

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 | 251 |
| Proportion (%) of pupil premium eligible pupils | 26% (65 students) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2026/2027 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2025 |
| 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 | £84380 |
| 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 | £84380 |
| Additional funding will be requested from the virtual school in line with their protocols. | |

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 have previously seen 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

We believe that the strategies we have in place have mitigated against a variance in outcomes and so believe that by continuing many of the interventions we use we will continue to buck the National trend of those in receipt of pupil premium achieving less than their peers.

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 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. Students are not being identified as being in receipt of pupil premium until later in their school lives. In Key Stage 1 we have two students receiving Pupil Premium, compared to 19 in Key Stage 2, 18 in Key Stage 3, 14 in Key Stage 4

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Research shows 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. |
| 2 | Our assessments, observations, discussions and research 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, discussions and research 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. |
| 7 | To maintain and improve high quality teaching |

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. Throughout the outcomes we intend to maintain and improve the quality of teaching.

| Intended outcome | Success criteria |
|--|---|
| Improved attainment for disadvantaged pupils in all subjects, notably Communication and literacy 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 2026/27, as well as monitoring in accordance with termly data collection Where appropriate pupils in all phases will successfully complete statutory |

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| | 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 |
| To give disadvantaged pupils more opportunities to develop cultural capital outside of school | To improve confidence, oracy and life experience to engage in wider society. To possess the basic information to thrive in the modern world. |
| 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 2026/257, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers. |

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: £ 23736

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To develop the use of tracking tools to monitor | The EEF Guide to Pupil Premium OFSTED report which highlights maths | 1 7 |

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| <p>the holistic progress of students more effectively</p> <p>To develop the understanding and teaching across the pathways</p> <p>Teachers will engage with the National College to develop the quality of teaching through CPD.</p> <p>The curriculum leads will engage in the monitoring and development of their subject area</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>Our SIP suggests this has been completed and now needs embedding.</p> <p>Developing high quality teaching, assessment and a broad and balanced knowledge based curriculum that responds to the needs of pupils.</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>Additional support for teachers ½ a day a week from literacy lead</p> | <p>We have identified a more consistent approach to teaching phonics needs to be embedded and prioritised.</p> <p>To ensure that the RWI program becomes imbedded into practice</p> | <p>7</p> <p>1</p> <p>3</p> |
| <p>To provide mentoring and coaching for teachers</p> | <p>To support teacher wellbeing</p> <p>To boost teacher retention</p> <p>To promote provisional development and improve teacher performance</p> | <p>7</p> |

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

Budgeted cost: **£24820**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>The employment of an specialist STA for communication enables:</p> | <p>Our own data, reports from annual review, observations and evidence of students learning shows this is successful for our students and enhances the provision we offer.</p> | <p>2</p> <p>3</p> <p>7</p> |

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| <p>One to one and small group sessions on language from a lead practitioner for pupils that require further support.</p> <p>Supporting class teachers putting interventions based on advice from speech and language therapists into classrooms</p> | <p>Communication and language approaches EEF</p> <p>Oral language interventions EEF</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>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£35824**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To support pupils’ social, emotional and behavioural needs through employing an ELSA | It is recognised that children learn better and are happier in school if their emotional needs are also addressed. | 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 | 4 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% | 4 5 |

Total budgeted cost: £ 84380

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 + £15000

| 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 across the pathways</p> <p>The lead will engage with the National College to develop the quality of teaching through CPD.</p> <p>The curriculum leads will engage in the monitoring and development of their subject area</p> | <p><u>Monitoring the progress of vulnerable pupils: gathering evidence The Key Leaders (thekeysupport.com)</u></p> <p>Achieved– Blue Pathway assessment tool is working well. Evidence of learning is better recorded in books.</p> <p>Teachers all saw their colleagues teaching across the pathways to better understand progression</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>Achieved and new suggestions for development introduced.</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> | |

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| | <p>This was further enhanced by work with the literacy hub which identified training needs and opportunities.</p> <p>Ensure that teacher's knowledge of the teaching of literacy and phonics is maintained and enhance through work with the literacy hub.</p> | |
| Purchase of an additional Senior Teaching Assistant time. | <p>STA completing this role is invaluable in ensuring that communication systems for students are maintained with appropriate vocabulary and enhancing the provision through running small groups.</p> <p>Continue this focusing on the development of the use of switches and ensuring we remain a leading school for AAC use.</p> <p>Structure and systems have been set up which enhance what was already done and make it easier for teachers to plan for next steps.</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 |
|---|---|-------------------------------|
| Small group sessions on language from a lead practitioner for disadvantaged pupils that require further support.. | <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>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> | |
| Small group sessions on language room a lead practitioner for disadvantaged pupils that require further support.. | <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> | 2 |

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

Budgeted cost: **£32,909.40**

| 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>Achieved – needing more advice from CAMHs linked to specific weights of equipment. Sensory circuits set up to run at the start of the school day.</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>Achieved and the employment of a family and wellbeing lead needs to be maintained.</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>Achieved and needs to remain</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% 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>Continues to be achieved.</p> |

Further information (optional)

Additional activity

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had the positive 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).

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 continue to help us to make adjustments and quality improvement to secure better outcomes for pupils over time.