

Pupil Premium Strategy Statement 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Bardwell School |
| Number of pupils in school | 105 |
| Proportion (%) of pupil premium eligible pupils | 31.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Julie Foot Headteacher |
| Pupil premium lead | Jade Levine |
| Local Academy Board Lead | Matthew Willis |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £38,748.00 |
| Recovery premium funding allocation this academic year | £35,772.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £74,520.00 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help achieve the best possible outcomes for our disadvantaged pupils. Socio-economic disadvantage is one of many elements which are considered when ensuring that grant funding is utilised to have lasting impact. Our students have a wide range of barriers to their learning in relation to their special educational needs, therefore we define 'disadvantaged' in many ways:

- Barriers associated to the students' socio-economic disadvantage.
- Barriers relating to the students' Special Educational Needs that feature throughout the specific cohort of pupils, for example: all children at Bardwell have Communication and Interaction outcomes identified in their EHCP.

Our teachers and school leaders have a forensic knowledge of each pupil who attends our school. This includes their cognition and learning needs, academic development, barriers to learning and social factors. At the heart of our approach is high-quality teaching, focussed on the areas that disadvantaged students require it the most. Targeted support for individuals and groups is based on robust diagnostic assessment of need, and facilitates students to access our broad and balanced curriculum, gaining skills and knowledge for life beyond Bardwell.

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 professional learning, high-quality teaching/assessment or increased capacity for experienced teachers or senior leaders to focus on our priority areas.

There is no gap in our progress measures between our full cohort of students and those who are identified as being entitled to attract the Pupil Premium Funding. We plan to continue this trend. 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 through, high-quality work experience and careers guidance.

Our strategy is integral to wider school plans for education recovery:

Ensuring high quality teaching and learning, including effective multi-agency working by all teachers, by increasing the capacity of our senior and middle leaders to support colleagues through mentoring, coaching, delivering induction and further professional learning for all colleagues.

Teachers are encouraged to undertake professional training opportunities, networking and visits to other settings, in order to implement new initiatives which enrich our curriculum.

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 disadvantaged pupils require additional support and focus to develop their language and communication skills. 100% of our students have Education, Health and Care Plan Outcomes relating to Language and Communication skills. Whilst the types of barriers to developing language and communication skills vary, they all require expertise and resource (human and other), to develop their key skills and knowledge. |
| 2 | Information about our pupils, as detailed in their Education, Health and Care Plans explains the nature of the Severe and Profound and Multiple Learning Difficulties the students have. To develop the necessary skills and knowledge to achieve their EHC Plan Outcomes and to develop in line with the wider curriculum, they require highly skilled teachers who can work effectively with families, within multi-agency teams and who specialise in educating students with SLD and PMLD. |
| 3 | Our assessments, observations and discussions with students show that disadvantaged students 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 students and their families, we find that disadvantaged students generally have fewer opportunities for personal development and to develop cultural capital outside of school. This includes less pupils accessing after school and holiday club provision without support. |
| 5 | Our knowledge of students indicates that specific disadvantaged students within our cohort at Bardwell School require additional support to develop personal skills, e.g, independent travel and employment based skills. |
| 6 | Our knowledge of our disadvantaged students shows a significant number require increased carry over of learning from school into the |

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| | home, particularly in relation to their occupational therapy and physiotherapy needs. Our work with families of disadvantaged children informs us that they face additional barriers to deliver such programmes/ strategies at home, increasing the importance of quality and frequency when in school and of highly effective communication between school and home. |
| 7 | <p>Our assessments, observations and discussions with students and families demonstrated that the education, wellbeing and wider aspects of development of many of our disadvantaged students had been impacted by the pandemic to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>https://www.gov.uk/government/news/children-and-young-people-with-send-disproportionately-affected-by-pandemic</p> |

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 progress for disadvantaged students in developing their Language and Communication skills, relative to their starting points, as identified through baseline assessments and individualised approaches. | <p>Through achievement of individualised outcomes and objectives, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>Disadvantaged pupils will continue to achieve their EHC Plan Outcomes at a rate at least equivalent to non-disadvantaged pupils.</p> |
| Specific disadvantaged students will have greater confidence and independence, to help them engage more with the wider community and prepare for adulthood. | <p>Through progress and achievement of specific EHC Plans.</p> <p>Through observations and discussions with students and their families.</p> <p>Evidence of successful community integration through trips, residential visits and experience in work.</p> |
| Families will receive appropriate targeted support either by the school, through being signposted, or through the school working effectively with other agencies. This will include access to activities beyond the school day. | <p>Annual anonymised summary by the Pastoral and Safeguarding Manager will evidence specific impact for students and their families.</p> <p>Parent / carer feedback shows that the majority of families feel they receive appropriate support from school.</p> |

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| | Positive feedback from a range of workshops. Evidence of training workshops being tailored to parent/carers need. |
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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: **£31,326**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Experienced leaders mentoring ECT /Unqualified / new to Bardwell teachers with regards to understanding pupils' Special Educational Needs, the school curriculum and our approach to teaching and learning. (£20,390) | Sutton Trust 'What Makes Great Teaching' reviewed over 200 pieces of research to identify the strongest evidence of improving attainment. It found two factors with the strongest evidence of improving attainment: teacher's content knowledge, including their ability to understand how students think about a subject; and quality of instruction. These principles are within the foundation of our approach to curriculum delivery. | 1,2 and 3 |
| Increase in Senior Leader time to oversee the implementation of Language and Communication Assessments, target setting and teaching and learning. Assessment of all students readiness for reading. Phonic assessments by trained reading lead. (£4,375) | EEF evidence that communication and language strategies have high impact for low cost. We have used the guidance for implementation of communication and language strategies in our approach to supporting student's to overcome their barriers to learning within the area of communication. <ul style="list-style-type: none"> - Carefully matching approaches with the needs of children – for example diagnosing whether a child is struggling with vocabulary or social communication - Linking children's spoken language to the development of their reading and writing skills - Ensuring children are exposed to a range of strategies by combining different communication and language approaches, as this is likely to be more effective than using a single approach. - Ensuring staff are trained and supported in delivering different approaches. | 1 and 3 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Bardwell school work closely with Speech and Language therapists and have a statement from SaLT of the impact of our 'Total communication approach' and individualised strategies on children's outcomes. | |
| CPD for all staff on core curriculum subjects to ensure there is consistent application of strategies which are well differentiated and appropriately facilitated for individuals. £3651 Carefully considered planning, target setting and approaches for teaching delivery which are based on secure knowledge of subject pedagogy. Additional subject leader time for monitoring and mentoring teachers and sharing best practice, including coaching and training. £1000 Phonics pilot for identified students following completion of language assessments to identify those who will participate in the pilot. Maths resources - Base 10 resource pack for every class. £310 | As with above Sutton Trust 'What Makes Great Teaching', at Bardwell, we recognise that students frequently work 1:1 with a support member of staff who needs to have good subject knowledge and knowledge of how to apply a range of strategies, in order to provide appropriate support for each individual. John Hattie - Melbourne University emphasises the effectiveness of the elements of coaching: Metacognition, self-regulation peer tutoring and Feedback. https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/ <ul style="list-style-type: none"> - Maths - Communication and Language - Reading / Phonics EEF evidence of the impact of integrating phonics approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics/technical-appendix | 1,2,3 |
| Increased capacity for teachers to undertake professional development opportunities and engage in research / development projects. £1600 | In teachers we trust – Sahlberg & Walker 'As experienced teachers, authors, leaders and education experts, Sahlberg and Walker draw on decades of teaching experience and scholarly research to inform their work. | 1,2,3 |

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| | The book revolves around the concept of trust, envisioned as the key ingredient for educational excellence. In other words, trust in teachers' capacities, professionalism, creativity, autonomy and informed choices is the building block of thriving schools.' | |
| Emotional regulation and resilience for staff - Family links twilight sessions £3654 (for 23-24) | There have been many studies on the impact of parents' mental health on the mental health and wellbeing of their children. The Teacher Wellbeing Index 2022 stated that 78% of school staff suffered mental health related symptoms due to their work. 59% felt unable to disclose stress or mental health related issues to their employer and 48% felt their organisation did not support employees with wellbeing problems well. | 2,7 |

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

Budgeted cost: **£9,394**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Focused work for disadvantaged students in our Post-16 provision focus on independent travel and work-based experiences.</p> <p>Ensure all students have bus passes and are supported appropriately to develop independent travel.</p> <p>£200</p> | <p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p> <p>Our internal evidence supports targeted individual support to develop students independence and work experience skills.</p> | 5 |
| <p>Masterclass / enrichment</p> <p>£550</p> | <p>Students will have access to enrichment opportunities with specialists working within the community.</p> <p>Masterclasses have been incredibly successful in building student's confidence and enabling students to engage and express themselves.</p> | 4 |
| <p>Additional support for students with OT and Physio Needs</p> <p>£4,393</p> | <p>The Education Endowment Fund recognises that teaching assistant interventions have moderated impact for moderate cost. By targeting the coordination of additional support staff work with pu-</p> | 6,7 |

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| | pils who require OT and Physiotherapy we expect to see significant improvements in outcomes in these areas for our disadvantaged pupils. | |
| Additional support for 2 students whose needs cannot be met within the universal provision provided at Bardwell and additional funding has yet to be approved. Feb - July £4,251 | EEF- teaching assistant interventions have moderated impact for moderate cost. Targetted support for students whose needs cannot be met by the usual class ratio of support. | 1,2,3 |

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

Budgeted cost: **£33,800**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Specific Pastoral and Safeguarding support for individual children linked to personal or family circumstances. 47% of our pupils receive direct support, or parent carer support from our Pastoral and Safeguarding Manager. £12,000 | The Sutton Trust Covid-19 Impacts: School Shutdown highlights the significant impact on disadvantaged children and their families. Education Endowment Fund: Best evidence impact of Covid 19 recognises that levels of parental support and engagement are a key factor in the potentially increasing gap between disadvantaged pupils and their peers. | 4,6,7 |
| Half termly parent coffee morning. £75 | ‘UCD - Parental Involvement, Engagement and Partnership in their Children's Education during the Primary School Years’ ‘Extensive international research shows that children do better when their parents are actively involved with their education (Borgonovi and Montt, 2012; Desforges and Aboucaar, 2003; Emerson, Fear, Fox and Sanders, 2012; Goodall and Vorhaus, 2008). Thus, designing learning environments to maximise opportunities for bridging communication between children's home and school may be a significant factor in children's educational outcomes (Hayes et al., 2017).’ | 6,7 |

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| <p>Parent workshops, including Family Links. £1032</p> | <p>New Philanthropy Capital: supporting Family Links in evaluating Impact of Family Links Nurturing programme in schools:</p> <ul style="list-style-type: none"> - Parents felt that improvements to their self-efficacy and confidence from attending were central to creating positive change within their family. - The focus group highlighted the importance of the group in providing a non-judgemental space for parents to share and recognise they are not alone. - The opportunity to reflect on how they themselves were parented created powerful paradigm shifts in how parents wanted to parent their own children moving forward. | 4,6,7 |
| <p>Whole school training programme on understanding how best to support neuro divergent students with emotional regulation, including meeting their sensory processing needs. £3,495</p> | <p>Autism Early Support https://autismearlysupport.org.uk/autism-early-support-introducing-circle-centre/</p> <p>Implementation of training and specialist support to further develop our knowledge and skills in teaching and supporting neurodivergent learners' self-regulation skills.</p> <p>OCC special schools have limited access to NHS services for this area of challenge which impacts many of our students.</p> <p>https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Processing-presentation-February-2014.pdf</p> <p>Expert advice to be sourced through Early Autism Support.</p> | 2,6 |
| <p>Development of second library space for reading for wellbeing</p> <p>Promoting reading / enjoying a book as a pastime which all can enjoy.</p> <p>Dedicated calm space for students to access as part of their own self-regulation. £2000</p> | <p>Provision of books / reading material which students can use at home and at school. Provision of reading materials to support children with challenges they may face.</p> <p>Research from the National Literacy Trust has shown us that children and young people who like to read are three times more likely to have better mental health than those who don't.</p> <p>https://literacytrust.org.uk/communities/north-yorkshire-coast/childrens-mental-health-week-why-reading-for-pleasure-is-vital-for-young-minds/</p> <p><i>This will now be funded through different grant funding and charitable donations.</i></p> | 3,4,6,7 |
| <p>Residential programme ensures that all students have an opportunity for learning beyond the school environment.</p> | <p>Evidence of student progress and development of independence from previous residentials. Student and parent feedback on the impact of this provision.</p> | 4,5 |

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| £1030 | | |
| BSL translator to support parent engagement, behaviour and wellbeing of student. £1068 | Supporting home – school engagement and consistent application of strategies across home and school, through good communication – parent is BSL user and all meetings require a translator. | 7 |
| Increased range of activities during lunchtime play with a member of staff leading to promote engagement. £100 | <p>The importance of play for children's cognitive, physical, social and emotional development: https://www.healthline.com/health/the-importance-of-play</p> <p>Play boxes with a range of play activities which are put out on a rotation to ensure variety.</p> <p>Member of staff who has sound knowledge of the importance of play and the ways to support student access and engagement will support with playtime activity ideas.</p> | 7 |
| <p>Additional SLT capacity to focus on Behaviour and Attitudes RAP strand</p> <ul style="list-style-type: none"> - understanding a wider range of strategies to support neuro-divergent individuals to be well regulated - Challenging funding where students needs are beyond our universal provision offer. <p>£15,000</p> | <p>Emotional development forms part of the National Curriculum from the Department for Education (2019), meaning there is an expectation that schools will be able to support all children to develop their emotion regulation skills.</p> <p>SLT time to explore current practice, identify needs and plan training / good practice sharing opportunities to upskill staff.</p> <p>Wider research on understanding and supporting neurodiversity. https://apo.org.au/sites/default/files/resource-files/2022-01/apo-nid316168.pdf</p> <p>Learning from the experience of Dr. Barry Prizant – Uniquely Human</p> | 3, 6,7 |

Total budgeted cost: £74,520.00

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 20 – 21 and 21- 22 academic years.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were below what was anticipated; however, there was no significant difference between those eligible for pupil premium funding and those who were not. The impact of Covid-19 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.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty / lack of routine 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.

Pupil progress in 21-22 highlights that students made significantly greater progress across both outcomes and learning objectives, compared with the previous year when pupil premium interventions could not be fully implemented due to Covid-19 restrictions. 76% of pupils (71) achieved at least expected progress when working towards their EHCP outcomes compared with 52% of pupils (49) in 20-21. 84% of pupils (79) achieved at least expected progress when working towards their learning objectives compared with 77% in 19-20.

Those eligible for Pupil Premium funding made slightly greater progress than those who are not.

| | | Less than expected | Expected | Greater than expected | Percentage (rounded) |
|------------|--------------|--------------------|----------|-----------------------|----------------------|
| Outcomes | PP | 4 | 10 | 6 | 80% |
| | Non- PP | 16 | 39 | 16 | 77% |
| | Whole school | 20 | 49 | 22 | 78% |
| Objectives | PP | 2 | 11 | 7 | 90% |
| | Non- PP | 11 | 50 | 11 | 85% |
| | Whole school | 13 | 61 | 18 | 86% |

| 21 – 22 Budgeted cost: £15,000 - Teaching | | |
|---|--|-------------------------------|
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Experienced middle leaders mentoring new to special teachers with regards to understanding pupils' Special Educational Needs, the school curriculum and our approach to teaching and learning. (£5,000) | Sutton Trust 'What Makes Great Teaching' reviewed over 200 pieces of research to identify the strongest evidence of improving attainment. It found two factors with the strongest evidence of improving attainment: teacher's content knowledge, including their ability to understand how students think about a subject; and quality of instruction. These principles are within the foundation of our approach to curriculum delivery. | 1,2 and 3 |
| Induction for new teaching assistants focused on our pupils learning to learn, developing skills and knowledge and being motivated. A Senior TA has been given extra capacity to support this work due to 100% of our disadvantaged children having a new member of staff in their classroom. (£3,000) | <i>EEF - Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</i> High turnover of staff post and during Covid meant this was a risk area. High quality, individualised support for students is necessary to maximise progress. Support staff need an indepth knowledge of students' barriers to learning in order to enable their access and engagement during every learning opportunity. This relies on having well trained staff who can assess students progress and feedback appropriately to teachers. | 1,2 and 3 |
| Increase in Senior Leader Time to oversee the implementation of Language and Communication Assessments, target setting and teaching and learning. (£7000) | 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) This has been endorsed by the Royal College of Speech and Language Therapists. | 1 and 3 |
| 21-22 Budgeted cost: £9,990 - Targeted academic support | | |
| Focused work for disadvantaged students in our Post-16 provision focus on independent travel and work-based experiences. | Independent Travel Training enhanced pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk) | 5 |

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| (£3000) | <p>Our internal evidence supports targeted individual support to develop students independence and work experience skills.</p> <p>Prior to the pandemic 14% of our school leavers left with employment (part-time or full-time) in 2017, 2018 and 2019. This was significantly higher than the national average.</p> | |
| <p>Additional support for students with OT and Physio Needs</p> <p>(£6,990)</p> | <p>The Education Endowment Fund recognises that teaching assistant interventions have moderated impact for moderate cost. By targeting the coordination of additional support staff work with pupils who require OT and Physiotherapy, we expect to see significant improvements in outcomes in these areas for our disadvantaged pupils.</p> | 6 |
| 21-22 Budgeted cost: £10,000 - Wider Strategies | | |
| <p>Specific Pastoral and Safe-guarding support for individual children linked to personal or family circumstances.</p> <p>64% of our disadvantage pupils receive direct support, or parent carer support from our Pastoral and Safeguarding Manager.</p> | <p>The Sutton Trust Covid-19 Impacts: School Shutdown highlights the significant impact on disadvantaged children and their families.</p> <p>Education Endowment Fund: Best evidence impact of Covid 19 recognises that levels of parental support and engagement are a key factor in the potentially increasing the gap between disadvantaged pupils and their peers.</p> | 4 and 7 |
| 21-22 Total budgeted cost: £34,990 | | |

Externally provided programmes

| Programme | Provider |
|-----------|----------|
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Service pupil premium funding (optional)

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | The social and emotional needs of our service children's families were such that our pastoral lead worked closely with families to support where there was need during and following the pandemic. Coffee mornings were instigated prior to lockdown and these were highly valued. |
| What was the impact of that spending on service pupil premium eligible pupils? | This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning. |

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 which activity undertaken in previous years had had a significant impact on outcomes for disadvantaged pupils and looked to further embed and build on these. We also considered where the impact of our spending could have been greater. We looked at local and national similar special schools Pupil Premium Strategies, along with key research organisations to discover strategies that have had a positive impact.