

Pupil premium strategy statement – Bettridge School

This statement details our school’s use of pupil premium (and Covid Recovery premium appendix) 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	150
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Financial Year 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£66,355.00
Recovery premium funding allocation this academic year	£54,150.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	(Pupil Premium £9,742.00) (Recovery premium £0)
Total budget for this academic year <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>	£130,247.00

Part A: Pupil premium strategy plan

Statement of intent

Many pupils at Bettridge including those in receipt of 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 interventions, extra-curricular activities, family support and providing social communication opportunities for pupils encouraging interaction with their peers.

Our pastoral provision offer for pupils includes trained staff and targeted interventions to enhance provision for communication and behavioural needs, both at school and in the wider community. The development of the pastoral team provides interventions and additional staffing to facilitate individual and small group work and increased inclusion opportunities for specific pupils. Ensuring that each pathway has personalised provision and a named member of staff to support. The teams utilises the Thrive approach where we have access to training and resources within school. We have a trained thrive practitioner that is able to disseminate this approach. 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 is also being used to support extra therapeutic interventions such as riding for the disabled (RDA) and Play Therapy supporting pupils through trauma, attachment challenges, supporting SEMH and developing communication skills.

Support from the Family Liaison Officer helps to enable families to address their needs, seek advice and guidance, and also signposting to external services and support. This supports both school, families and external agencies to meet agreed outcomes for pupils.

There is an ongoing impact of the whole school 'Positive Education' training which was supported through last years pupil premium funding. This training provided staff with skills and strategies to help improve emotional wellbeing of students and in turn allowing them to focus academically. This training has also supported staff wellbeing leading to a positive classroom environment where self regulation and regulation are at the forefront of our practise.

The impact of the Pupil Premium spending will be measured through a provision map that is in development detailing the offer for our pupils accessing pupil premium and the impact this is having on their education.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations show that the disadvantaged pupil's behaviour and emotional wellbeing can affect their ability to make academic attainment.
2	Our assessments and observations show that disadvantaged pupils have key objectives related to communication on their EHCPs.
3	Our assessments and 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 using the pastoral provision map. Assess the impact on behaviour through the schools Sleuth behaviour log. EHCP outcome progress linked to communication.
To offer a wider range of therapeutic support and extra curricular opportunities to pupils across the school on a more regular basis.	Staff to be trained in therapeutic interventions such as rebound therapy. Feedback on the benefit of these interventions. Update the provision map to show the range of interventions offered and the frequency. Pupils to access RDA and play therapy from external agencies.

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: PP £11,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ongoing facilitation of the Pastoral support team. Increase time dedicated and keep a consistent approach to interventions and support they provide for disadvantaged learners. Provision of itemised pastoral interventions.</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>We have implemented a pastoral provision map to assess the impact of the interventions.</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>	1, 2

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

Budgeted cost: PP £9,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide extracurricular activities supporting emotional wellbeing and physical development.</p>	<p>Pupils to access Riding for the Disabled and Music Experience Sessions where appropriate.</p> <p>These sessions help children:</p> <p>Promoting stimulation and or relaxation. Developing auditory skills Enhancing mood and reducing anxiety. Strengthening gross/fine motor skills. Promoting social interaction and turn taking. Become more responsible for behaviours and develop more successful strategies. Develop new and creative solutions to problems. Develop respect and acceptance of self and others. Learn to experience and express emotion.</p>	1, 2, 3

	<p>Cultivate empathy and respect for thoughts and feelings of others.</p> <p>Regular horse-riding also improves core strength, balance and coordination and the welcoming group helps to combat isolation and loneliness and boost well-being and happiness.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: PP £55,200

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: £47,200</p>	<p>Bettridge School has a dedicated family support worker who works with many families. 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.</p>	3
<p><i>Providing equal opportunities to pupils including morning meal supplement helping to support communication and social interactions in a structured session.</i></p> <p>Budgeted cost: £8,000</p>	<p>Each learner eligible for pupil premium to receive meal supplement which will support morning social and communication sessions. In Key Stage 4, additional money is set aside to support cooking their own lunch where applicable.</p>	3

Total budgeted cost: £76,097.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1: 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.

As previous years our school family liaison worker supports 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. As before 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. We have implemented external interventions for disadvantaged pupils including play therapy and music therapy sessions. Pupils continue to show excellent engagement in these sessions. We would like to develop this further.

Priority 2: Ensure learners have access to targeted interventions to support their mental health, behaviour and academic attainment through the schools pastoral support team.

We have continued to use 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. We have created a document we call the pastoral provision map to assess the impact of the interventions which is a working document which the pastoral team contribute to.

Priority 3: Ensure staff have positive education training to create an environment where wellbeing and positive mental health is a priority, 'if students are happy they will do better in school and life'.

Whole staff have been trained in the principles of positive education. Classes- especially green pathway use strategies learnt in the training. The breathing techniques have been really beneficial and incorporating calming, mindfulness activities to improve pupils self-regulation have been happening across the school as part of the PSHE curriculum. The principles have also been beneficial to staff and have helped staff reflect on their practice and has given us strategies to improve general feeling and mental health and advice has been shared to help manage our own emotions as staff. Staff also reported they had learnt some useful techniques – often simple things you don't think of. Staff now are able to recognise their strengths more, reflect on their achievements. It was also described as inspiring and life changing.

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: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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.

Appendix 1

Covid Recovery spending outline

	23/24
Covid Recovery	£54,150.00

Expenditure	Amount	Rationale
Community Room re-fit	£4,695.00	To develop a refreshed family space meeting resource – used by the school community for parent and carer coffee mornings, CAMHS parents groups and as a general meeting space. Also provides a storage facility for the Parent and Teacher association.
Staff Training (IHASCO)	£2,000.000	To add to the schools budgeted spend on staff training and development to enhance delivery of key health and safety competencies through an online training delivery tool (IHASCO)
Staff training (ongoing project)	£1,064.00	6 week project/training with Sensory OT (with GT/SM)for staff – leading to Increased engagement in pupils with the correct adaptations in terms of sensory environment and communication from the adults.
NRASTIC training for staff	£500.00	To increase the number of staff able to support as ‘Wade and Rescue’ during swimming lessons, ensuring that swimming lessons can be easily staffed and supported.
First Aid training for staff	£700.00	To increase the amount of first aid trained staff in the school to best support our classes
Team teach trainers training	£4,000.00	To add to the number of Team Teach trained staff within the school.
Team Teach insurance	£2,000.00	To ensure that Team Teach training can also be offered to personnel such as agency/supply staff.
Rebound training	£1,500.00	To add to the number of staff trained so that more staff are able to carry out Rebound Therapy session with their own classes in addition to those sessions offered as pastoral sessions
Whole School Team Building training	£1,500.00	To enhance and improve wellbeing and working relationships/relational practice – leading to enhanced support for pupils
Opportunities week	£1,000.00	To supplement the school budgeted allocation towards experiences /workshops offered to pupils during ‘Opportunities Week’ in June as part of careers provision.
Signage	£2,700.00	To enhance pupil (and family) friendly signage around the school and its grounds.
Electronic sign in system and software for visitors	£6,000.00	To develop a smoother and more efficient system for entry and departure to the school for families and visitors. To decrease the time for pupils to transition through busy areas of the school. (to include purchase of consumables such as spare labels)
Air conditioning	£9,000.00	To support the schools budgeted focus upon making upstairs classroom retain a cool ambient temperature which is more conducive to learning and working.
Careers curriculum	£1,000.00	Additional funding to supplement the workshops, resources and school trips associated with the careers curriculum.
EQUALS curriculum updates	£1,000.00	Updates the EQUAS specialist curriculum schemes to ensure teaching is appropriately matched to the specific needs of pupils.

Open Orchestra	£750.00	Additional music opportunity to work with specialist musicians in a group music experience.
Music Works – Mentoring sessions	£4,000.00	Educational programmes to support music curriculum through composition, technology and song writing for pupils
Resources 3x pathways	£4,500.00	£1,500 each pathway as additional funding to supplement the provision and resources directly related to the curriculum
Increased site capacity/contractor support	£2,741.00	Overtime hours or agency support/contractor support to enhance outdoor spaces (playground etc)
Celebration of success and achievement as part of pupil wellbeing	£1,500.00	To supplement the funding of resources for the following; <ul style="list-style-type: none"> • end of year Prom event £100 • leavers assembly £300 • our Party in the Park event £750 • bespoke painting of Bounce Park (BM) £300 engraving of trophies for class and whole school awards £150
Purchase of shed/cabin to create a parent /staff pupil/community hub	£2,000.00	<ul style="list-style-type: none"> • To provide a foodbank / resource swap as part of ‘No Child Left Behind’ initiative.
Total	£54,150.00	