

This statement details our school's use of pupil premium (and recovery 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	121
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	31/12/22
Date on which it will be reviewed	31/07/23
Statement authorised by	Rebecca Wicks
Pupil premium lead	Rebecca Wicks
Governor / Trustee lead	Trevor Wang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,730
Recovery premium funding allocation this academic year	£36,369.50
Pupil premium (and recovery premium*) funding carried forward from previous years	£6,249 (PPG)
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£12,107.50 (RPG)
Total budget for this academic year	£125,456.00

The Purpose of the premium

Schools must use PPG funding for the purpose of raising the educational attainment of PLAC, LAC and pupils who are eligible for FSM Ever 6.

In line with the 3-tiered approach in EEF's pupil premium guide, activities must be those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

To support schools to use PPG in line with the 3 tiers outlined above, DfE have published a 'menu of approaches', which has been informed by evidence of effective practice. Schools must use their PPG in line with this menu from the start of the 2022 to 2023 academic year. Schools are not required to allocate PPG to every approach on the menu, but any activity funded by PPG must fall under one of the approaches listed.

When diagnosing the targeted academic support needs of their disadvantaged pupils, schools should ensure they consider which pupils will benefit from tutoring, including through the National Tutoring Programme (NTP).

Schools must be able to demonstrate how the activity they use their PPG to fund has been informed by research evidence, making reference to a range of sources, such as that published by the Education Endowment Foundation (EEF).

To comply with school information regulations, maintained schools are required to publish an updated pupil premium strategy statement annually. All schools must use this template from the DfE to publish their PPG statement.

The template is designed to enable schools to present an overview of their pupil premium strategy, and to demonstrate that their use of the funding meets the requirements of these conditions of grant. For the purposes of the latter, the template requires schools to report on their use of pupil premium in line with the 3-tiered approach. All activity funded by the PPG must align with the published menu of approaches.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' statements, including their plans for use of their pupil premium funding and the outcomes achieved in the previous academic year. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors, and the PPG is no exception.

Schools are not required to spend all of the PPG they receive in the financial year; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be used in accordance with the conditions of grant for pupil premium for the financial year in which the funding is spent. It must be accounted for in the school's pupil premium strategy statement for the academic year in which it is spent.

Evidence shows that the most effective schools achieve best outcomes through high-quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted interventions and enrichment activities.

As a special school for pupils with complex medical, physical and sensory needs, many of whom have a life-limiting or life-threatening medical condition, it is unsurprising that a large proportion of our pupils are eligible to pupil premium funding. It is also important to note that pupil premium funding does not add a great deal individually to a pupil's funding at The Clare School due to the high levels of funding we receive for most of our pupils. For these reasons, our strategy is always to look at the entirety of our pupil premium funding and look to maximise its impact on the greatest number of pupils. The challenges faced by our pupils are multiple, complex and interlinked.

As part of the decision-making process, the Government also requires schools to consult independent, high-quality reviews of evidence and 'evidence summaries' published by the EEF to ensure that any interventions or strategies proposed will be effective. **Unfortunately, the EEF has no data relating to complex needs schools and the efficacy of suitable, highly specialised, interventions that may be used to support high level teaching, pupil achievement and attainment.** It is also very clear that you cannot use Pupil Premium funding for activities that do not fall under one of the approaches on the 'Menu'.

Further information about Pupil Premium Strategy Statements can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf

Challenges

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

Challenge number	Detail of challenge
1	<p>Our pupils generally have greater challenges around communication and expressing their wants, needs and desires. Over 86% of our pupils are non-verbal. Our pupils use a range of communication methods – eye pointing, physical gesture, BSL signing, Assistive Technology, PECS, Symbols and so on. We need to ensure that all teaching staff have the skills to support early communication and language development effectively. We need to ensure that we have a range of accessible technology available to support our pupils to express their wants and needs.</p> <p>The EEF states that supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p> <p>It is recognised by the EEF that high quality teaching is one of the most important tools that schools have to improve pupil attainment and achievement and that schools should focus on building teacher knowledge and pedagogical expertise. Therefore, we will be using some of our Pupil Premium funding to invest in high quality, communication focussed, CPD for our teaching and support staff to ensure that teaching is underpinned by effective, evidence-based classroom approaches that are particularly designed for the very specific cohort of pupils at The Clare School. We will also use our PPG money to invest in a wide range of communication equipment, AAC and AAT. We will develop a small 'Communication Support Team' to work across the school better supporting our pupils with their SALT targets set by our NHS specialist colleagues.</p>
2	<p>Due to the above, for many of our pupils developing early phonics and early literacy/reading skills is extremely challenging. Whilst we acknowledge that many of our pupils are currently working below the necessary cognitive ability to develop phonics knowledge, we have some pupils who will be able to gain these early skills. Therefore, we will use some of our PPG and Recovery Premium to support the embedding of a phonics programme at The Clare School (Read, Write Inc). We need to ensure that the appropriate</p>

	<p>staff have adequate training, resources and time to embed the programme with fidelity and monitor the impact accordingly.</p> <p>The EEF states that ‘Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum.’ (Pupil Premium Menu: EEF Evidence Brief)</p>
3	<p>We need to continue to develop and refine The Clare School curricula pathways. Moving from a Formal and Pre-Formal Curriculum to one that includes Semi-Formal means that we need to spend time clarifying the intent and implementation of each separate pathway and that we need to ensure that the impact of the curriculum is evident for all pupils, regardless of which pathway they follow during their time at school. The Clare School curriculum needs to be refined, clarified and made easily explainable. To accompany this, we need to ensure that our assessment systems are adapted to enable us to show progress and attainment across all three pathways. We need to ensure that all pupils are offered a wide and bespoke range of accreditation options across all three pathways to demonstrate the impact of our teaching.</p> <p>EEF evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p>
4	<p>Over 85% of our pupils are severely physically disabled and are wheelchair users. These pupils generally have both postural management and physiotherapy programmes in place. As a school we need to ensure that we are providing maximum opportunities and interventions for these pupils to remain physically healthy and comfortable in order to support their academic progress. We need to continue the investment started during the previous two years, in specialist equipment and physiotherapy resources that will ensure our pupils remain comfortable and happy in school. This will enable the pupils to focus on their learning in comfort and thus will result in better educational outcomes for all pupils.</p> <p>The EEF states that pupils with SEND have the greatest need for excellent teaching and that specific activities and resources to meet the needs of these pupils can feature as part of the school’s pupil premium strategy. Unfortunately, the EEF only has recommendations of how to support pupils with SEN in Mainstream schools, but the general principles can still be applicable in a complex needs school, particularly in relation to</p>

	<p>complementing high quality teaching with carefully selected small group and 1:1 interventions.</p>
5	<p>During the Covid Pandemic, our pupils were noticeably more disadvantaged than their mainstream peers. Opportunities to travel outside of their homes were much more reduced due to the need for ‘Shielding’. Respite opportunities were stopped. School was kept in ‘Bubbles’ until September 2020. Essentially the lives of the pupils became extremely small. As a result of this, we have noticed that the effect on pupil emotional wellbeing has been vast. Some pupils have lost confidence and become frightened of being out in the community again. Others have lost physical skills, such as walking, due to not being able to exercise as much. Others have demonstrated an increase in challenging behaviour due to frustration.</p> <p>As a result of the impact of Covid, we have decided to further develop our existing Nurture Provision by employing a Music Therapist and developing the role of our ELSA trained staff. By doing this we will be better able to support the emotional wellbeing of our pupils.</p> <p>The EEF states that it is acceptable to use PPG money on ‘Activities and resources to meet the specific needs of disadvantaged pupils with SEND.’ It also states that spending PPG money on Supporting pupils’ social, emotional and behavioural needs’</p>

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
By setting up a specialist communication support team, all pupils demonstrate progress in their own, individual, communication skills	Progress will be demonstrated in annual EHCP reviews and assessment data analysis
To embed a SSP with fidelity and integrity across the school and use this to demonstrate pupil progress	Progress will be demonstrated through phonics assessment and data
To continue the high level of academic outcomes for pupils through the continuing development of The Clare School curriculum and assessment models of the school. To further develop accreditation awarded to	Assessment data shows pupils are making good progress across all three curricula pathways. Pupils leave The Clare School with a wide range of accreditation across all

pupils at The Clare School across all three curricula pathways.	three curricula pathways demonstrating the impact of their education
To continue to invest in specialist medical and physiotherapy equipment to support the physical and postural needs of the pupils at The Clare School	There will be a range of equipment for pupils to use to ensure their comfort on a daily basis.
To set up our own Music Therapy provision and further develop our Nurture and ELSA provision	The school will have a music therapist in place who will support pupil mental health and wellbeing. Pupil's emotional wellbeing will be better resulting in less incidents of RPI

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Professional Development and Training</p> <p>Budgeted Cost £12,000</p> <p>RPG Actual £13092.39</p>	<p>Under the conditions of grant, PPG can be spent to improve the quality of teaching through 'Developing high quality teaching...which responds to the needs of pupils' and through 'professional development'. We have used some of the grant to fund SEN specific training to support our staff development. This has resulted in a highly skilled teaching and support team.</p> <p>To include:</p> <ul style="list-style-type: none"> • TACPAC • Intensive Interaction • Curricula for Teaching children with severe PMLD • Learning through play for pupils with PMLD • Sensory stories for pupils with SEN • Level 4 Award in Supporting Pupils with SLCN • OUP Reading for Pleasure training • 5-day MSI Intervener course • Creative Education Membership • National College Membership • NPQ Programmes 	1, 2, 3

	<ul style="list-style-type: none"> • PDP Programme for Early Years Practitioners • Special Yoga • Hand, Arm, Foot and Leg Massage • Sensory Room training • ELSA training and Supervision • Bereavement Training • 'Charge Up' yoga course • Positive Looking (Positive Eye) • Curricula for Teaching children with severe PMLD • Learning through play for pupils with PMLD • Sensory stories for pupils with SEN • Level 2 Food Hygiene • OUP Reading for Pleasure training • Positive Eye Development of Visual Skills training <p>The EEF states that 'Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.' (Pupil Premium Menu: EEF Evidence Brief)</p> <p>*Professional development should be based on evidence-based approaches, for example, feedback, metacognition, reading comprehension, phonics or mastery learning. Unfortunately, there are currently no EEF guidance reports on what 'evidence-based approaches' should be used in a complex needs school, therefore, we have used our professional knowledge and judgement to undertake training in a range of approaches that we know are effective and appropriate for the cohort of pupils at The Clare School.</p>	
<p>Specialist Resources – Technology</p> <p>Budgeted cost £8000</p> <p>PPG Actual £3731.66</p>	<p>Under the conditions of grant, PPG can be spent to improve the quality of teaching through purchasing 'Technology and other resources focussed on supporting high quality teaching and learning'</p> <p><u>Touch Screen computers (Actual £5480)</u></p> <p>We will purchase two height adjustable touch screen computers for our wheelchair users to use as part of their ICT/Computing curriculum work. We need technology that is accessible to all users, whether they are ambulant or they use a wheelchair.</p>	<p>1</p>

<p>RPG Actual £4344.97</p>	<p>The EEF report ‘Using Digital Technology to improve Learning – Summary of recommendations’ makes it clear that technology can be engaging and motivating for pupils and that technology has the potential to increase the quality and quantity of practice that pupils undertake inside the classroom, which is why we have chosen to invest some of the PPG money in accessible touchscreen computers. £</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p><u>Other specialist resources (Actual £2596.63)</u></p> <ul style="list-style-type: none"> • SEND computer scheme of work £500 • Grid for iPad £291.66 • 3D printer £1443.47 • Recordable button switches £361.50 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Programme</p> <p>Budgeted Cost £6500</p> <p>RPG Actual £1692.03</p> <p>PPG Actual £4700.82</p>	<p>The EEF states that ‘Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum.’ (Pupil Premium Menu: EEF Evidence Brief)</p> <p>EEF Teaching and Learning Toolkit research states that teaching of phonics is one of the most effective methods of increasing pupil attainment. The programme taught should be a synthetic approach which is more effective when taught in small groups or on a 1:1 basis.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>

	<p>We are embedding our new whole school phonics programme during the academic year.</p> <p>The cost of this intervention includes reading books, Sound Cards and online training/remote meetings to discuss progress and implementation.</p>	
<p>Encouraging a love of reading and a rich reading environment</p> <p>Budgeted Cost £1500</p> <p>PPG Actual £1356.45</p>	<p>In line with EEF guidance ‘Interventions to support language development and literacy’ are an acceptable use of PPG. Therefore, we have used some of our PPG funding to develop our literacy teaching, promote a love of reading and extend the vocabulary that our pupils are accessing at The Clare School.</p> <p>To Include:</p> <ul style="list-style-type: none"> • Story telling workshops • Author visits • Books • Visit to ‘The Garage’ • Sensory stories • Clear Vision library subscription (for Braille users) <p>Story Telling workshop for Roald Dahl Day provided by ‘Bookbugs and Dragontails’. We are promoting a school-wide love of reading as part of our current SIDP. To have a visit from some wonderful story tellers supports this school-wide aim.</p> <p>Equally, we have booked a sensory theatre group, Frozen Light, to work with our pre-formal KS4 and Sixth Form pupils to promote a love of language, literacy and storytelling. We have secured a visit from Grandpa Wheels (a storyteller) and the Puppet Theatre who are running a World Poetry Day workshop</p> <p>The EEF ‘Preparing for Literacy’ Improving communication, language and literacy in the early years is appropriate for the cognitive ability of many of our pupils. It has a wealth of advice about developing communication and language and developing early reading skills using a balanced approach. The guide suggests using a wide range of approaches, including shared reading, storytelling and explicitly extending children’s vocabulary in order to support the foundation of learning.</p>	<p>2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
<p>Communication Intervention</p> <p>Budgeted Cost £13,500</p> <p>PPG Actual £13,212.71</p>	<p>EEF Early Years research shows that communication and language approaches provide a very high impact for a very low cost. This is based on extensive evidence that suggests that language development benefits from approaches that explicitly support communication through talking, verbal expression and modelling language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>In line with EEF guidance 'Interventions to support language development and literacy' are an acceptable use of PPG. We have 1.6 FTE communication support assistants who work across the whole school, led by our Communication and Independence Lead teacher. They provide dedicated 1:1 and small group sessions and whole class support for our Eye Gaze and AAC users. They work closely with our consultant SALT to ensure that targets are joined up and attend review meetings with the SALT team and CASEE team as necessary. Some of our PPG funding will be used towards employee salaries.</p>	1
<p>Specialist Resources</p> <p>Budgeted Cost £23,000</p> <p>RPG Actual £3760</p> <p>PPG Actual £18803.99</p>	<p>Under the menu of approved approaches from the EEF, we are allowed to spend money on purchasing 'resources to meet the specific needs of disadvantaged pupils with SEND'. There is little research from the EEF about specifically supporting pupils in a highly complex needs school – all research is aimed at mainstream schools. Therefore we have used our specialist knowledge to purchase the resources that we know will meet the needs of our pupils.</p> <p><u>Specialist Trike - £ 3000 approx. (Actual £3760)</u> We have purchased a specialist Trike for use by our pupils with cerebral palsy, those recovering from hip/leg surgery and for those who have to follow specific physiotherapy programmes. This trike will support a wide range of pupils to improve their mobility and flexibility.</p> <p>Postural beanbags (Actual £2783.50)</p>	4

	<p>Supportive chairs (Actual £1257.90)</p> <p>Sensory room equipment – Form EM, JH and HW (Actual 10,677.44)</p> <p>Switch activated toys (Actual £531.60)</p> <p>Morning routine equipment (Actual £295.71)</p> <p><u>Specialist sensory equipment - Actual £3288.50</u></p> <ul style="list-style-type: none"> • Braille paper and equipment • Headphones • Footspa/massage mat • Chew toys • Peanut ball 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music Therapy Provision</p> <p>Budgeted Cost £32,000</p> <p>RPG Actual £25,774.54</p> <p>PPG Actual £7141.26</p>	<p>Under the conditions of grant, PPG can be spent on wider strategies to ‘Support pupils’ social, emotional and behavioural needs.’</p> <p>Due to a significant reduction and lack of LA funded therapeutic intervention, we have taken the decision to develop our own, in-house therapeutic team. This has included three days a week of a qualified music therapist to work with individual pupils and small groups. Music Therapy is able to support communication, behaviour and mental health and wellbeing needs. Our MT also need to have monthly supervision, so the cost of this will be covered by the funding.</p>	5
<p>Nurture Provision:</p> <p>Budgeted Cost £24,000</p> <p>PPG Actual £23,744.93</p>	<p>Under the conditions of grant, PPG can be spent on wider strategies to ‘Support pupils’ social, emotional and behavioural needs.’</p> <p>Our full time Nurture provision is run by two part-time trained Nurture Practitioners. The staff generally work 1-1 with pupils in a bespoke way to meet their individual needs. Pupils are referred to Nurture Provision for a variety of</p>	5

	different reasons. Progress is monitored and reviewed in a timely manner to assess the impact and need for further sessions (or not)	
<p>FSM Provision</p> <p>Budgeted Cost £2000</p> <p>PPG Actual £1722.94</p>	<p>Under the conditions of grant, PPG can be spent on wider strategies including ‘breakfast clubs and meal provision’</p> <p>Due to the complex nutritional needs of our pupils, often FSM provision is not suitable, yet these pupils are entitled to receive FSM. Therefore, for some pupils, we opt to give them the monetary value of the FSM costs in the form of a voucher so that the parents and carers can ensure that the food is suitable for the individual.</p>	Misc
<p>Parental Engagement</p> <p>Budgeted Cost £3000</p> <p>PPG Actual £3278.00</p>	<p>Under the conditions of grant, PPG can be spent on wider strategies including ‘communicating with and supporting parents’</p> <p>We have therefore used some PPG money on our subscription to Earwig – an App which is used as an online learning journey for our pupils which parents can access on a daily basis to see what their children have been learning. Earwig costs £3278</p>	Misc

Total budgeted cost: £125,500

Total Income: £125,456

Expenditure: £126,356.69

Balance: -£900.69

Outcomes for disadvantaged pupils

1. We have successfully set up a new 'Communication Support Team' consisting of a Lead Teacher and two Specialist Support Assistants. The team work closely with our NHS Speech and Language Therapist colleagues and CASEE specialist team. A new Communication Hub 'The Hive' has been created and has been set up with a vast range of specialist equipment to support pupils with their communication and independence skills. The team have worked to embed core boards, symbols, communication books and Eyegaze technology across all lessons. Teaching staff are able to request new resources to be prepared on a daily basis and there is now the facility to remote programme our Eyegaze technology. The Communication Support team are currently developing a tracking document showing the impact of their work in relation to SALT targets. Further details can be obtained from our Communication and Independence Lead Teacher.

Staff across the school have participated in a wide range of CPD, including Intervenor training, SCLN training, TACPAC and Intensive Interaction. As a result, we have a staff team that is better equipped and more knowledgeable about how best to support each individual learner.

2. We have fully embedded the RWI phonics programme where appropriate for our pupils. The pupils are able to follow the RWI phonics programme with specialised individual adaptations. Read Write Inc was considered the best Systematic Synthetic Phonics programme for our learners as their resources are simple and limit distraction. We work with teachers to adapt these for pupils who:
 - have fine motor difficulties that affect their ability to hold a pencil
 - are non-verbal, using pictures to select responses and augmentative communication strategies
 - have both of the above, using alternative communication systems, such as iPads and eye gaze technology
 - have limited hearing, using sign language, if appropriate
 - have limited vision, using enlarged texts, if needed.

Our learners may work individually or in small groups. The impact has been positive from many children at a starting point of knowing no letter sounds to now being able to blend simple 'green' (CVC) or (CCVC) words. Some learners are also now at the stage of being able to take 'reading books' home. This also has a positive impact on the prominence of 'reading' in the home environment. We are able to show progress in a number of ways including Earwig observations (Videos) seeing the progression in action, RWI Small Steps Tracker where the learning is broken down into small increments and a phonics overview for each child who is accessing the SSP. An example of such data is shown below (Anonymous). This is an example of Set 1 Sound recognition, being able to 'say' the letter sound.

f			7 Mar 23	7 Mar 23	
b			7 Mar 23	7 Mar 23	7 Mar 23
u			7 Mar 23		7 Mar 23
k			7 Mar 23	7 Mar 23	7 Mar 23
c			7 Mar 23	7 Mar 23	7 Mar 23
o			7 Mar 23	7 Mar 23	7 Mar 23
B			7 Mar 23	7 Mar 23	7 Mar 23
p	8 Sep 23		7 Mar 23	7 Mar 23	7 Mar 23

Another example of data is shown below: This is completed termly and shows the progression of each child who is receiving intervention.

Oral Fred Talk (Y/N)	Set 1															Set 1												
	m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e	l	h	r	j	v	y	w	z	x	sh	th	
n	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1									
y	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
y	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
y	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
y	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1													

Equally important is the love of reading that is demonstrated across the whole school. Staff have worked to link books to topic themes where possible. Opportunities have been increased for reading for pleasure sessions, including ensuring that the daily library club has been reinstated following Covid. National days have been celebrated, including Roald Dahl Day, National Book Day and National Poetry Day. Visitors have been into school or worked online with our pupils - including Bookbugs and Dragontales; The Guardian Newspaper; Grandad Wheels and some Influencers and Bloggers. Further details on this work can be obtained from our English Leader.

3. Tireless work on our curriculum documentation has resulted in a much clearer view of the different curricular pathways at The Clare School. Overviews, progression documents, intent/impact documentation and a thorough overview of accreditation have all resulted in being able to tell The Clare School curriculum story in a much clearer way. Consistency in documentation has been a focus – ‘All about me’, Communication and Mealtime mats are all standardised. In impact on our pupils is that there is now a clear curriculum plan in place, more opportunity for curriculum links to a love of reading and trips and visits and a much clearer accreditation plan, ensuring that our pupils all leave school with a wide range of externally accredited certificates and awards. All about Me documentation and

Communication Profiles ensure that all staff working with our pupils know exactly how to support each individual to meet their needs in the most effective way possible. Further details on this work can be obtained from our Assistant Head for Curriculum.

4. A range of specialist equipment has been purchased to support our pupils with their physiotherapy and postural management programmes. Some pupils have needed very specific equipment to be purchased following surgery or a change in their medical condition. We have also been able to train staff in 'Hand, Arm, Foot and Leg Massage' and in the 'MOVE' programme. Specialist sensory equipment has been purchased to support pupils who have visual impairments, such as bubble tubes and light toys. Adjustable height touchscreens have been purchased so that our wheelchair users can access the whiteboard. By purchasing specialist equipment to meet the needs of the pupils, we are better able to support their educational and wider holistic needs. Further details on this work can be obtained from our Head of Care.

5. We now have a full time Music Therapist in place offering around 20 individual therapy sessions a week. Working with the both the Nurture Team and ELSA trained staff, pupil referrals are triaged and an appropriate provision is put into place. Pupils are referred for bespoke targets, progress towards meeting these targets is recorded and reviewed on a regular basis. Progress for all pupils is documented thoroughly to show impact. For example, there are some strong case studies showing huge functional benefits such as improvements to walking, developing communication, increasing confidence/engagement in class, supporting emotional regulation and wellbeing. There is an outcome measuring tool in place which can demonstrate qualitative data. Further details on this work can be obtained from our Head of Therapy.

Facts/figures for academic year 2022/23

- 18-20 sessions offered per week
- 335 sessions completed in total
- 24 referrals made. Primary reason for referral:

