

Pupil premium strategy statement Birkett House School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Birkett House School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	31
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Chris White Headteacher
Pupil premium lead	Cath Brooks
Governor / Trustee lead	Tim Pearce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94320
Recovery premium funding allocation this academic year	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94320

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not usually the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that historically disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be

	lower in most subjects compared to non-disadvantaged pupils. This is reflected in their baseline and subsequent progress.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils in all subjects, notably Communication, literacy and maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2023/24, as well as monitoring in accordance with termly data collection Where appropriate pupils in all phases will successfully complete statutory assessments/ gain accredited qualifications
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' literacy skills shows a reduction in the disparity in outcomes.

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Improved achievement of EHCP termly outcomes and CODES targets
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Through enhancing opportunities to visit and enjoy local community
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2023/24, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers. We will aim for this to be matched sooner than 2023/24

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: **£17980 + £15000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the use of tracking tools to monitor the holistic progress of students more effectively</p> <p>To develop the understanding and teaching across the pathways</p> <p>The lead will engage with the National College to develop the quality of teaching through CPD.</p>	<p><u>Monitoring the progress of vulnerable pupils: gathering evidence The Key Leaders (thekeysupport.com)</u></p> <p>OFSTED report which highlights maths</p> <p>The development of projects last year, within maths and to ensure that teachers are clear about the progression along their pathway.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	1

<p>The curriculum leads will engage in the monitoring and development of their subject area</p>	<p>Mathematics, drawing on evidence-based approaches: Through engagement with the maths hub and www.nctetm.org.uk</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: Continuing to utilise the Quality of Education in school through the Monitoring of Quality of Education Policy and empowering subject leads to have a greater role within this.</p>	
<p>Purchase of an additional Senior Teaching Assistant time.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>2, 3 Continue this focusing on the development of the use of switches and AAC</p>

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

Budgeted cost: **£28430.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group sessions on language from a lead practitioner for disadvantaged pupils that require further support..</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: "The Simple View of Reading" National Centre on Improving Literacy</p> <p>Include specific targeted HLTA sessions and number of hours covered including sensory interventions, phonic interventions, forest school and lego – equivalent of 1 HLTA time a week</p>	<p>2</p>

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

Budgeted cost: **£32,909.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3, 6
Programme working with parents and carers to support students more widely than education through the employment of a family and wellbeing lead	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3, 4
Training Year 9–11 pupils to use public transport. This will involve CPD and release time for two staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4, 5, 6
To widen pupil engagement to provide a breadth of experience to enhance curriculum learning	All pupils will have trips and curriculum activities subsidized by 50%	5
To enhance the Wellbeing of specific students To enhance the Wellbeing of class groups	<ul style="list-style-type: none"> ▪ Improvement in wellbeing of all students through training and delivering of mindfulness sessions for students with complex needs ▪ Through having a mental health lead fully trained within school. 	5

Total budgeted cost: £ 94320

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. In addition to pupil premium we also used our COVID catch up funds

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17980 + £24987

Activity	Evidence that supports this approach and how it has been completed	Challenge number(s) addressed
<p>To develop the use of tracking tools to monitor the holistic progress of students more effectively</p> <p>To develop the understanding and teaching of maths</p> <p>The lead will engage with the National College to develop the quality of teaching through CPD.</p>	<p><u>Monitoring the progress of vulnerable pupils: gathering evidence The Key Leaders (thekeysupport.com)</u></p> <p>We have moved our EHCP Outcomes and IEPs onto Solar. This enable tracking to be more robust across the course of the year and enable us to better evidence progress over time. We will continue to monitor this.</p> <p>OFSTED report which highlights maths We engaged with an external expert who led training and facilitated the re writing of the long term map alongside the progression guidance document. This year we will embed this learning through enhancing teachers knowledge of the pathway in which they mainly teach.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Through engagement with the maths hub and <u>www.nctetm.org.uk</u> The maths leads engaged with this.</p>	<p>1</p>

<p>The curriculum leads will engage in the monitoring and development of their subject area</p>	<p>All staff have access to the National College as part of their CPD offer.</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>Continuing to utilise the Quality of Education in school through the Monitoring of Quality of Education Policy and empowering subject leads to have a greater role within this.</p> <p>This was completed. This year more action to develop the curriculum is planned through teachers PMR and a requirement for them to explore curriculum development.</p>	
<p>Purchase of an additional Senior Teaching Assistant time.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> <p>Switch progress was set up and progression document embedded. Communication boards have become more frequently used.</p>	<p>2, 3</p> <p>Continue this focusing on the development of the use of switches and ensuring we remain a leading school for AAC use.</p>

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

Budgeted cost: **£32326**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group sessions on language room a lead practitioner for disadvantaged pupils that require further support..</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: "The Simple View of Reading" National Centre on Improving Literacy</p> <p>HLTA was given phonics intervention time.</p>	<p>2</p>

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Ensuring that this is targeted maths (1:1 and 1:2 teaching from experienced SEN teacher)</p> <p>This enhanced progression and all those who benefitted closed the gap.</p> <p>We did not spend all the money planned and had to re pay a percentage of it.</p> <p>All the students who engaged in the 1:1 tuition and additional small group are now making expected progress and have closed the gap.</p>	<p>6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14467

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Rebound sessions were set up to run following training to enhance provision.</p> <p>Resources continue to be purchased.</p> <p>Staff training was accessed.</p>	<p>3, 6</p>

<p>Programme working with parents and carers to support students more widely than education through the employment of a family and wellbeing lead</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p> <p>This has been very successful and will continue and be further developed over the academic year.</p>	<p>3, 4</p>
<p>Training Year 9–11 pupils to use public transport. This will involve CPD and release time for two staff members.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p> <p>This is on going.</p>	<p>4, 5, 6</p>
<p>To widen pupil engagement to provide a breadth of experience to enhance curriculum learning</p>	<p>All pupils will have trips and curriculum activities subsidized by 50%</p> <p>This has worked very well and the breadth of experience within the curriculum and community, particularly in later key stages has been enhanced,</p>	<p>5</p>
<p>To enhance the Wellbeing of specific students To enhance the Wellbeing of class groups</p>	<ul style="list-style-type: none"> ▪ Improvement in wellbeing of all students through training and delivering of mindfulness sessions for students with complex needs ▪ Through having a mental health lead fully trained within school. <p>This has been completed.</p>	<p>5</p>

Our internal assessments during 2022/23 indicated that disadvantaged pupils academic and wider development outcomes were in general in line what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised. This gap has narrowed since 2020/21

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum via on line learning and sending activity packs home. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider

Further information (optional)

Additional activity

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 Education Endowment Foundation's (EEF) families of schools database to look at the performance of disadvantaged pupils in school like ours.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and Special Educational Needs and Disability (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/guardians 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 improvement to secure better outcomes for pupils over time.