"> 1. Eradicate the stigma of not being able to read or pronounce words effectively which may lead to illiteracy and limited life chances for disadvantaged pupils. 2. Provide all pupils with a robust foundation upon which to build by enabling children learn to blend and dissect words effectively. 3. Support the development of language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology. 4. Increase reading opportunities and the development of reading widely and often, for pleasure, information and to enhance personal reading efficiency. 5. Support personalised learning and effective, targeted teaching. 	<p>Read Write Inc phonics scheme to be implemented and embedded effectively across the school for those pupils whom it is appropriate.</p> <p>NFER/RWI reading assessments to be embedded and in place across the school for those pupils whom it is appropriate</p> <p>NFER/RWI assessments to provide reliable age-standardised scores to allow teachers and SLT to monitor attainment and progress.</p> <p>Explicit teaching of subject-specific or 'technical' vocabulary evident in teaching and learning activities across all areas of the curriculum.</p> <p>Evidence of daily reading built into learning activities to promote reading for pleasure and to improve reading efficiency.</p> <p>LuxAI assistive educational robot to be trialled in Nurture/Lower school to support with phonics teaching and to increase attention and engagement.</p>

<p>To maximise the potential of disadvantaged pupils through flexible programmes and non-qualification activities that have the core aim of ensuring that all pupils regardless of their starting points are better equipped to engage more with the wider community and prepare for adulthood.</p>	<p>Provision of personalised learning programmes to build on strengths and interests and to support the development of social and communication skills.</p> <p>Achievement of EHC plan outcomes.</p> <p>Non-academic barriers to success in school, such as attendance, behaviour, and social and emotional support to be tackled via programmes that motivate and enthuse learners to participate.</p> <p>Therapeutic support embedded via a tiered process to support individual communication, sensory, physical, and emotional needs.</p> <p>Extensively trained employees to support a wide variety of education to benefit pupil progress.</p> <p>Personalised opportunities/experiences both onsite and external to support pupils in preparing for adulthood.</p> <p>A curriculum that is ambitious and designed to meet the holistic needs of all our students and allows them to recognise their skills, qualities, aspirations, and future goals.</p>
<p>To improve attainment for disadvantaged pupils in all subjects, notably maths and English, relative to their starting points.</p>	<p>Quality of teaching to be supported through staff CPD.</p> <p>Targeted academic support, through tutoring sessions.</p> <p>Subject-specific professional development with subject heads</p> <p>Whole-school weekly professional development.</p> <p>CPD library and in house training.</p> <p>Improved performance, as demonstrated annually and at the end of our strategy in 2024.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE and external accreditation and other awards.</p>

	A reduction in the attainment gap between disadvantaged pupils and their peers.
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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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ASDAN training package for teachers in the Champions and Explorers pathway	<p>ASDAN qualifications support learners' aspirations from being able to live as independently as possible through to developing the skills to gain employment.</p> <p>ASDAN offers nationally recognised qualifications and can cater to individuals at all levels of learning and provides flexible and engaging programmes and qualifications, enabling learners to develop skills for learning, work, and life.</p> <p>ASDAN courses can support the achievement of the four preparing for adulthood outcomes.</p> <ul style="list-style-type: none"> • Employment • Independent Living • Friends, Relationships and Community • Health and Wellbeing <p>ASDAN Website ASDAN courses help learner with autism find paid work</p>	1, 2, 3
Teacher led curriculum teams training and development.	<p>Teachers involved in curriculum development ensures that opinions and ideas are incorporated into the curriculum for development.</p> <p>“The curriculum development team considers the teacher as part of the</p>	1

	<p>environment that affects curriculum” (Carl, 2009).</p> <p>Teacher involvement is subsequently the prerequisite to successful and meaningful curriculum development. Teacher involvement in the process of curriculum development is important to align content of curriculum with students needs in the classroom.</p> <p>Microsoft Word - JEP-Vol.7 No.9 2016.docx (ed.gov)</p>	
<p>Whole school training – Dual Coding and memory and retrieval.</p>	<p>The process of providing students with verbal and visual materials at the same time is called Dual Coding. Cognitive Psychologists have identified the six most effective learning strategies for improving long-term memory and dual coding is one of those strategies.</p> <p>Dual coding: A teacher's guide (structural-learning.com)</p> <p>Visual supports (autism.org.uk)</p> <p>Autism can affect information processing and pupils with autism often experience memory difficulties when asked to recall something they had previously learnt. The better that autistic pupils understand auditory information, the better they can comprehend their environment, both socially and academically.</p>	1
<p>Forest school staff training & further improvements to outdoor spaces.</p>	<p>Forest School's and outdoor learning offer specific benefits to learners with autism, including increased social skills, raised self-esteem, and improved sensory function. Forest School is a learning process, which is centred on the individual and inspires play, exploration and problem solving. It builds confidence, develops resilience, encourages independence, and fosters creativity. Forest school is a holistic process, which is not solely concerned with gathering knowledge. It helps pupils to develop socially, emotionally, spiritually, physically, and intellectually.</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p>	1, 2, 3

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc training resource package and NFER assessment resources.</p>	<p>Studies have shown that children with ASC are more likely to be in the lowest possible performance bracket for phonemic awareness, which is the foundational skill for good reading. Autism affects language and this can have a strong effect on reading comprehension and efficiency.</p> <p>Read Write Inc is a literacy programme that teaches reading and writing through a systematic approach rooted in phonics. Read Write Inc aims to support the development of pupil literacy regardless of socio-economic status, special need, or language status, by providing a whole-school approach to teaching phonics and early reading.</p> <p>“Reading is a more important driver of social mobility than socio-economic status” (OECD, 2002).</p> <p>“Children from deprived backgrounds read better and enjoy reading more when they have excellent teachers” (Read on Get On, 2016).</p> <p>Leaders who build a school culture of</p> <p>Research states that supportive professional development and teachers who have a love of reading have the biggest impact on children’s literacy outcomes.</p> <p>Read-Write-Inc-lessons-learned-report-final.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</p> <p>IEE - report (the-ieee.org.uk)</p>	<p>1</p>
<p>Additional tuition support in Mathematics and English to provide</p>	<p>On average, one to one tuition is highly effective at improving pupil outcomes. One to one tuition provides targeted support for</p>	<p>1</p>

targeted tutoring support for disadvantaged pupils.	pupils that are identified as having low prior attainment or are struggling in particular areas. Students require basic reading, writing and maths skills to apply for most jobs or to study further. One to one tuition EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based Animal intervention programme	<p>Studies on autism and animals are universally positive. Research states that pets, therapy dogs, and animal-assisted therapies help people with autism cope with anxiety, engage more fully with other people, and even build communication skills. Animal-assisted intervention can improve young people's mental, physical, social, and emotional functioning.</p> <p>AAI sessions work towards therapeutic goals. Therapeutic experiences can include walking, brushing, petting, and caring for an animal, as well as processing the experience of trying to achieve a given task.</p> <p>Animal and Pet Therapies for Autism (verywellhealth.com)</p>	3
The Manchester United Foundation	The MUFC Foundation works with Inscape House School to deliver a schedule of innovative projects. The Foundation also provides support with additional activities such as enrichment and after school activities that unite the surrounding community through the power of football. The foundation currently provides support from work experience, employability	2, 3

	<p>coaching and opportunities to engage interschool sports.</p> <p>Manchester United Foundation - Engage. Inspire. Unite. (mufoundation.org)</p> <p>Participation in Sport Can Improve Children's Learning and Skills Development (unicef-irc.org)</p>	
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Total budgeted cost: £38,917

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.

Reading is promoted positively across the school and a culture that promotes enjoyment in reading is shared. The school library lead has continued to work across the school providing schemes and interventions to support learners in becoming more engaged so that they become better equipped readers. Our books are carefully selected to ensure students can read good-quality, culturally rich literature, written by diverse authors. The number of students accessing the library and its resources have continued to grow. Reading materials are purchased regularly and magazine racks are stationed around the school within phases which has been a positive influence, students seek out books/magazines and participate of their own volition. Whole school training around the importance of reading and language development has supported and prompted all staff to consider how reading is embedded into everyday learning and supported staff in recognising that reading is an essential life skill for economic and social progress and personal growth. A greater focus on subject specific vocabulary and a greater emphasis on curriculum development and phonics teaching across the school has proceeded to support learners in developing reading comprehension, vocabulary growth, spelling, understanding of grammar, and knowledge of the world and this has subsequently supported progress across the curriculum.

Outdoor, adventure and physical education has proceeded to enrich the lives of our pupils since we have had a redevelopment of our outdoor forest school area, a new playground for lower school and the installation of new outdoor gym equipment. We have continued to work with the Manchester United Foundation and learners access offsite opportunities such as game days, power league, interschool events and visits to Old Trafford to engage in activities to promote physical health and social opportunities. Learners continue to access The Dunham partnership where they support in volunteering roles as part of the National Trust Work force and develop transferable work skills and knowledge of the wildlife and conservation. The broad curriculum continues to provide opportunities for increased social engagement and career learning.

CPD opportunities have been provided and supported by SaLT, PBS, SLT and subject specialists. A major emphasis has been placed upon the development of shared attention, the principles of tier 1 support and improved pedagogy. Such focus has enabled practitioners to improve and maintain “positive conditions for learning” to ensure that best practice is developed and shared across the school. Pupils continue to achieve external qualifications and awards appropriate to their age and ability and in July 2022 5 learners achieved Grade 4 and above in GCSE mathematics with one learner achieving a Grade 7 result. 4 learners also achieved Grade 4 and above in GCSE English. Achievement in A level art was also exceptional with 3 learners achieving A, B & C grades at A level.