

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	Ilan 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.	<p>Published literature available through the Royal College of Speech & Language therapy https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	1,2

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.	<p>Published literature available through the Royal College of Speech & Language therapy https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4

<p>Conversation Crew – communication activities & clubs</p>	<p>Published literature available through the Royal College of Speech & Language therapy</p> <p>https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,4</p>
---	---	--------------

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions with parent groups.	<p>Parent/Family feedback/qualitative reports indicate support from SaLT is beneficial.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p> <p>Crenna-Jennings (2018) states in the Education in England Annual Report titled 'Key drivers of the disadvantaged gap' "The evidence is conclusive that the home learning environment, including the extent to which children read with their parents, learn the alphabet and numbers, sing songs, play games and go on educational visits, is crucial for the development of skills that determine school attainment." Additionally, "equal access to educational opportunities" helps close the gap between disadvantaged pupils and their peers. https://epi.org.uk/wp-content/uploads/2018/07/EPIAnnual-Report-2018-Lit-review.pdf</p>	1,4
Staff training – improving whole school communication approach and practice.	<p>Published literature available through the Royal College of Speech & Language therapy https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</p> <p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Dixons Kings Academy had a higher than average PPG percentage at 46%. Above</p>	1, 3

	<p>all, they prioritised effective teaching. Weekly individual coaching sessions help to support teachers and subject-specific CPD improves the quality of our pedagogical content knowledge. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged, so it is always the best place to start.</p> <p>https://epi.org.uk/publications-andresearch/effects-high-quality-professionaldevelopment</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	
--	--	--

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
Zones of Regulation	Delivered through the SaLT Practitioner

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?	Acquiring SaLT services
What was the impact of that spending on service pupil premium eligible pupils?	Detailed analysis of SL&C needs. Analysis of records/progress reports indicate significant improvement for students in this area. Whole school S&L practice has developed positively and individual interventions delivered by trained staff has had a positive impact on students requiring individual intervention plans.

<p>1. Individual student assessments will support and direct targeted interventions.</p>	<p>The outcome of the assessment and examinations of the SaLT supported identification and definition of needs presented by our student cohort.</p> <p>The categories of diagnosis identified 4 clear groups;</p> <ol style="list-style-type: none"> 1. Delayed Language Difficulties – 41% 2. Language Disorder associated with ASD – 35% 3. Social Communication Difficulties – 12% 4. ‘Other’ -e.g. limited auditory memory – 12% <p>Needs were also disaggregated by year group allowing formulation of coherent approaches to group communication to be implemented. Individual assessments provide evidence base for individual, targeted interventions designed and implemented by the SaLT.</p> <p>The assessments indicated levels of intervention required, in three categories:</p> <ol style="list-style-type: none"> 1. Universal – direction to teaching staff regarding communication approaches 2. Targeted – Interventions delivered by HLTA/Teachers with specific guidance 3. Specialist <p>The assessments allowed the school to access training and support from the SaLT through guidance/training to;</p> <ul style="list-style-type: none"> • Work towards SALT designed targets for the student to meet ECHP requirements • facilitate access to and progress with engagement and learning. • Implement programs for students with SMART targets to measure progress. <p>Case notes and monitoring indicate positive engagement with interventions and all students made at least satisfactory progress.</p> <p>Analysis of student SaLT needs has been integral to whole school and individual application of a coherent communicative approaches.</p>
<p>2. Improved communication skills among disadvantaged groups/individuals.</p>	<p>Improved communication amongst disadvantaged groups can be evidenced by;</p> <ul style="list-style-type: none"> • School Attendance: <p>Whole school attendance at IMHS returned for the year at 85.5% - 2nd highest in London Borough of Tower Hamlets for SEN provisions. ‘Unauthorised Absence’ returned at 3% - Lowest in the London Borough of Tower Hamlets for SEN provisions.</p>

	<p>This measure is indicative of effective communication with the families & students served by IMHS.</p> <p>The attendance, for students with EHCP's indicating Complex SEMH needs, has been facilitated further through initiatives to engage supportively with families and the cognizance of our communication approach to engaging with them. The school has facilitated regular SaLT led sessions focused on a variety of pertinent issues related to communication and has been impactful in terms of the trust and support experienced by them.</p> <ul style="list-style-type: none"> • Parental Surveys: <p>The following questions were responded to by our parents with an average score out of 5 returned:</p> <ol style="list-style-type: none"> 1. My child is happy and secure at this school – 4.8/5 2. The school really cares that my son has good emotional and mental well-being – 4.2/5 3. The school encourages parents to talk about how they and their child are feeling – 4/5 4. I am happy to talk to the school about how I and my child are feeling – 4.5/5 <ul style="list-style-type: none"> • Student Surveys <p>The following questions were responded to by our students with an average score out of 5 returned:</p> <ol style="list-style-type: none"> 1. In our school, we learn about how important it is to talk about our feelings and emotions – 4/5 2. If needed, I would feel comfortable talking about how I am feeling at school – 3.4/5 3. The school really cares about what I think and listens to what I have to say – 3.2/5 4. I am able to get help at school when I am feeling worried or unhappy – 3.7/5 <p>Further efforts are required to improve the feelings among our student cohort in terms of communicating needs, however the general parental and student sentiments in terms of communication with adults at the school are positive and indicative of thoughtful approaches to communication and dialogue.</p>
--	---

3. Successfully impact student behaviour and participation within the school community.
&
4. Improved reflection and regulation skills.

The most recent Ofsted inspection at IMHS, commented in the opening remarks;
'Pupils are happy that staff in this school understand them. They trust staff and are confident that their complex needs can be met here. Pupils have usually experienced difficulties in their lives and often have not managed to cope in education before coming here. For most pupils, Ian Mikardo changes all that', and continues,
'Pupils are skilfully helped to increasingly manage their own behaviour, assured that staff sensitively and subtly offer a safety net of support if needed. Pupils understand how leaders tackle bullying and are confident that it is not tolerated here'.

The whole school communication strategy, underpinned by SaLT training and direction has supported us to achieve this commendation.

The report also recognises the success of our communication strategy by commenting;
'Pupils learn to understand their own needs and manage their emotions successfully over time. Staff know what to do to support pupils' needs so their behaviour improves. Teachers are experts at supporting pupils' emotional and social needs so that learning time is not lost'.

Anecdotal evidence substantiates the Ofsted reports assertions and furthermore our intervention records indicate increasingly positive engagement with conflict resolution and restorative processes.

The above evidence is reflected in the previously recorded attendance data to support the allocation of funding towards the provision of SaLT services at IMHS.

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.

To establish a communication crew who will be directed by the speech and language therapist to deliver targeted interventions to students on the speech and language caseload.

The communication crew will access:

- Training from the SALT.
- Be able to deliver SALT written targets for the student to meet ECHP requirements and facilitate progress.
- Programs for students with SMART targets to measure progress.