

Pupil Premium Strategy Statement 2024 - 2027

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	Bardwell School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
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	£47,500.00
Recovery premium funding allocation this academic year	£0
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	£47,500.00

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.

Progress data does not show any significant 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 generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. 100% of our students have Education, Health and Care Plan Outcomes relating to communication and interaction. 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 in this area.
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 our 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 and observations identified that pupils require practical application of learning outcomes and benefit greatly from the use of technology to remove barriers they have to learning.
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 activities within the community without additional support.
5	Our knowledge of our disadvantaged students shows a significant number require increased carry over of learning from school into the 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.
6	Our assessments, observations and discussions with students and families demonstrated that cost of living challenges are having an impact on family life.

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 pupils in developing their communication and interaction skills, relative to their starting points, as identified through baseline assessments and individualised approaches.	Through achievement of individualised learning outcomes, as demonstrated by our end of year assessments at the end of our strategy in 2026/27. Disadvantaged pupils will continue to achieve their EHC Plan Outcomes at a rate at least equivalent to non-disadvantaged pupils.
Improved progress for disadvantaged pupils through the use of technology to practice and apply learnt skills and knowledge.	Through monitoring observations pupil's demonstrate increased engagement in learning through the use of technology. Through achievement of individualised learning outcomes, as demonstrated by our end of year assessments at the end of our strategy in 2026/27.
Disadvantaged students will have greater confidence and independence, to help them engage with the wider community and prepare them for adulthood.	Through progress and achievement of community inclusion and enterprise outcomes. Through observations and discussions with students and their families. Evidence of successful community trips, residential visits, and community inclusion projects.
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.	Anonymised summary by the Pastoral and Safeguarding Manager will evidence specific impact for students and their families. Positive feedback from a range of workshops. Evidence of training workshops being tailored to parent/carer need.

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: **£25,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA cover for ITTs £20,000	<p>The national teacher shortage is further exacerbated within SEND due to the deeper knowledge staff need to have of children's diverse learning needs and pedagogical approaches to support them to overcome their barriers to learning.</p> <p>Evidence identifies that teachers who have trained in SEND are better prepared to understand children's needs.</p> <p>Through the Gallery Trust SEND Pathway for ITTs, Bardwell will train and mentor three trainee teachers in 2024 - 2025.</p>	1,2

<p>CPD for new subject areas within the New Bardwell School Curriculum: Forest School and Cooking.</p> <p>Increased capacity for teachers to undertake professional development which enables carefully considered planning, target setting and approaches for teaching delivery based on secure knowledge of specific subject pedagogy.</p> <p>Additional subject leader time for monitoring and mentoring teachers and sharing best practice, including coaching and training.</p> <p>£3000</p>	<p>Research in the UK into Forest School identifies positive impacts on children's': 'confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.'</p> <p>Statistics show that low-income families and those of ethnic minority are less likely to visit nature / green spaces.</p> <p>In teachers we trust – Sahlberg & Walker Providing high quality CPD from external experts so that teachers can have autonomy to develop the curriculum within their specialist area.</p> <ul style="list-style-type: none"> - 'As experienced teachers, authors, leaders, and education experts, Sahlberg and Walker draw on decades of teaching experience and scholarly research to inform their work. - 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.' <p>Research shows a significant rise in people seeking support for eating disorders linked to AFRID. There are clear links between neurodiversity and eating disorders / disordered eating. In order to support our students Personal Development and provide them with vital life skills, latest research will be woven into our cooking curriculum intent and pedagogical approaches.</p>	<p>1,2</p>
<p>Building a culture – Leadership Behaviours: Emotional regulation and resilience for staff, created by strong leadership.</p> <p>£2700</p>	<p>School culture is cultivated by leaders. Statistics in the teacher Wellbeing Index evidence the increased stress within the sector. CPD will be provided in order to support newly appointed leaders to understand the impact of leadership behaviours, in order to build a positive culture across Bardwell School.</p> <p>Leaders will also seek external professional training to remain up to date with the most current research and approaches.</p>	<p>2</p>

	NPQ training for SLT – NPQSENCO, NPQH and NPQLBC	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£6,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Community Inclusion</p> <p>Students will have access to enrichment opportunities within the community.</p> <p>Additional adult support to ensure safety and access to community inclusion projects.</p> <p>Driver and fuel costs to ensure additional cost to families is minimised.</p> <p>£3,070</p>	<p>Research shows that vulnerable learners have reduced access to extra-curricular activities. Our discussions with parents identify that this is a concern for families as there are limited options which support children's needs within the area.</p> <p>Statistics show that low-income families and those of ethnic minority are less likely to visit nature / green spaces.</p>	4, 7
<p>Additional support for students presenting with sensory processing difficulties and in need of O.T assessment</p> <p>£3,500</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>	6

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

Budgeted cost: **£15,230**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific Pastoral and Safeguarding support for	Cost of living challenges are impacting family life.	4,6,7

<p>individual children linked to personal or family circumstances.</p> <p>Pastoral and Safeguarding manager to remain up to date with training and networking, in order to signpost families to the most appropriate support.</p> <p>Families of children in receipt of FSM to receive Wonde vouchers during school holidays.</p> <p>£8000</p>	<p>47% of our pupils receive direct support, or parent carer support from our Pastoral and Safeguarding Manager.</p> <p>Studies show that average rental prices in Oxford have risen by 7% over the last year, Oxford is labelled one of the least affordable cities to live in with average house prices more than 15x the average salary.</p> <p>Increased use of food banks for families who are struggling to make ends meet.</p>	
<p>Termly parent café</p> <p>End of term showcase event.</p> <p>£90 refreshments £300 resources</p> <p>£390</p>	<p>Research by EEF identifies the benefit of parental engagement on pupil progress.</p> <p>Within special schools, the vast majority of pupils travel to school via L.A transport, thus reducing opportunities for engagement with parents at the beginning or end of the school day. Bardwell school to host termly showcase even to celebrate learning with parents and enable them to continue to review learning in order for pupils to apply, generalise and maintain their learnt skills and knowledge</p>	6,7
<p>Parent workshops:</p> <ul style="list-style-type: none"> - Family Links - Benefits <p>£1000</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>Development of second library space for reading for wellbeing</p>	<p>Provision of books / reading material which students can use to support them to better understand 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</p>	2,4,6,7

<p>Promoting a love of reading.</p> <p>Dedicated calm space for students to access as part of their own self-regulation.</p> <p>£500</p>	<p>three times more likely to have better mental health than those who don't.</p> <p>Increase provision of books linked to <u>the</u> cultural diversity of our cohort.</p>	
<p>Residential programme ensures that all students have an opportunity for learning beyond the school environment.</p> <p>£3000</p>	<p>Bardwell school's residential programme supports student progress in life skills, social communication, independence and provides opportunities to apply learning beyond the classroom and experience learning that they may not be able to access through community / family life.</p> <p>Research shows that vulnerable learners have reduced access to extra-curricular activities. Our discussions with parents identify that this is a concern for families as there are limited options which support children's needs within the area.</p> <p>Student and parent feedback on the impact of this provision is collated by the EVC lead.</p>	4,5
<p>Shared snack times to promote social communication.</p> <p>£60 a week</p> <p>£2,340</p>	<p>Studies suggest that social interaction is 'irrefutably an inseparable and foundational aspect of eating practices in social settings.</p> <p>As all pupils at Bardwell have Communication and Interaction needs, a focus on having social snack times is an important learning opportunity for all pupils at Bardwell.</p>	1,7

Total budgeted cost: £47,500.00

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 year 2023 - 2024

EYFS-KS4				
Total Pupils	92			
Total Targets set	808			
Total Achieved	412		51%	
Total Partially Achieved	347		43%	
Total Not Achieved	49		6%	
	Non-PP	Pupil Premium	Non-PP	Pupil Premium
Total Pupils	52	40		
Total Targets set	443	365		
Total Achieved	221	191	50%	53%
Total Partially Achieved	206	141	46%	38%
Total Not Achieved	16	33	4%	9%

2022-2023 Budgeted cost: £31,326 - Teaching		
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	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 form the foundation of our Bardwell Curriculum.	1,2 and 3

teaching and learning. (£20,390)		
<p>Increase in Senior Leader time to oversee the implementation of Language and Communication Assessments, target setting and teaching and learning.</p> <p>Assessment of all student's readiness for reading by trained reading lead.</p> <p>(£4,375)</p>	<p>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 students to overcome their barriers to learning within the area of communication.</p> <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. <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>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.</p>	1 and 3
<p>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.</p> <p>£3651</p> <p>Carefully considered planning, target setting and approaches for teaching delivery which are based on secure knowledge of subject pedagogy. Additional subject leader time for</p>	<p>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.</p> <p>John Hattie - Melbourne University emphasises the effectiveness of the elements of coaching: Metacognition, self-regulation peer tutoring and Feedback.</p> <p>https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/</p> <ul style="list-style-type: none"> - Maths - Communication and Language - Reading / Phonics <p>EEF evidence of the impact of integrating phonics approaches.</p>	1,2,3

<p>monitoring and mentoring teachers and sharing best practice, including coaching and training.</p> <p>£1000</p> <p>Phonics pilot for identified students following completion of language assessments to identify those who will participate in the pilot.</p> <p>Maths resources - Base 10 resource pack for every class.</p> <p>£310</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics/technical-appendix</p>	
<p>Increased capacity for teachers to undertake professional development opportunities and engage in research / development projects.</p> <p>£1600</p>	<p>In teachers we trust – Sahlberg & Walker</p> <p>‘As experienced teachers, authors, leaders, and education experts, Sahlberg and Walker draw on decades of teaching experience and scholarly research to inform their work.</p> <p>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.’</p>	1,2,3
22-23 Budgeted cost: £9,990 - Targeted academic support		
<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>Independent Travel Training is likely to enhance pupils’ social and employment opportunities:</p> <p>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

£200		
Masterclass / enrichment £550	Students will have access to enrichment opportunities with specialists working within the community. Masterclasses have been incredibly successful in building student's confidence and enabling students to engage and express themselves.	4
Additional support for students with OT and Physio Needs £4,393	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.	6,7
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. Targeted support for students whose needs cannot be met by the usual class ratio of support.	1,2,3
22-23 Budgeted cost: £40,800 - Wider Strategies		
Specific Pastoral and Safeguarding support for individual children linked to personal or family circumstances. 64% of our disadvantage pupils receive direct support, or parent carer support from our Pastoral and Safeguarding Manager. £14,000	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 the gap between disadvantaged pupils and their peers.	4 and 7
Half termly parent coffee mornings	'UCD - Parental Involvement, Engagement and Partnership in their Children's Education during the Primary School Years' 'Extensive international research shows that children do	6,7

£75	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).	
Parent workshops, including Family Links. £1032	<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. <p>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.</p>	4,6,7
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>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
Residential programme ensures that all students have an opportunity for learning beyond the school environment. £1030	Evidence of student progress and development of independence from previous residentials. Student and parent feedback on the impact of this provision.	4,5
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

<p>Increased range of activities during lunchtime play with a member of staff leading to promote engagement.</p> <p>£100</p>	<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 neurodivergent individuals to be well regulated • Challenging funding where students' needs are beyond our universal provision offer. <p>£20,000</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
<p>23-24 Total budgeted cost: £82,116</p>		

Externally provided programmes

Programme	Provider

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.
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 and engaged in their 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 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 research to discover strategies that have had a positive impact.