

# Pupil premium strategy statement – Bettridge School

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	162
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Academic Year 2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jo Bleasdale
Pupil premium lead	Dayna Ogrizovic
Governor / Trustee lead	Sarah Provan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,823
Recovery premium funding allocation this academic year	£
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>	£
<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>	£54,823

# Part A: Pupil premium strategy plan

## Statement of intent

Analysis of the outcomes on Education Health and Care Plan's (EHCP's) shows that the majority of pupils receiving Pupil Premium have key objectives associated with Communication and a significant number have outcomes associated with managing their behaviour and emotional wellbeing.

Therefore, the Pupil Premium income is focused on pastoral provision for pupils including interventions and trained staff, staff development and staff deployment to enhance provision for communication and behavioural needs, both at school and in the wider community.

Development of the pastoral team providing interventions and additional staffing to facilitate individual and small group work and increased inclusion opportunities for specific pupils.

Ensuring that each pathway has a personalised provision and a named member of staff to support. The use of the Thrive approach (training, resources and ongoing delivery). The pastoral support for pupils also consists of a senior TA for Behaviour (The focus is on teaching pupils self-management skills).

Pupil Premium+ funding has been used to support extra therapeutic interventions such as Music Therapy and Play Therapy supporting pupils through trauma and attachment challenges.

Support from the Family Liaison Officer to enable families to address their needs and meet agreed outcomes for their children.

The impact of the use of the pupil premium has been to improve emotional wellbeing of students and in turn allowing them to progress academically. This will be supported through whole staff 'Positive Education' training, higher wellbeing will lead to better learning.

The impact of the Pupil Premium spending will be measured through tracking progress in key subjects (interventions) and through progress towards agreed outcomes that are set annually with parents, pupils and a multi professional team at EHCP. The progress towards these outcomes is closely monitored during meetings with parents held three times each year, and moderated and scrutinized bi-annually by members of the Leadership Team and at least annually by members of the Governing Body. Any dip in progress is quickly identified and addressed. Analysis of pupil progress data currently shows that pupil premium pupils achieve as well as all other pupils in school.

The plan is that pupil premium will enable pupils to close gaps in their attainment in academic areas, as well as making strides in their personal, social and emotional development.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations show that the disadvantaged pupil's behaviour and emotional wellbeing affects their ability to make academic attainment.
2	Our assessments, observations show that disadvantaged pupils have key objectives related to communication on their EHCPs.
3	Our assessments, observations demonstrate that the education and wellbeing many of our disadvantaged pupils have been affected by the impact of the school closures during the COVID-19 pandemic. These findings are backed up by several national studies. These shortfalls need to be addressed through the PP strategy.
4	Our assessments, observations show that disadvantaged pupils have fewer opportunities and require a holistic approach to their wellbeing and education needing support both in and outside of school, including family support.

## 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
Improve engagement for learners whose ability to access learning is affected due to social, emotional, mental health challenges, use a holistic approach and offer support to families to aid this.	Discussions with families. Discussions with the family liaison worker and explore what has been put in place to support families and the impact this has had both at home and with the pupil in school. Discussions with teachers.
Ensure learners have access to targeted interventions to support their mental health, behaviour and academic attainment through the schools pastoral support team.	Evaluations from the pastoral team. Track attainment and progress of the interventions, evaluate the impact. Assess the impact on behaviour through the schools Sleuth behaviour log. EHCP outcome progress linked to communication.
Ensure staff have positive education training to create an environment where wellbeing and positive mental health is a priority, <i>'if students are happy they will do better in school and life'</i> .	Feedback and evaluation from the positive education training from staff. Learning walks to find examples of positive education being used in the classroom and the impact of this.

## 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: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff to take part in whole school Positive Education training through training days and twilight sessions.</i></p>	<p>The fundamental goal of positive education is to promote flourishing or positive mental health within the school community.</p> <p>“The physical and social environment in which staff and pupils spend a high proportion of every weekday may have profound effects on their physical, emotional and mental health as well as affecting their attainment. Positive relationships between teachers and pupils, and between pupils, are critical in promoting pupil wellbeing and encouraging them to avoid risky behaviour.” <i>Public health England 2014</i></p>	<p>1, 2, 3</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Implementation and development of the Pastoral support team. Increase time dedicated and keep a consistent approach to interventions and support they provide for disadvantaged learners.</i></p>	<p>Pastoral support team to deliver interventions which include thrive, rebound therapy and other targeted interventions to support wellbeing and mental health.</p> <p>External interventions for disadvantaged pupils to include play therapy and music therapy sessions. Pupils are showing excellent engagement in these sessions.</p> <p>Senior teaching assistants trained as team teach instructors providing staff training and supporting behaviour within pupil groups practicing de-escalation strategies. Also providing advice support pupils PSPs.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £22,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A holistic approach to wellbeing and education including family support, through funding towards the school's family liaison worker.</i></p> <p>Budgeted cost: £18,000</p>	<p>Bettridge have a dedicated family support worker who works with many families but most of their time is focused on supporting our most disadvantaged pupils. Supporting families and ensuring they are actively involved in their child's education is a core value in our school. If pupils are supported at home and their family are getting the correct support and agency involvement this in turn will positively impact their behaviour and attainment in school. Facilitating a healthy positive home environment will also positively impact their school experience. The caseload of the family liaison worker includes 35-50% pupil premium each term, with fluctuation dependent on need. Budgeted cost will therefore part-fund the school's family liaison worker.</p>	<p>4</p>
<p><i>Providing equal opportunities to engage in extracurricular activities and provide optional mid-morning morning snack.</i></p> <p>Budgeted cost: £4,123</p>	<p>Each learner eligible for pupil premium to receive optional mid-morning snack and contributions towards the cost of extracurricular activities. In Key Stage 4, additional money is set aside to support cooking their own lunch where applicable.</p>	<p>4</p>

**Total budgeted cost: £54,823**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Priority 1: Increase engagement for learners who struggle to access learning due to social, emotional or mental health challenges.*

Our aim was improve readiness to learn for the most disadvantaged pupils. We have used the PP funding to support our pastoral interventions. This includes rebound therapy and targeted interventions to support mental health and behaviour. This work is going to continue in this year's PP strategy. The pastoral support team will continue to support learners who are struggling to engage. The Deputy head teacher will continue to monitor the impact.

*Priority 2: Ensure learners are able to engage effectively in learning by reducing challenges occurring outside of school.*

The school family liaison worker continues to support families outside of school making relevant referrals and signposting families to different agencies for support. The family liaison worker is an integral part of our safeguarding team working closely with senior management and attends regular home visits and TAC meetings to support families. This will continue in the PP strategy as this family support is essential in supporting wellbeing and mental health in turn improving outcomes for our disadvantaged learners.

*Priority 3: Ensuring disadvantaged learners can access extra-curricular activities and additional snack by providing financial support.*

PP learners continue to have access to an optional school snack ensuring their basic needs are met meaning they are able to focus on their learning. Trips and extra-curricular activities have been subsidised to ensure that disadvantaged learners have the same opportunities as other pupils.

### 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

## 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.*