

# Pupil premium strategy statement: Bidwell Brook School



1. Summary information					
<b>School</b>	Bidwell Brook School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£48,454	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	105	<b>Number of pupils eligible for PP</b>	38	<b>Date for next internal review of this strategy</b>	November 2017

2. Current attainment		Using P Level Data	
		<i>Pupils eligible for PP</i>	<i>Whole School</i>
<b>KS1 English, Maths and Science % meeting or exceeding their targets</b>		100%	100%
<b>KS2 English %meeting or exceeding their targets</b>		75%	63%
<b>KS2 Maths %meeting or exceeding their targets</b>		76%	70%
<b>KS2 Science %meeting or exceeding their targets</b>		63%	69%
<b>KS3 English %meeting or exceeding their targets</b>		98%	90%
<b>KS3 Maths %meeting or exceeding their targets</b>		80%	82%
<b>KS3 Science %meeting or exceeding their targets</b>		91%	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Difficulties in engagement in learning and maintaining concentration levels. All of our pupils have complex and significant profiles and may suffer from poor health or have degenerative conditions. They may struggle with sensory regulation and behaviour or have conditions such as Autism. Whilst this is true of all our pupils, they may be felt more acutely by children from disadvantaged families.
<b>B.</b>	Poor communication and social skills and need to develop socially appropriate behaviours. Again whilst this is true of all our pupils, they may be felt more acutely by children from disadvantaged families who may need support with their children's communication profiles.
<b>C.</b>	We have identified that we have pupils with ability to make good progress in Reading and Literacy skills but who need individual targeted support to fulfil their potential.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Lack of opportunity to extend social opportunities due to socio-economic factors	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Difficulties in engagement in learning and maintaining concentration levels. All of our pupils have complex and significant profiles and may suffer from poor health or have degenerative conditions. They may struggle with sensory regulation and behaviour or have conditions such as Autism. Whilst this is true of all our pupils, they may be felt more acutely by children from disadvantaged families	Improved emotional health and wellbeing of pupils. Some pupils will be able to self regulate emotions and access strategies to support themselves with sensory processing. Better problem solving Resilient and attentive learners Improvement in Home School Targets and P Level data
<b>B.</b>	Poor communication and social skills and need to develop socially appropriate behaviours. Again whilst this is true of all our pupils, they may be felt more acutely by children from disadvantaged families who may need support with their children's communication profiles.	Fewer behaviour incidents recorded Better engagement in learning leading to increased pupil satisfaction and wellbeing. Higher achievement levels in home school targets and P level data
<b>C.</b>	We have identified that we have pupils with ability to make good progress in Reading and Literacy skills but who need individual targeted support to fulfil their potential.	Pupils eligible for PP identified as higher ability can make as much or better progress across Key Stage 2 and 3 in reading assessments.
<b>D.</b>	Lack of opportunity to extend social opportunities due to socio-economic factors	Improvement in socially appropriate behaviours Fewer behaviour incidents recorded

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improve communication and social skills & socially appropriate behaviours.	<p>Our support services team includes a pupil Advocate who undertakes regular staff training so that we have a wide pool of Advocacy champions. This ensures a fully person centred ethos with systemic advocacy is in place. Pupil voice drives forward learning and is at heart of the school. Parent advocacy workshops run to support parents with communication profiles,</p> <p>We have a full time behaviour support specialist who leads a communication and decision making team. Part of this role is to train staff in supporting them to work with our challenging students who need strategies to support them with communication and decision making across the school.</p>	<p>We want to invest in staff training in advocacy to promote pupil voice which fits in with our person centred ethos. This will consolidate the school ethos and ensure good practice is embedded across the whole school.</p> <p>We want to invest in training staff to support our challenging pupils in being able to find better ways to communicate. Preparation for learning is a key element of the work of the communication and decision making team. Through empowering pupils to communicate clearly, manage emotions and learn to self regulate so that they can integrate in to a learning environment.</p> <p>..</p>	<p>Review of behaviour incident reporting.</p> <p>Student council minutes.</p> <p>Staff and parent feedback.</p> <p>Annual person centred review process collects views of parents, pupils and other stakeholders.</p>	Pupil Premium co-ordinator	January 2017

C. Improved Reading Assessment levels for identified pupils.	Senior Teacher to work with classroom support staff to promote reading and appoint a Literacy champion to ensure continuity of provision.	Improved staff training is an effective way of sustaining reading initiative and we have identified pupils in Key Stage 2 and Key Stage 3 who are capable of making good progress.	Senior Teacher has undertaken initial review of Reading levels and appointed classroom Literacy Champions. Reading assessments will continue to be assessed throughout the year.	Senior Teacher	Ongoing assessment
<b>Total budgeted cost</b>					£19,743.
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improvement in extending concentration levels and engagement in curriculum.	To offer opportunity to access alternative learning opportunities for those pupils who cannot engage in a structured classroom environment by offering a Rural skills curriculum. To offer an individual and personalised learning curriculum with additional staff support where needed.	Pupils experience difficulties in maintaining concentration and engaging in learning. This is due to a wide range of issues such as serious health conditions, anxieties, Autism and a wide range of physical and learning difficulties. An individualised and alternative curriculum offer will also help engage learners who cannot engage in a traditional structured classroom environment.	Referral process in place to access Rural Skills curriculum which outlines pupils' barriers to learning and expected outcomes and learning objectives. Feedback obtained through annual reports which link in to annual Person Centre Reviews which take place in summer term. Progress is monitored and evaluated against learning outcomes		Jan 2017

C. Improved Reading Assessment levels for identified pupils	1:1 and small group reading booster classes with pupils in Key Stage 2 and Key Stage 3 who have been identified as having the ability to make significant progress by an experienced teacher. This will be in addition to standard lessons.	Some of the students need targeted support to catch up and achieve full potential. This will be provided by senior Teacher support Small group interventions with highly qualified staff have been shown to be effective in reliable evidence sources..	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Deputy Head /Assessment coordinator Link with classroom support staff to set up literacy champions in classes.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	Jan 2017
<b>Total budgeted cost</b>					£10,354
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improvement in extending concentration levels and engagement in curriculum.	To offer additional therapies outside the core curriculum to improve emotional and mental wellbeing. These are Play Therapy, Music Therapy, Horse Therapy and Riding for the Disabled therapy sessions.	Pupils experience difficulties in maintaining concentration and engaging in learning. This is due to a wide range of issues such as serious health conditions, anxieties, Autism and a wide range of physical and learning difficulties. A boost in mental and emotional health and wellbeing will ensure pupils are more receptive to learning. Pupils who access learning on a sensory level need to have their sensory needs met.	Referral process in place to access alternative therapies which outlines pupils' barriers to learning and expected outcomes .Feedback obtained through annual reports which link in to annual Person Centre Reviews which take place in summer term.	Pupil Premium Coordinator	Jan 2017
D Improvement in socially appropriate behaviours and socially based communication skills	Identify and source appropriate enrichment and extra-curricular activities and social experiences e.g. residential, theatre trips	Socio-economic factors mean limited scope for extended social experiences, these impacts upon pupils' development of socially appropriate behaviours and socially based communications.	Pupil Premium co-ordinator to assess request for funding against barriers to learning assessment and required outcomes. Teacher/parent/advocacy feedback through annual person centred reviews.	Pupil Premium Co-Coordinator	Jan 2017

<b>Total budgeted cost</b>					£18,357

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve communication and social skills	Advocacy training for support staff to become Advocacy champions and to ensure systemic advocacy is in place and that pupil voice is at heart of the school. Behaviour support to enhance communication and decision making across the school.	<p>We want to invest in staff training in advocacy to promote pupil voice which fits in with our person centred ethos.</p> <p>We also invest in training staff to support our challenging pupils in being able to find better ways to communicate. Preparation for learning is a key element of the work of the communication and decision making team. through empowering pupils to communicate clearly, manage emotions and learn to self regulate so that they can integrate in to a learning environment</p>	<p>We are in the process of collating responses to the annual person centred reviews which took place in the summer term.</p> <p>Feedback from families at parents evenings and from staff at training refresher shows that this training is beginning to have an impact. Student council meetings also reinforce pupil satisfaction at their engagement in decisions affecting their school life and feel that their voice is being heard.</p> <p>This approach will be continued.</p>	£20,443
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improvement in extending concentration levels and engagement in curriculum.	To offer opportunity to access alternative learning opportunities for those pupils who cannot engage in a structured classroom environment. To offer an individual and personalised learning curriculum with additional staff support where needed.	This was found to be extremely effective in engaging those of our pupils who are physically very active and struggle to stay engaged in lessons within the structured classroom environment. Fewer behaviour incidents were recorded for a small but very key group of students with significant behaviour challenges.  Health benefits were also felt with increased physical activity as well as significant boosts to self esteem, confidence and engagement in learning.	This approach will be strengthened next year with the introduction of a full time Rural Skills Assistant. Part of the salary will be funded by Pupil Premium and one day per week will be timetabled for working in small groups or individually with Pupil premium pupils.	£7864
Literacy catch up funding.	Senior Teacher working in small groups with Literacy catch up premium money	Good progress was made by some students. Teachers felt that they had students who needed more regularly timetable intervention work to reach their potential.	A more sustained approach was needed to make significant improvements and this should be carried forward next year with increased funding.	£1500
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improvement in socially appropriate behaviours and socially based communication skills	Identify and source appropriate enrichment and extra-curricular activities and social experiences e.g. residential, theatre trips		Analysis of results of achievement using hard data shows that Pupil Premium pupils do not have an achievement gap. Monitoring and evaluation of soft data e.g. feedback from advocacy, pupil voice and person centred reviews show this has greatly increased self-confidence and social skills. This approach will be continued next year	£6,930 .
Improvement in extending concentration levels and engagement in curriculum	To offer additional therapies outside the core curriculum to improve emotional and mental wellbeing. These are Play Therapy, Music Therapy, Horse Therapy and Riding for the Disabled therapy sessions.		Analysis of results of achievement using hard data shows that Pupil Premium pupils do not have an achievement gap. Monitoring and evaluation of soft data e.g. feedback from parents, teachers and pupils show that these therapies improve on pupils being receptive to learning due to increased health and wellbeing. This approach will be continued next year.	£12,995

## 7. Additional detail

The challenge for us has been that in analysing hard data of core subject attainment there is no significant achievement gap between pupil premium pupils and other pupils. The school has been diligent in seeking out where the attainment gap actually lies. In analysing success against our own home school agreement targets which are based on a different skill set and relating to independent living and life skills there does seem to be evidence of an attainment gap. In our next review we will be therefore scrutinising this data and reviewing what measures can be put in place to address this.

# Pupil Premium Data Publication

## 2015/2016 academic year



### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	105
Number of pupils benefitting from PPG	38
<b>Total amount of PPG received (£)</b>	<b>£48,232</b>

### Summary of PPG spending 2015/2016

#### Objectives in spending PPG:

To meet the individual needs of students through tailored support programmes and additional therapies as identified through the person centred planning and review process. To monitor the spending of funding to ensure that there is equitable provision and funding is correctly targeted.

#### Summary of spending and actions taken for 2015-2016 academic year:

##### Pupil Premium Funding : £48,232

There is a cycle of continuous gathering of assessment data and review of spend against pupil outcomes. We ensure that interventions and support are targeted where needed and respond to the needs of the pupils.

**Advocacy:** ensuring that we have systemic advocacy and interventions are driven by pupil voice

**Behaviour Support :** establish behaviour support plans

**Individual Music Therapy** sessions to support pupil's communication, social skills, boost confidence and increase wellbeing

**Riding for the Disabled** therapy sessions to provide physiotherapy and boost physical and mental wellbeing

**Residential funding** to enable pupils to expand their learning outside the classroom environment

**Play Therapy :** targeted therapy to improve communication and social skills and enable better learning

**Individualised spend e.g.** communication aids and enrichment activities where this will support the pupils' learning

**Sports Premium Funding:** £8,130 Swimming Coach and Swimming sessions , additional staff support to support key stage1 swimming sessions

**Yr 7 Literacy Catch Up** Funding: £1,500 – Additional literacy booster sessions for small group or individual lessons

**Outcomes to date:**

Assessment data shows that students in receipt of pupil premium funding are making good progress and that this is at least as well or slightly higher than average.

**Planned spending and actions for 2016-2017 academic year:**

To widen the range of therapies and increase targeted support on offer, to include support with students' emotional health and well being, as this had a direct impact on learning. A senior teacher will provide literacy booster sessions and catch up work. They will also establish literacy champions in classes to ensure continuity of provision, set up reading folders and assess pupils using reading assessment and phonic screening.

To part fund a full time Rural Skills Assistant to work with pupils on an alternative curriculum and to continue learning outside the classroom

To continually challenge analysis of data and ensure provision of correctly targeted support.