



Pupil premium strategy statement

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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	Ian Mikardo High School
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Aaron Mulhern
Pupil premium lead	Aaron Mulhern
Governor / Trustee lead	TBA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21, 965
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£N/A
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	£N/A.

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Students disadvantaged as a consequence of underdeveloped speech, language and communications skills – limitations have an impact on all aspects of experience, but most significantly in terms of learning relationships, use of effective emotional literacy and engagement within the school community and classroom.
2	Undiagnosed/unrecognised communication and/or specific Speech & Language Difficulties – supportive interventions not provided at level of need.
3	Education & Support not fully equipped with knowledge & skills to successfully engage and support the development of students SaLT/communication needs.
4.	Incidents of conflict directly related difficulties of students to regulate, manage, express and communicate emotional realities.

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
Individual student assessments will support and direct targeted interventions.	SaLT interventions demonstrated progress towards identified goals.
Improved communication skills among disadvantaged groups/individuals.	Participation with Conversation Crew sessions/Lego Club. Reports/outcome measures demonstrating progress.

Improved staff communication& Classroom practice.	Improved classroom practice – attendance/engagement.
Successfully impact student behaviour and participation within the school community.	Positive behaviour/attendance & participation records.
Improved reflection and regulation skills.	Positive behaviour records – student/family surveys indicating progress and support of school interventions.

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: £28,860 (X2 days per week SaLT services)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language Therapist – lead on SaLT seminars/CPD sessions.	Published literature available through the Royal College of Speech & Language therapy https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/	Whole School Cohort.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One SaLT intervention.	Published literature available through the Royal College of Speech & Language therapy https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/	30/40% of student cohort.
Conversation Crew – communication activities & clubs	Published literature available through the Royal College of Speech & Language therapy https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/	Whole School Cohort

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions with parent groups.	Parent/Family feedback/qualitative reports indicate support from SaLT is beneficial.	Whole School Cohort.
Staff training – improving whole school communication approach and practice.	Published literature available through the Royal College of Speech & Language therapy https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/	Whole School Cohort.

Total budgeted cost: £28,860

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.

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?

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.