



Pupil premium strategy statement: Bidwell Brook School

1. Summary information					
School	Bidwell Brook School				
Academic Year	2019-20	Total PP budget	£77848	Date of most recent PP Review	Sep 2019
Total number of pupils	138	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Mar 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Non Pupil Premium Cohort</i>
KS1 Communication and Interaction targets meeting or exceeding targets	50 %	45 %
KS1 Cognition and Learning targets meeting or exceeding targets	67%	64 %
KS1 SEMH targets meeting or exceeding targets	75 %	46 %
KS1 Sensory or Physical targets meeting or exceeding targets	33 %	50 %
KS2 English targets % meeting or exceeding their targets	67 %	57 %
KS2 Maths targets % meeting or exceeding their targets	0 % *	60 %
KS2 Communication and Interaction targets meeting or exceeding targets	71 %	58 %
KS2 Cognition and Learning targets meeting or exceeding targets	85 %	85 %
KS2 Social Emotional and Mental Health targets meeting or exceeding targets	84 %	74 %
KS2 Sensory or Physical meeting or exceeding targets	80 %	57 %
KS3 Communication and Interaction % meeting or exceeding their targets	44 %	57 %
KS3 Cognition and Learning % meeting or exceeding their targets	44 %	28 %
KS3 SEMH targets % meeting or exceeding their targets	33 %	86 %
KS3 Sensory/Physical targets % meeting or exceeding their targets	11 %	100 %

KS4 Education& Employment targets % meeting or exceeding their targets	80 %	58 %
KS4 Independent Living targets % meeting or exceeding their targets	83 %	50 %
KS4 Community Inclusion targets % meeting or exceeding their targets	83 %	58 %
KS4 My Health targets % meeting or exceeding their targets	83 %	100 %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The need to engage in positive communication styles and good decision making to support positive behaviour.
B.	Lack of ability to self regulate and build emotional resilience because of sensory processing needs.
C.	Communication and social Interaction barriers due to poor oral language and communication skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Social Exclusion – Lack of extended social opportunities which may be caused either by financial barriers or by lack of opportunity or by lack of parental confidence.
F.	Family support is needed to :- Understand a special needs diagnosis and the impact of their child’s condition. Gain skills and knowledge in positive parenting strategies Improve resilience confidence to take their children out for enrichment and extended social opportunities. Be signposted to external help, advice and support services.

4. Planned expenditure					
Focus	Rationale	What we will provide	Desired Outcomes	How we assess impact	Review
Self-Regulation & Emotional Resilience	We have seen an increase in the number of students who require support with self-regulation strategies. Self-regulation is necessary for reliable emotional wellbeing and to control behaviours and emotions. Well-regulated students will be able to better access learning.	<p>We will set up and equip a Hub with sensory regulation spaces for calming, alerting and organising.</p> <p>Programmes, therapies, training and interventions to support self-regulation and extended engagement will be timetabled and run by our Communication and Decision Making Team.</p> <p>Individual resources e.g. communication aids and resources or activities to help with sensory regulation</p> <p>Research opportunities for workshops and training around e.g. Music and Movement</p> <p>Additional OT support</p>	<ul style="list-style-type: none"> Improved emotional health and wellbeing of pupils. Some pupils will be able to access strategies to self-regulate Better problem solving Resilient and attentive learners 	<p>Review of CPOMS – reduction in recorded incidents</p> <p>Student and teacher feedback</p> <p>Case studies</p> <p>Referrals and assessment of outcomes of referral</p>	
<p>Budgeted cost:</p> <p>Staffing: £8,335</p> <p>Communication aids & Individual Resources £3,000</p> <p>Aromatherapy & Other Therapies £2,000</p> <p>Workshops £1,000</p> <p>Training £1,000</p> <p>Furniture, equipment & resources to set up and equip sensory Hub £2,500</p> <p>Occupational Therapy/Other Therapy support £10,000</p>					<p>Total Budgeted Spend:</p> <p>Resources: £9,500</p> <p>Staffing: £8,335</p> <p>Specialist Support : £10,000</p>

Focus	Rationale	What we will provide	Desired Outcomes	How we assess impact	Review
Family Support	<p>Some families struggle to understand their child's diagnosis and its' impact. They may struggle with their child's behaviours and communication profile.</p> <p>Some feel isolated and anxious especially in the early years of their child's school life. If families lack resilience and are anxious then this will impact on the pupils in turn.</p> <p>Some families are in crisis and need signposting to external agencies for help and support.</p>	<p>One day a week Family Support worker who will draw up a profile of those families who need additional support and guidance.</p> <p>These families are those who fit the profile of being isolated, anxious and lacking in confidence to take their children out in to the community.</p> <p>She will then arrange a series of workshops e.g. building better outcomes and creative workshops to improve resilience and health and wellbeing.</p> <p>Help with FSM and DLA applications.</p> <p>Signposting to other support networks and services</p>	Improved health and wellbeing and resilience in families will in turn impact on more resilient pupils and less time spent on managing behaviours or family concerns.	Family and staff survey & feedback Case studies	Daisy Binnie and Lynne Williams
Budgeted Costs : Staffing £8,882 Workshops & Training £2,315					Total Budgeted Spend: £11,197

Spend	Rationale	What we will provide	Desired Outcomes	How we assess impact	Review
<p>Social Exclusion – Lack of extended social opportunities which may be caused either by financial barriers, lack of opportunity or by lack of parental confidence.</p>	<p>The vast majority of Pupil Premium eligibility is based on household income. Families on lower household income are generally less able to afford extended social opportunities as they tend to be costly, expensive and logistically challenging. The ability to maximise their potential in developing socially appropriate behaviours and socially-based communication are therefore limited.</p>	<p>Subsidies with the cost of residential trips and activities where a parental contribution is required to cover costs.</p> <p>Meet the costs of activities which do not form part of the core curriculum e.g. Horse Riding, (benefits are both physical- exercise, balance, posture, co-ordination and improving self confidence through learning new skills sensory experiences and self – esteem building & Clip n Climb.</p> <p>Family support worker and Pupil Premium leads to source additional enrichment and extra- curricular activities and opportunities.</p>	<p>Equality of access</p> <p>Range of extended social opportunities is available to disadvantaged groups.</p>	<p>Check that pupil premium families are participating in the activities which are being offered to families which require parental contributions.</p>	<p>Pupil premium lead in each setting</p>
<p>Budgeted Cost : Staffing £5,362 Cost of subsidised trips & Activities £4,000</p>					<p>Total Budgeted Cost :£9,362</p>

Spend	Rationale	What we will provide	Desired Outcomes	How we assess impact	Review
Positive Behaviour through good communication and decision making skills.	Effective communication strategies and an embedded system of positive choices and good decision making will reduce negative behaviours and influence positive behaviour.	<p>One day per week dedicated pupil advocate time to :-</p> <ul style="list-style-type: none"> • Train class advocates and ensure pupil voice is at the centre of school systems • Targeted interventions through referrals by staff for pupils to access individual advocacy sessions 	<p>A person centred ethos is established with pupil voice at the heart of our school. Pupil advocates will ensure that good practice is embedded across the whole school. This will feed in to a personalised and individual curriculum, where pupils drive their own learning, are engaged and have better learning outcomes.</p>	<p>CPOMS behaviour incident reporting Referrals and assessment Feedback – pupil and staff Case studies Data assessment</p>	
				Total budgeted cost	Staffing £5,980 Training £2,000

Focus of Spend	Rationale	What we will provide	Desired Outcomes	How we assess impact	When and who will review implementation
Rural Skills - Targeted interventions to improve communication and decision making skills and communication and interaction.	Some pupils struggle to engage in learning in a traditional classroom environment but would benefit from an alternative learning environment.	One half day per week as dedicated time for our Rural Skills Teaching Assistant to work on a small group basis with pupils who have been referred as benefiting from intensive interaction in an outdoor hands-on environment.	Pupils work to a set of communication targets set in the referral by class teacher.	Referrals and assessment Feedback – pupil and staff Case studies Data assessment	
Staffing £3000 Resources £500 Total budgeted cost					Staffing £3,500

Focus of Spend	Rationale	What we will provide	Desired Outcomes	How we assess impact	When and who will review implementation
To improve Phonic skills and improve literacy levels. To Include Year 7 Literacy Catch up focus.	Research has shown that children from low-income families have less developed language and comprehension skills than children from more affluent households. They also are less able to understand abstract language and have lower reading and writing skills. This may be due to less time and resources available to families struggling financially and being exposed to a less	Higher Level Teaching Assistant and Teaching Assistant to support pupils with phonics, reading and comprehension. They will work on an individual or small group basis working under the supervision of the literacy co-ordinator. Individual learning goals will be set under the Literacy programme and targets will be assessed and reviewed.	Improvement in Literacy assessment data. Improved phonics, reading and comprehension skills.	Individual pupil assessment data	Literacy Leads/ Pupil Premium co-ordinator

	language rich environment.				
Staffing: Teaching Assistant £8335 Higher Level Teaching Assistant £ 9639 (part funded through Year 7 Literacy catch up funding of £6,000)					£17,974

5. Additional detail and review of previous years aims and outcomes.

With the removal of P Levels, data was collected for the academic year 2018-2019 and for Autumn 2019 and Spring 2020 using a newly introduced subject area framework. For Summer 2020 data however, a new system of individual targets based on the four areas of the code of practice under Education Health and Care Plans was introduced. During this period of transition it is difficult to make comparisons to last years' assessment data as there have been such significant changes in the way data is collected.

Future assessment ensures that individual targets will be set for Maths and English under the cognition and learning section of the Education Health and Care Plan, but Science data will not be collected individually. During this transition phase there have been some small data sets e.g. *in Key stage 3 English and Maths only three targets were set. As targets are so highly individualised, analysing comparative data is challenging, and this is especially so with small data sets. Our ongoing challenge is to ensure rigour in setting targets which are accurate, appropriate and challenging for our pupils. Professional data conversations will include analysis of how pupil premium spend can be best targeted to ensure equitable progress for our pupil premium cohort.

From June 2019 we took the decision to disinvest from using pupil premium to subsidise the cost of Music Therapy sessions for pupil premium pupils as we felt we could not collect sufficient evidence of impact. Other strategies have been carried forward from previous years around support for Advocacy, Behaviour and Communication and Decision making and Rural skills. We are also employing a full time High Level Teaching assistant which is part funded by Year 7 Literacy Catch up funding, which will support our whole school focus on teaching of phonics . We are also providing additional family support for pupil premium families.