

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	143
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Financial Year 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£69,800.00
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>	£29,147.00 (£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>	£98,947.00

Part A: Pupil premium strategy plan

Statement of intent

Many pupils at Bettridge including those in receipt of Pupil Premium continue to 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 music therapy, 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 continues to be an ongoing impact of the whole school 'Positive Education' training which was supported through previous years' pupil premium funding as this is something that is now embedded we hope that we see continue to see the benefits of this into the future of the school. 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 and music 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: £20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Pastoral support team to deliver interventions which include thrive approaches, 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: £29,197.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide extracurricular activities supporting emotional wellbeing and physical development.	<p>Pupils to access RDA and play therapy where appropriate.</p> <p>Regular riding improves core strength, balance and coordination and our welcoming groups help to combat isolation and loneliness and boost wellbeing and happiness.</p> <p>Music therapy</p> <p>It can provide a sense of connection, support, and understanding during difficult moments. The history of music in healthcare has shown that music can reduce stress, anxiety, depression, and even chronic physical pain.</p> <p>Listening to calming music can help people relax and focus on the present moment.</p> <p>Rebound therapy</p>	1, 2, 3

	<p>Colleagues and parents often report an improvement in a range of areas including core strength, coordination, eye contact, fluency of movement, muscle tone, height and depth perception, stamina and a general sense of achievement and self-confidence.</p> <p>Play therapy helps children:</p> <p>Become more responsible for behaviours and develop more successful strategies.</p> <p>Develop new and creative solutions to problems.</p> <p>Develop respect and acceptance of self and others.</p> <p>Learn to experience and express emotion.</p> <p>Cultivate empathy and respect for thoughts and feelings of others.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £49,750.00

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: £40,000.00</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.</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>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

Budgeted cost: £9,750.00		
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Total budgeted cost: £98,947

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.

Our 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. As in previous years 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 to including RDA, play therapy and music therapy sessions. Pupils continue to show excellent engagement in these sessions. We would like to develop this further. Continuing this provision and offering more rebound therapy opportunities training more staff in this approach.

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 we would like to develop this offer to our pupils by training more staff. The pastoral team offer targeted interventions to support mental health and behaviour. This work is again going to continue in this year's PP strategy. The pastoral support team will continue to support learners who are finding it challenging to engage for a variety of reasons which could include anxiety and trauma. 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.

To offer a wider range of therapeutic support and extra-curricular opportunities to pupils across the school on a more regular basis.

This target will continue into our next PP plan. We have made good progress in offering music therapy to a wider range of pupils across the school in mainly the Yellow and

Blue pathways. This is through 'Reach thru music'. These sessions are very beneficial to pupil wellbeing and enjoyed by the pupils. They help develop communication through music and the therapist often uses intensive interaction principles. Pupils has accessed RDA and these sessions have also been successful. We have trained a new member of staff to deliver rebound therapy and further staff have completed refresher training. It is our aim to continue to develop this further and use the PP funding to train more members of staff so more pupils are able to access this resource. We currently have a play therapist and we would like to use the PP funding to continue this provision allowing more pupils to access the 12 week blocks addressing any communication needs, attachment and trauma.

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)

<p><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></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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.