

Tuke School Pupil premium strategy statement

This statement details our school's use of pupil 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	100
Proportion (%) of pupil premium eligible pupils	67
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 23,24,25
Statement authorised by	Governing body Curriculum sub co
Pupil premium lead	Heidi Tully
Chair of Governor	Elinor Perry Smith

Funding overview

Detail	Amount
Pupil premium funding allocation academic years	2022-2023 £37,340.00 2023-2024 £32,295.00 2024-2025 £35,181.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent





Learning Everywhere, Inspiring Everyone

Tuke School are committed to ensuring that every student, regardless of background or starting point, has the opportunity to thrive and achieve

The Pupil Premium funding is a vital resource that enables us to remove barriers to learning and provide targeted support for disadvantaged pupils.

Our approach is rooted in high-quality teaching, personalised interventions, and opportunities that build confidence, resilience, and motivation. We believe that success is achieved when students feel valued, supported, and challenged to reach their full potential.

We will:

-  Ensure that our school ethos and values underpin expectations, aspirations and recognise and celebrate achievement for our disadvantaged pupils.
-  Champion artistry by promoting and supporting creative sensory learning contributions and experiences.
-  Support students to develop their independence and functional learning within their individual capabilities.
-  We are determined that no child's future will be limited by disadvantage, and we will continually refine our strategy to ensure the greatest possible impact.

Our school curriculum will continue to provide motivating and enriching opportunities that will be supported using appropriate and robust resources to promote learning and development.

It is inevitable that while we plan specific learning activities there will be many opportunities along our journey that will support and promote achievement.

Challenges

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

Challenge number	Detail of challenge
1	Supporting students to understand puberty and personal changes and wellbeing in a way that is practical and learning can be cascaded to parents
2	Involvement in using community resources and facilities is limited due to access and high levels of staffing needed to maintain safety.
3	Students new to the school who are not familiar with group learning environments
4	Students with communication needs find it more difficult to express themselves, making their needs and wants known in appropriate ways.
5	Access to sensory learning spaces within the circulation spaces

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
<i>To better equip staff and parents to support their child with puberty and personal changes</i>	To provide parent workshops and practical strategies to help students understand personal changes.
<i>To craft classroom environment so that they are conducive to the needs for students with sensory impairments</i>	Students will have quality enrichment and arts provision and regular opportunities to work creatively whilst developing a broader understanding of their skills and interests.
Students continue to access a wide range of appropriate enrichment opportunities for self-expression and wellbeing	Engagement and participate in the Urban health project (personal wellbeing)
For students to access learning alongside peers in a motivating and interesting way	Students will be able to learn in class for increased time and have learning packs available if they are unable to be in class.
Students to attend individual or group sessions where they can express themselves.	Build familiarity and a working relationship with another. Students will have another way to express themselves.(music therapy, Arts Award)

Activity in academic year 2022-2023

This details how we intend to spend our pupil premium funding to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for relationships and sex education</i>	Teachers to become more confidence to teach relationships and sex education at a level appropriate to the needs of the student cohort	1
<i>Music therapy nominations</i>	Consider the students who would benefit from music therapy sessions, liaise with therapist	4

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

Budgeted cost: £17.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RSE targeted sessions for students with a higher level of understanding</i>	Helping students to understand body changes, feelings and emotions related to RSE	1
<i>Music therapy sessions</i>	Individual music therapy for promoting sense of self and expression	4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Zones of regulation</i>	Modifying the zones of regulation resources and strategies so that they are accessible to students	4

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Total budgeted cost: £32.000

Activity in academic year 2023-2024

This details how we intend to spend our pupil premium funding to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mental health leads, champions and first aider</i>	Staff are confident in their approach to support young people who need additional wellbeing and wellness support	1
<i>Healthy Schools</i>	Urban health project – Wellness and wellbeing	1

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Higher level of support (mobile resources and learning spaces across the school) for students who are not able to access learning in the classrooms</i>	'Learning everywhere' approach.	3
<i>Arts award</i>	Creative learning approach to support agency and expression	2
<i>Arts partnerships with outside providers (SLG)</i>	Building learning beyond the classroom. Interacting and learning from others	2 and 4

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Urban health student project (to be repeated 2 in the year)</i>	How students can be supported to recognise what they need for their own wellbeing, calmness and personal space	1

Total budgeted cost: £28.000

Activity in academic year 2024-2025

This details how we intend to spend our pupil premium funding to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI CPD for all staff</i>	Phonics approach	4

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

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a sensory rich corridor	Opportunity for students to engage in learning using sensory around the school building	5
Refresh the equipment and resources for sensory circuits	Sensory circuits help students to regulate and prepare themselves for learning	4
RWI initial assessments	Assessing readiness for a structured phonics approach	5

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

Budgeted cost: £17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 London Zoo educational excursion	Opportunity have an offsite learning opportunity alongside peers and access a community venue	2

Sensory regulation :slide and swing	Equipment to support vestibular and proprioceptive engagement. Use of sensory circuits to enable students to better regulate.	
<i>Urban health student project (to be repeated 2 in the year) learning to be connected</i>	How students can be supported to be calm with others and share a space in a positive way	1

Total budgeted cost: £35.000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-2023 : Staff training for sex education and relationships – also impacted on including a focus area in EHCP updates suggested to LA. Curriculum learning opportunities were identified within current SoW and further work on a curriculum appropriate for learners with a higher level of understanding was agreed. For students where this was appropriate, small groups were set up with a differentiated timetable.

Monitoring and assessment- Efl: PLG assessment tracking information shared at shared at governors meeting

Music therapy – Students are identified according to specific reasons, these could include wellness and wellbeing, communication and expression, confidence, family or personal issues. A referral process has been set up and the music therapist has provided reports based on the individual sessions. After one term, a meeting will take place with a senior leader and the therapist to assess ongoing sessions to cease the sessions.

Zones of regulation – staff training and consultation on how to effectively use, modify and adapt the typical zones of regulation available. Introduced into all class with modified version for sensory learners.

2023-2024

Mental health training – invested in training for senior leader, MH champions and MH first aiders. Mental health strategy for students and families. Action plan evaluated.

Urban health project – wellness and wellbeing pilot project – resources purchased and project was designed with a view to reduce anxiety. Data and outcomes available as part of this project - see wellbeing information.

Arts award – Discover: Staff training for administration, staff support for collecting evidence and planning focussed art work. After school club for identified group for Explore level. Arts report pages for every student on EfL.

2024-2025

RSE – parent workshops – sharing of information and resources

RWI – Reading leader and head teacher training, whole staff training, resources purchases, appropriate spaces set up.

Sensory rich environments – exploration of resources students engage well with – collaboration with VI specialist and visit to Linden lodge. Creation of sensory sound

space. Training sessions for staff to use the space and EfL evidence related to LI using learning space. Purchase of resources for sensory spaces and for sensory circuits, review of SPELL and SPACE for students using spaces

Externally provided programmes

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

Programme	Provider

Further information

It is important to recognise that the core offer of provision is designed to meet the needs of all of our students who have SEND. All students attending Tuke has an EHCP and our curriculum approach is individualised according to the needs of the young person. As and when additional support and strategies are needed to enhance learning for our students they are provided as appropriate.