

# Bishopswood School

## Pupil premium strategy statement 2023

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	39% (28 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Priya Bhagrath, Headteacher
Pupil premium lead	Priya Bhagrath, Headteacher
Governor / Trustee lead	Mark Winch

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£32,760</b>
Recovery premium funding allocation this academic year	<b>£30,490</b>
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£63,250</b>



## Part A: Pupil premium strategy plan: Statement of intent

At Bishopswood School, our primary objective with Pupil Premium Funding is to enhance pupil achievement across the curriculum while fostering broader learning opportunities. Our aim is to actively engage our students, nurturing their learning, communication, social interactions, and independence. All activities funded through the Pupil Premium at Bishopswood align with these focus areas.

Our ultimate goal is to ensure that every student, regardless of their background or personal challenges, grows into content, accomplished adults by equipping them with employability skills, nurturing personal success, and promoting positive mental health.

Central to our pupil premium strategy is supporting disadvantaged students in attaining this objective, including pupils who are at varying levels of attainment, to continue to progress and excel in their development. We are dedicated to addressing the challenges faced by vulnerable students, such as those under the care of a social worker or young caregivers.

Our outlined activities in this statement are designed to cater to their needs, irrespective of their disadvantaged status. Our approach is adaptive, considering both common challenges and individual needs, grounded in thorough diagnostic assessments rather than presumptions about the impact of disadvantage.

The various approaches we've adopted complement each other to facilitate exceptional progress among students. To ensure their effectiveness, we will:

- Set challenging tasks for disadvantaged students.
- Intervene proactively upon identifying any areas of need.
- Foster a school-wide commitment where all staff actively contribute to the outcomes of disadvantaged students and hold high expectations of their capabilities.

Our strategy revolves around tailoring support based on the unique needs and strengths of each student, guided by assessments, observations, and discussions. We are committed to providing disadvantaged students with the necessary support to develop the skills required for an independent life and readiness for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Individual Special Educational Needs of pupils. The main barriers to learning and educational achievement for our pupils are severe and profound learning difficulties, communication difficulties, autism spectrum disorder, sensory impairment and visual impairment, complex medical needs, physical needs, and social and emotional and mental health difficulties. Number of pupils PP: 28
2	Sensory regulation difficulties: Unmet sensory needs and dysregulation is presenting as barriers to access learning, leading to a negative impact on the achievement and attainment of disadvantaged children.
3	Disadvantaged pupils have greater challenges around reading, communicating, and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Access to an enriched, aspirational complete curriculum which meets the needs of all pupils and enables them to make progress with their learning including promoting independence.
5	Access to develop cultural capital in and outside of school, including wider life-experiences to develop social, independence and personal skills e.g., independent travel, shopping, life skills such as cooking.
6	Access to holistic development through therapeutic interventions to remove barriers to learning and increase engagement and interaction e.g., dog therapy, drama, music therapy, etc and specific staff CPD for example supporting pupils with trauma.

## 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
Students will self-regulate and access learning	<ul style="list-style-type: none"> <li>- Embedded strategies, resources and effective use of equipment from sensory OT to support sensory integration.</li> <li>- Staff embed and apply knowledge gained in CPD (Continuing Professional Development) into the classroom</li> <li>- Reduction in the number of incidents recorded on CPOMS from their baseline, any difference in progress diminishes</li> <li>- Behaviour support plans are effective working documents informed by practice, CPOMS logs and meetings with Behaviour team.</li> <li>- Disadvantaged pupils will access the curriculum and benefit from improves teaching and learning opportunities.</li> </ul>

<p>Staff will be able to describe the support in place for PP (Pupil Premium) students in their classes.</p>	<ul style="list-style-type: none"> <li>- Staff embed and apply knowledge gained in CPD into the classroom</li> <li>- Staff knowledge of student's shows through lesson observations, learning walks, student engagement, reports, analysis of provision maps shows access to support students, difference in progress diminishes. Baseline assessments are used to measure.</li> <li>- Staff are aware of how CPD, resources and allocation of budget, supports the most disadvantaged pupils and close attainment gaps between groups of pupils.</li> </ul>
<p>Further improve the behaviour, attendance, punctuality, and general well-being of key groups that contain pupils in receipt of Pupil Premium.</p>	<p><b>Universal -</b></p> <ul style="list-style-type: none"> <li>- A focus on attendance and raising attendance for all pupils. Targeted work on attendance for CWCF.</li> <li>- All staff have CPD on Attachment awareness training.</li> <li>- Whole school focus on well-being and improved understanding of mental health.</li> <li>- Zones of regulation is embedded in all classes</li> <li>- Therapeutic interventions (SALT (Speech and Language Therapist) and OT (Occupational Therapy) are embedded in all classes, at appropriate levels</li> <li>- All pupils have increased access to the community, educational visits, and inspirational visitors to the school.</li> <li>- Increased independence and pupil voice throughout the school</li> <li>- Pupils benefit from a robust and thorough SRE curriculum</li> <li>- Reduction in behavioural incidents by 50% from previous year.</li> <li>- Teaching and learning, with embedded therapy, better meets pupils needs leading to better engagement.</li> </ul> <p><b>Targeted -</b></p> <ul style="list-style-type: none"> <li>- Increased extra-curricular learning and visitors, e.g., careers-based learning from a range of settings</li> <li>- Disadvantaged pupils benefit from external therapies, e.g., dog therapy, music therapy, play therapy to increase engagement and reduce attainment gaps between groups of pupils.</li> <li>- Travel training for key pupils with outcomes set/and discussed in Annual Reviews</li> <li>- CPD in trauma-informed responses.</li> </ul>
<p>Improved attainment in English including Reading and phonics, and Maths, relative to their starting points as identified through baseline assessments/ EHCP (Education, Health, and Care Plan)/ ILP (Individual</p>	<ul style="list-style-type: none"> <li>- Through achievement of improved performance, as demonstrated by our termly and end of year assessments.</li> <li>- Pupils achieve their ILP targets</li> </ul>

Learning Plans) outcomes.	
Interventions are well-planned and effective in reducing any gap in attainment.	<ul style="list-style-type: none"> <li>- Increased % of disadvantaged pupils making progress within curriculum targets and EHCP/ILP targets.</li> <li>- Pupils make progress within their interventions, demonstrating improved engagement levels across the year and in all identified interventions</li> <li>- 100% of pupils progress in their termly ILPs (Individual Learning Plans) and EHCP targets.</li> </ul>
Pupils can access the local community to develop their communication, independence, social and personal skills.	<ul style="list-style-type: none"> <li>- Progress shown through achievement of termly ILP targets.</li> <li>- Evidenced through observations, photos, and discussions.</li> <li>- Progress data shown through end of year assessments.</li> </ul>
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<ul style="list-style-type: none"> <li>- All disadvantaged pupils can access a range of experienced in the local community.</li> <li>- Through observations and discussions with their pupils and their families.</li> </ul>

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health and well-being group to review support and training for disadvantaged pupils.	<a href="https://www.traumainformedschools.co.uk/diploma/one-day-trainings-in-mental-health#:~:text=This%20training%20is%20supported%20by,have%20a%20mental%20health%20issue.">https://www.traumainformedschools.co.uk/diploma/one-day-trainings-in-mental-health#:~:text=This%20training%20is%20supported%20by,have%20a%20mental%20health%20issue.</a>	2
Read Write Inc – further training to embed and extend phonics and writing programme.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a>	3, 4

<p>CPD to develop attention and engagement</p> <ul style="list-style-type: none"> <li>- Attention Autism Trainer CPD</li> <li>- CPD for staff – cover</li> <li>- The Waldon Approach</li> </ul>	<p><a href="https://www.researchgate.net/publication/322939272">https://www.researchgate.net/publication/322939272</a> <u>An evaluation of the effectiveness of using the Attention Autism programme as an intervention for increasing the level of attention during an adult led activity in pupils with Autism Spectrum Condition</u></p>	3, 4
<p>To create curriculum pathway leads to develop and support the implementation of the curriculum.</p> <p>To improve teaching and learning across the school.</p> <p>To be allocated additional release time. This will cover the cost of additional staffing required to allow leads to monitor delivery across the school.</p>	<ul style="list-style-type: none"> <li>- TLRs (Teaching and Learning Responsibility) for curriculum lead roles</li> <li>- Planned staff structure to create middle leadership</li> <li>- <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teachingFINAL-4.11.14-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teachingFINAL-4.11.14-1.pdf</a></li> </ul>	3, 4
<p>Additional release time for RSE (Relationships and Sex Education) lead to develop Relationship and Sex Education across the school</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships Education RSE and Health Education.pdf</a></p>	3,4,5
<p>Whole school sensory integration and regulation training.</p> <p>Sensory integration for pupils in classes.</p>	<p><a href="https://www.rcot.co.uk/file/7992/download?token=65YAi9D2">https://www.rcot.co.uk/file/7992/download?token=65YAi9D2</a></p>	6

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 9-11 pupils to access work related training opportunities, including use of public transport.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p><a href="https://www.gov.uk/government/organisations/department-for-education">Department for Education (publishing.service.gov.uk)</a></p>	5

This will involve CPD and release time for two staff members.		
Outdoor educational experiences for example Earth Trust	<a href="http://www.calvert-trust.org.uk/">http://www.calvert-trust.org.uk/</a>	4
Music workshops / music therapy for primary and secondary pupils	Music gives pupils a sense of purpose, increased confidence, and an improvement in levels of engagement and behaviour. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1006059/Report_on_the_call_for_evidence_on_music_education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1006059/Report_on_the_call_for_evidence_on_music_education.pdf</a>	1,2,6
LSA salary to deliver ELSA input Funding to train staff to deliver different interventions, including ELSA (Emotional Literacy Support Assistants)	We have found a positive impact on pupil well-being for those that have accessed ELSA during the last year. More pupils would benefit if we had an ELSA lead on both sites. This would enable additional pupils to benefit from this programme. <a href="https://www.elsanetwork.org/wpcontent/uploads/2017/11/ELSA-Report-Investigation-intothe-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf">https://www.elsanetwork.org/wpcontent/uploads/2017/11/ELSA-Report-Investigation-intothe-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</a> Research has shown the importance of taking a more holistic view in children's education (Liau, Liau, Liau & Teoh, 2003). It was found that low levels of emotional literacy led to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression and challenging behaviour.	1,2, 3,4,5,6
RWI (Read Write Inc) Champion to organise, plan, deliver and assess programme	This will lead to consistency and continuity of approach across the school. It will enable targeted interventions to be monitored for impact.	3,4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
----------	--------------------------------------	--------------------------------



Zones of regulation CPD	To support pupils' personal development, mental health, and well-being	1, 2,3
<i>Dog therapy and music therapy</i>	To support pupils' mental health and well-being	1,2,3
<i>Continue to improve behaviour</i>  <i>1:1 support and advice from sensory OT</i> <i>Team Teach trainer costs</i> <i>Team Teach training</i> <i>Trauma informed CPD</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/behaviour</a> Understanding school and classroom behaviour that affects learning and either meets or challenges the expectations for pupil conduct at school. Cameron's (1998) classification that specified the following categories; aggressive behaviour, physically disruptive behaviour, socially disruptive behaviour, authority challenging behaviour and self-disruptive behaviour.	1,2,3
<i>Increased opportunities to attend educational trips and cultural experiences</i>  <i>Termly trips out (TVAP / Red Kangaroo , etc)</i>	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	6

**Total budgeted cost: £64,000**

## Part B: Review of the previous academic year: Outcomes for disadvantaged pupils

The Pupil Premium strategy for 2022-23 was ambitious and many actions, which could not be prioritised as the universal teaching and learning offer required urgent review and rapid improvement.

There was a focus on developing the “learning to learn” skills, increasing expectations and compliance with new routines, timetables and expectations to engage in teaching and learning opportunities. Our behaviour data, observations and behaviour support plans, have demonstrated that, over the course of the year and despite an initial increase, there was a notable increase in behaviour for learning, including pupils remaining in classrooms, engaging in lessons and activities for longer and responded well to increased expectations of them.

There has been a marked improvement in the self-directed behaviour and pupils engaged in their learning. All pupils are re-engaged in their classrooms, participating and engaged in the learning opportunities presented to them. Although there are now increased reporting of incidents compared to previously not reporting ALL incidents, incidents are now better managed, with better strategies and reduced time from crisis/support required to re-engagement in learning. Responses are swift and effective, with staff operating with consistency.

Our attendance rate has also improved and is now more in line with the national average for SEN (Special Educational Needs) schools. We have ongoing work to do on our persistent absence which remains high, although still is in line with other SEN schools.

Pupils were baselined in SCERTS and B-Squared in July 2022, therefore there is no comparative data to compare groups of pupils (pupils in receipt of PP compared with those without), therefore it is difficult to monitor progression using data for this academic year. However,

Assessment systems have been reviewed and overhauled. All pupils were baselined and between 80-100% of pupils are meeting their individual targets (EHCP targets) in communication, cognition, and learning (English and Maths), according to their curriculum pathway. Moving forwards this year, our assessment will allow comparison between groups of pupils so we will be able to identify specifically how pupils in receipt of Pupil Premium are performing against their peer groups.

Teachers are progressing well in securing good teaching by the end of the academic year.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Countryside Stewardship Programme	The Earth Trust
Forest school	The Earth Trust

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*