

Pupil Premium Strategy Statement

Bidwell Brook School

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	154
Proportion (%) of Pupil Premium eligible pupils	47.8%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nikki Burroughs
Pupil Premium Lead	Kate Bromage
Governor Lead	Jodie Came

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£84,270
Recovery Premium funding allocation this academic year	£58,098
Pupil Premium (and Recovery Premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£142,368

Part A: Pupil Premium Strategy Plan

Statement of Intent

We believe that all students, irrespective of their background, special educational needs and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make excellent progress, achieve high attainment across all areas and are prepared for future destinations.

Our Pupil Premium 2023-24 priorities are part of a 3-year plan that is strategically linked to our Federation Development & Innovation Plan, to ensure that the best support is in place for maximising progress and outcomes for our most vulnerable learners in addition to our core provision.

Our key objectives for all of our students, linked to our vision statement are:

Everyone has a voice
Everyone will be the best they can be
No one is excluded

We will achieve this by a carefully planned strategy to address teaching, targeted academic support as well as wider strategies to enable all our students to achieve well and be prepared for next steps. The activities outlined in this plan are specifically designed with the challenges faced by our students in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

A high-quality programme of CPD, tailored to the context of our school will ensure all students access high quality teaching and are supported by staff who are skilled at enabling all students to engage, communicate and access learning. Assessment data will be used effectively to inform next steps and ensure there will be no attainment gap between disadvantaged and non-disadvantaged students.

Targeted academic support and structured interventions will be delivered to students who require more support to access, engage or progress. This could include attachment-based mentoring, advocacy support, rural skills interventions, therapy dog interventions or structured communication and interaction interventions such as attention autism or lego therapy.

Our Communication & Decision-Making Team, Pastoral Assistant Headteacher and Early Help Lead will be responsible for wider strategies to support attendance, behaviour and wellbeing to minimise barriers to learning. All students, no matter their background, will have opportunities to access wider opportunities for enrichment both inside and outside of school.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils face additional barriers to learning which require identification and support to ensure there is no attainment gap between disadvantaged and non-disadvantaged pupils.
2	All pupils at Bidwell Brook School have severe, profound and multiple learning difficulties. A high proportion have at least one additional need alongside their primary need, facing additional challenges including significant physical and sensory disabilities. This requires both highly specialised and personalised interventions and equipment.

3	High Quality Teaching: A large recruitment of new staff in school requires the need to develop, maintain and refresh specialist SEND knowledge and skills to ensure high quality education and pupil progress.
4	Complex communication, interaction and language difficulties which underpin many challenges to learning require regular and consistent specialist interventions, strategies and approaches closely linked to wider context and preparation for adulthood. Many students require Alternative Augmentative Communication (AAC) devices and systems, resourced in the first instance by the school.
5	Pupils may demonstrate significant behaviours as a result of challenges with social communication, cognition, sensory processing and SEMH needs. These need to be addressed to enable pupils to access learning, community and prepare them life beyond school and adulthood. Some pupils struggle to cope with the school environment and being near other staff / pupils. Some pupils display emotionally based school avoidance. These students require highly bespoke, personalised and flexible provision. Attendance is carefully monitored and addressed as appropriate.
6	Many of our disadvantaged students do not have the same opportunities to access wider opportunities for enrichment outside of school, compared to non-Pupil Premium eligible students, reducing their community presence, participation and opportunities to develop cultural capital outside of school.

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
Disadvantaged pupils do as well or better than their peers in their Home School Agreement Targets and in their phonics' assessments, relative to their starting points as identified through baseline assessments.	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> • There will be no attainment gap between Pupil Premium and non-Pupil Premium eligible students in our internal phonics assessment data • There will be no attainment gap between Pupil Premium and non-Pupil Premium eligible students in our internal Home School Agreement Targets assessment data
All pupils access high quality teaching with learning that is skilfully scaffolded to ensure access and progress. Maintain and develop teaching staff specialist teaching skills and knowledge.	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> • All staff will have received child development training • All staff will have received relational practice training • Teachers new to the school will have participated in the teacher induction programme • Teachers will have participated in a cycle of CPD including child development and communication • Planning will demonstrate how all learners are planned • CPD schedule & training is targeted towards enhancing staff to deliver high quality teaching. Teaching staff (particular new staff) consistently and effectively implement strategies and provide high quality teaching for all pupils

	<ul style="list-style-type: none"> Monitoring cycle will evidence teaching and learning to be consistently good across the school
<p>Communication and interaction: all pupils have a means, reason and opportunity to communicate. Communication strategies are consistently and effectively used and all pupils are supported to make progress. Staff are skilled at modelling.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> All class-based staff will have received Total Communication top-ups There will be no attainment gap between Pupil Premium and non-Pupil Premium eligible students in our internal Home School Agreement Communication Targets and Communication assessment data Communication audit evidences that all pupils who require an AAC system have one in place Learning walks and planning will evidence high quality opportunities for interaction and communication
<p>Engagement in learning and regulation: enhancement of universal, targeted and intensive support to improve pupils' sensory integration, resilience, engagement & positive learning behaviours.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> There will be a reduction in recorded high risk incidents A reduction in class avoidance A reduction in emotionally based school avoidance No disadvantage gap in assessment data for SEMH HSA targets All pupils will have access to the breakfast club
<p>Attendance will not be a barrier to the progress made by disadvantaged pupils. Families requiring Early Help will be promptly identified and supported effectively.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> There will be an increase in whole school attendance There will be no gap between disadvantaged and non-disadvantaged pupils in attendance data All families have access to support
<p>All pupils have increased opportunities to access learning outside of the classroom. A programme targeted and intensive interventions.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> All pupils have access to enrichment activities, on and off the school site Targeted interventions delivered to disadvantaged pupils and those identified as requiring additional support (eg attachment-based mentoring, rural skills intervention, therapy dog intervention)

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead Teacher to oversee monitoring and assessment data, lead on Pupil Premium interventions and ensure equitability of access.	By maintaining high profile of Pupil Premium learners and barriers they face, will ensure Teachers know who their Pupil Premium pupils are and drive through interventions and ensure equality of access	1-6
Assistant Headteacher Pastoral Lead time	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>- EEF Teaching and Learning Toolkit</p>	1-6
Deputy Headteacher responsible for CPD to develop and deliver a package of CPD and training to all pupil facing staff (new and existing) to improve pedagogy and quality of teaching.	EEF Effective Professional Development Guidance Report	1-6
Investment in learning to support high quality T&L, enabling all pupils to access learning.	EEF Teaching and Learning Toolkit	1, 2, 3, 5, 6

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

Budgeted cost: £49,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Literacy HLTA to track assessment, oversee reading and lead small group or one to one phonics and reading interventions.	EEF Teaching and Learning Toolkit EEF Improving Literacy in KS1 and KS2	1
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	4, 5, 6
Purchase and implementation of sensory resources and communication aids for pupils who require an AAC (Augmentative and Alternative Communication) device.	AAC can help supplement or augment communication for pupils to improve their communication and interaction and engage in learning. SEND areas of need Maslow's Hierarchy of need Barry Carpenter, Engaging Learners with Complex Learning Difficulties and Disabilities	1, 2, 3, 4, 5
Advocacy HLTA interventions to support resilience, wellbeing and targeted interventions for students.	EEF Teaching and Learning Toolkit EEF Improving Behaviour in Schools	4, 5
Targeted communication and interaction interventions led by HLTA and overseen by Communication Lead Teacher.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF Teaching and Learning Toolkit EEF Improving Literacy in KS1 and KS2	1, 2, 4

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

Budgeted cost: £78,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide behaviour support to enable good decision making and positive choices. CDMT Lead Teacher time to triage behaviour incidents, direct interventions/plans and support teams, CPD and coaching.	EEF Teaching and Learning Toolkit EEF Improving Behaviour in Schools	3, 5

<p>To provide Pupil Advocacy Leads and Class Pupil Advocacy Champions. Advocacy Lead time to ensure pupils have a voice in decisions which affect them via staff CPD and targeted interventions.</p>	<p>EEF Teaching and Learning Toolkit, behaviour interventions. Through our own experience, skills and knowledge and as part of our core offer we provide behaviour support as part of our Communication & Decision-Making team. By using positive communication and making good choices pupils will engage in learning.</p>	<p>4, 5</p>
<p>Increase cultural capital and engagement in wider experiences by providing offsite trips and activities for pupils eg theatre trips, residential stays and sporting activities. Removing financial barriers to ensure equal access to all pupils. Providing teacher and admin support to plan, evaluate, risk assess and book offsite activities and residential. Time for Physical Development Lead Teacher to co-ordinate a range of outdoor education activities across the academic year. Trips and activities budget allocation to ensure disadvantaged pupils have equitable access to extra-curricular activities. Funding towards transport to ensure equitability of access for wheelchair users.</p>	<p>The new Ofsted framework requires schools to consider how they develop their children’s cultural capital to help them succeed in life. Our own assessments and knowledge have shown us that by increasing the range of opportunities for pupils to engage in enrichment activities there is corresponding increase in self-confidence and resilience which leads to successful and confident learners.</p> <p>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.</p>	<p>2, 3, 4, 5, 6</p>
<p>Early Help Lead to signpost help and advice to families who are struggling to understand the impact or cope with their child’s special needs diagnosis. Early Help Lead and Pastoral Assistant Headteacher to offer strategies to improve attendance and engagement.</p>	<p>EEF Working with parents to support children’s learning Higher than average percentage of pupil premium eligibility. Collating our own feedback from person centred reviews and through Home School Agreement targets shows that a consistent approach between home and school will give better outcomes for the pupil. Improved emotional resilience of families will in turn impact positively on emotional resilience of families. Families who are more confident in dealing with and knowledgeable about their child’s diagnosis will be more confident in participating in a wider range of activities and improve the cultural capital of their child. EEF, teaching-learning toolkit, parental-engagement.</p>	<p>1, 2, 5</p>

<p>Peripatetic Music Practitioner to provide music sessions and support wider development of music curriculum and staff CPD.</p>	<p>The new Ofsted framework requires schools to consider how they develop their children’s cultural capital to help them succeed in life. Our own assessments and knowledge have shown us that by increasing the range of opportunities for pupils to engage in enrichment activities there is corresponding increase in self-confidence and resilience which leads to successful and confident learners.</p>	<p>2, 3, 6</p>
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Total budgeted cost: £142,368

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

<p>Education outcomes for primary pupils: We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using our own internal assessments. It has shown:</p> <p>There is no attainment gap in Maths or SEMH in Lower School. As expected, there is a small attainment gap in the Sensory and Physical strand. This is also the case in English and Communication, where less students who receive Pupil Premium are assessed as exceeding their targets.</p> <p>For those students receiving interventions, a slightly higher number are assessed as secure; demonstrating that our Pupil Premium strategy is effective. In Cognition and Learning, students who receive Pupil Premium funding make better progress towards their targets than non-Pupil Premium eligible students.</p> <p>Education outcomes for secondary pupils: We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using EFL and our own internal assessments. It has shown:</p> <p>Upper School pupils are more likely to achieve their targets and demonstrate progress in comparison to non-Pupil Premium eligible students in English. Our interventions support students to close gaps in their phonics knowledge as part of our Pupil Premium strategy. There is a slight attainment gap in Maths. The middle leadership team have reviewed the intent, implementation and impact of Maths teaching and learning across school and have supported with resources and CPD. 52% of Pupil Premium eligible students have been assessed as secure in or exceeding their communication targets, compared to 45% for non-eligible Pupil-Premium student, evidencing the impact of our targeted interventions.</p> <p>Our analysis tells us that teaching, targeted and wider strategies should continue to focus on strategies which alleviate any attainment gaps, enhance opportunities for Pupil Premium eligible students and enable them to develop resilience, communication and self-regulation skills that will help them to succeed.</p>

Further Information (Optional)

Additional activity:

Our Pupil Premium strategy will be supplemented by additional activity that we are not funding using Pupil Premium or Recovery Premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, Implementation and Evaluation:

In planning our new Pupil Premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We used the EEF's families of school's database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/carers as a result.

In addition to the Pupil Premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality assure improvement to secure better outcomes for pupils over time.