

Action Plan for Pupil Premium provision September 2022 - September 2023

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| **SCHOOL CONTEXT** |
| **Academic years that our current pupil premium strategy plan covers: 2021 - 2024** |
|  | Pupils on roll | Pupils eligible for free school meals or have been eligible in the past 6 years | Pupils who are looked after by the local authority, have been adopted from care or who have left care | Pupils eligible for service pupil premium | Total number of eligible pupils |
| EYFS | 6 | 1 | 0 | 1 | 1 |
| Y1-Y6 | 63 | 34 | 3 | 0 | 40  |
| Y7-Y11 | 69 | 29 | 5 | 0 | 34  |
| Y12-14 | 20 | 0 | 4 | 0 | 0 |
| Boys | 103  |  |  |  | 47  |
| Girls | 55  |  |  |  | 28  |
| Whole school | 158 | 73 | 11 | 1 | 74  |

| **Review of the academic year 2021-2022** |
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| Summary of objectives | Summary of expenditure | Impact on progress and attainment of eligible pupils | Comments |
| Disadvantaged pupils do as well or better than their peers in their Home School Agreement Targets, relative to their starting points as identified through baseline assessmentsDisadvantaged pupils do as well or better than their peers and in their phonics’ assessments, relative to their starting points as identified through baseline assessments.To improve pupils as learners and increase their engagement and participation in learning.Pupils can access tools and strategies to achieve self –regulation and emotional resiliencyIncreasing cultural capital of disadvantaged pupils | Pupil premium lead timeTuition targeted at specific needs and knowledge gapsFull time literacy HLTAPurchase of sensory regulation equipmentFamily support liaison workerFunding Advocacy lead and class pupil advocacy champions.Funding Communication and Decision-Making Team to support with pupils communicating through behaviorFunding towards Outdoor education team to coordinate and lead extracurricular activities. Funding towards trips. | Overall, 51% of non-PP eligible students were assessed at exceeding or secure in their HSA targets, compared to 49% of pupil premium eligible students. There was a slight disadvantage gap in the attainment of English targets in the lower school (51% of non-PP pupils were assessed as secure or exceeding, compared to 39% of PP pupils). Hub spaces have been developed- calming co-regulation space, sensory circuit room. Students are now accessing these spaces, reducing escalation and supporting regulation. 100 intervention targets were set to support SEMH, 50% of these were assessed as secure or exceeding. The percentage of pupils at each key stage accessing outdoor learning opportunities is as follows - EYFS/KS1 - 46% -10 pupils Shetland pony riding, 4 pupils climbing. KS2 - 95% -39 pupils trampolining and gymnastics, 3 pupils climbing, 9 pupils sailability. KS3 - 55% -8 pupils Mencap 'all move'/Dynamic adventure, 10 pupils tennis, 6 pupils sailability, 2 pupils climbing. KS4 - 100% -29 pupils trampolining and gymnastics, 6 pupils climbing, 9 pupils sailability, 8 pupils ice skating, all pupils' activities week. KS5 - 80% -8 pupils DofE, 10 pupils tennis, 6 pupils sailability, mountain biking 24 pupils and snorkelling 8 pupils from across the school. | We will continue to invest in HLTA time to reduce this gap and action English Leads to further investigate this trend.We will continue to invest in PP strategies to support regulation and engagement.  |

**Total pupil premium allocation for academic year 2021-2022: £97,876**

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| **assessment of need** |
| Bidwell Brook School is a local authority maintained special school, with 158 pupils on roll from EYFS through to KS5. All pupils have an EHCP and have complex learning needs including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) associated with Downs Syndrome, Autistic Spectrum Condition, speech and language difficulties, physical disabilities or a complex medical condition. For many of our pupils we disapply them from statutory assessments as they are not working at the age-related expectations (ARE). Pupils come from a range of socio-economic backgrounds and the proportion of disadvantaged pupils is well above the national average. We have high expectations and ambitions for all our pupils, including those eligible for pupil premium. We ensure that learning is personalised to meet the individual needs of our pupils when designing our curriculum, federation development plan and pupil premium strategy. All of these plans work together to ensure high quality teaching to improve outcomes for all pupils.The use of research and evidence in special education can be a challenge due to the bespoke provision we put into place for our pupils. However, we use the EEF’s Teaching and Learning Toolkit to help prioritise areas for development, and have participated in research projects such as the Timpson and Laurel Trust project to ensure decisions are research and evidence based. We use a variety of tools to assess learning, including Evidence for Learning, EYFS Development Matters, KS1 Phonics Screen, phonics tracker and BKSB. These tools allow us to identify when new learning is emerging, developing, secure or exceeding. This academic year, our assessments have allowed us to identify some core challenges some pupils and staff are facing. We know from lesson observations, assessment, target setting and planning as well as staff confidence surveys that we need to improve the quality of education for pupils on the engagement pathway. These students were disproportionately affected by the pandemic as it was harder to replicate this pathway remotely. We also know from our internal qualitative data and our knowledge of our context, that many of our pupils have limited access to enrichment activities. We also have a significant need for social and emotional support for our pupils, as evidenced by our behavior monitoring tool and adverse childhood experience screening tool. Self-regulation (drawing upon the EEF guidance report) is a key area of our strategic plans. We know from our phonics tracker quantitative data that our phonics interventions have improved pupil achievement in phonics and reading, this is also supported by the EEF Teaching and Learning Toolkit. This academic year, we will be continuing this intervention to maintain this progress and achievement.  |

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| **PUPIL PREMIUM OBJECTIVES FOR ACADEMIC YEAR 2022 - 2023** |
| **high quality teaching** |
| Challenge number | Objective |
| 1-6 | 1. Pupil Premium Lead will ensure that pupil premium allocation is used effectively to ensure there is no attainment gap between PP and Non-PP students.
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| 1-6 | 1. Assistant Head Teacher for training and CPD will improve staff skills and knowledge, relating to the education of children and young people with SEND.
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| 1,2,3,5,6 | 1. To invest in learning resources to support high quality teaching and learning, enabling all pupils to access learning.
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| **Targeted academic support** |
| Challenge number | Objective |
| 2 | 1. Literacy HLTA will ensure that there is no attainment gap in phonics between PP and non-PP learners, using phonics tracker to monitor progress and to offer targeted support where the need is identified
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| 1,3,6 | 1. The Hub HLTA will plan and deliver targeted interventions to ensure all students are ready to access learning in class.
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| 4 | 1. The Rural Skills team will plan and deliver a range of outdoor learning opportunities at a universal and targeted level of intervention.
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| 2,3,5 | 1. Students will be able to express themselves effectively, using AAC strategies where appropriate to support their language.
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| **wider strategies** |
| Challenge number | Objective |
| 3,5 | 1. CDMT Lead Teachers will monitor low, medium and high level behaviours and implement staff training, support, behavior plans or interventions where the need is identified, reducing the number of recorded incidents in relation to previous years.
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| 3,4 | 1. Advocacy Lead will ensure all pupils have a voice in decisions which affect them, via our universal offer and staff CPD or targeted interventions.
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| 4 | 1. To increase the cultural capital of our students by providing offsite trips and activities for all pupils
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| 3,4 | 1. The Early Help Officer will support the DSL to signpost and support the families of disadvantaged students to improve attendance, behavior and engagement with learning.
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**Total pupil premium allocation for academic year 2022-2023: £142984**

| High Qualtiy teaching: Investment in high quality teaching, cdp, Early Careers framework teachers cpd and supportObjective 1: |
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| Actions | Evidence that supports this approach | Cost/resource implications | Targeted groups | Person responsible | Success criteria/ Impact |
| Pupil Premium Lead time | Time to diagnose specific barriers disadvantaged pupils are facing and coordinate allocation of PP funding to ensure it is evidence based and reaches pupils for whom it is intended and that it makes a significant impact on their education. | 4 hours a week 8000 | Staff and pupils | Kate Preece | School improvement approach meets needs of pupils and fulfils expectations of the pupil premium strategy document.  |
| Assistant Head Teacher -Training and CPD | EEF Effective Professional Development Guidance Report | 10000 | ECTInducting new staffSubject and KS LeadsTA trainingTeam Teach trainingCoaching around T&L | Robyn Emmerson | Upskilled staff, higher quality teaching and learningIncreased staff confidenceStaff retention |
| Learning Resources to support high quality T&L, enabling all pupils to access learning | EEF Teaching and Learning Toolkit | 5484 | All students | Kate Preece | High quality teaching supported by engaging and purposeful learning resources |

| targeted academic support: InterventionsObjective 1 |
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| Actions | Evidence that supports this approach | Cost/resource implications | Targeted groups | Person responsible | Success criteria/ Impact |
| Literacy HLTA to track phonics attainment and run targeted interventions | EEF Teaching and Learning ToolkitEEF Improving Literacy in KS1 and KS2 | 27000 | All subject specific pathway learners from EYFS to end of Key Stage 2.  | Amber McMenamie | No attainment gap in phonics between PP and non-PP pupils |
| CDMT Hub HLTA | One to one tuition, EEF And in small groups: Small group tuition- Toolkit Strand, Education Endowment Foundation, EEF | 30000 | Students communicating through behaviourDisadvantaged students and those who have been exposed to adverse childhood experiences | Kevin Riley/ Charlie Millar | All children and young people engaged in learningImprovement in self-regulation skills, reducing logged behavior incidents |
| Rural skills team to maintain rural skills provision and run targeted interventions | EEF Learning Toolkit states there is a wider evidence base to indicate that outdoor learning has positive impacts on self-efficacy, motivation and teamwork, and plays an important role in part of the wider school experience. | 8000 | Universal: all students to have access to rural skills provisionTargeted: individual pupils to access 1:1 intervention where need is identified for a defined number of sessionsIntensive: Longer term 1:1 intervention’s with pupils  | Tom Bates | Pupils meeting intervention targets.Reduction in challenging behaviour’s as reported on CPOMS.  |
| Sensory resources and communication aids | SEND areas of needMaslow’s Hierarchy of needBarry Carpenter, Engaging Learners with Complex Learning Difficulties and Disabilities | 4000 | Universal: access to total communication environmentTargeted: specific communication resourcesSensory resources for targeted CDMT and sensory interventions, as well as sensory resources to support self-regulation and access within the learning environment | Kate Preece | All students have a means, reason and opportunity to communicateReduction in communication through behaviour |

| wider strategies: NON-ACADEMIC challenges including attendance, behaviour, SEMH supportObjective 1 |
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| Actions | Evidence that supports this approach | Cost/resource implications | Targeted groups | Person responsible | Success criteria/ Impact |
| CDMT Lead Teacher time to triage behaviour incidents, direct interventions/plans and support teams, CPD and coaching | EEF Teaching and Learning ToolkitEEF Improving Behaviour in Schools | 14000 |  | Kevin Riley |  |
| Advocacy Lead time to ensure pupils have a voice in decisions which affect them via staff CPD and targeted interventions | EEF Teaching and Learning Toolkit | 8000 | Staff CPDDisadvantaged students | Dawn Lewis | Pupil voice informs decision making. Disadvantaged pupils have relational support plans or attachment-based mentoring where need is identified. Reduction in communicating through behaviours and increased engagement in learning. |
| Outdoor Ed Teacher and HLTA time to coordinate and lead a range of outdoor education activities across the academic year | EEF Learning Toolkit states there is a wider evidence base to indicate that outdoor learning has positive impacts on self-efficacy, motivation and teamwork, and plays an important role in part of the wider school experience. | 11500 | Disadvantaged pupils as well as wider school | Will Young | All disadvantaged students have access to outdoor ed opportunities across the academic year |
| Early Help Officer | EEF Working with parents to support children’s learningHigher than average percentage of pupil premium eligibility | 12000 | Disadvantaged pupils and families | Stella Wood | Improvement in attendance data where concerns are identifiedImproved parental engagement with school and learningSupport for disadvantaged families |
| Trips and activities budget allocation to ensure disadvantaged pupils have equitable access to extra-curricular activities | EEF Learning Toolkit states there is a wider evidence base to indicate that outdoor learning has positive impacts on self-efficacy, motivation and teamwork, and plays an important role in part of the wider school experience. | 5000 | Disadvantaged pupils as well as wider school | Will Young | All disadvantaged students have access to outdoor ed opportunities across the academic year |