



Booker Park School - Pupil premium strategy statement 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Booker Park School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils (91 As at 2/12/21)	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Christine Stephenson Principal
Pupil Premium Lead	Kerry Lidgett
Governor / Trustee lead	Becky Belardo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,425
Recovery premium funding allocation this academic year	£21,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£77,911
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	£203,506



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding, to help us improve outcomes for our disadvantaged pupils. In the context of our school setting, we define disadvantage to also include pupils who may be time deprived at home due to family circumstances.

All of our children have complex learning difficulties and therefore socio-economic disadvantage is not always the primary challenge they face. Our assessment data has identified the following key areas of challenge for our disadvantaged pupils:

- Attainment - meeting individual targets
- Fewer opportunities to develop cultural capital outside of school
- Attendance
- Well-being, mental health and safeguarding

Our strategy is underpinned by ensuring that we are providing high quality teaching and maximising the impact of classroom support staff; providing targeted support based on assessment of individual pupil needs; helping pupils access a broad and balanced curriculum; and engaging with families in order to achieve greater consistency in pupil support strategies between home and school and to improve attendance. This is delivered through a multi-professional approach where children are enabled to realise their greatest possible level of independence and emotional resilience.

We are addressing the impact of the pandemic by prioritising good mental health, wellbeing and emotional regulation, ensuring that our pupils are ready to learn.

Although our strategy is focussed on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high quality teaching.

Our strategy is informed not only by our own experience but also by independent evidence for example: evidence summaries published by the Education Endowment Fund (EEF); the practice of other schools.

Our strategy is driven by the needs of our pupils, based on formal and informal assessments. This will help us to ensure our approach to pupil premium spending helps us balance our approaches to improving teaching, targeted academic support and wider strategies.



Challenges

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

Challenge number	Detail of challenge
1	Our assessment data (2020/21) tells us 48% of disadvantaged children only partially achieved or did not achieve expected progress in their targets over the last year.
2	46% of our current cohort of disadvantaged pupils have a diagnosis of ASC. Our assessment, observations and discussion show that disadvantaged pupils generally have challenges around communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties.
3	Our assessments and data show us that 38% of disadvantaged pupils have a high degree of challenging behaviour and require additional support to regulate
4	Our data shows us that 42.5% of our disadvantaged cohort have a social worker allocated to them for reasons other than respite care. This indicates an increased need for liaison between home and school to achieve positive outcomes for pupils.
5	Our attendance data last year and for the autumn term 2021 shows an increasing trend of persistent absenteeism and increase in authorised and unauthorised absence. This has been impacted by the pandemic. 2020/21 attendance data shows us that 20% of disadvantaged pupils had attendance of less than 66%.
6	Our assessments, observations and discussions with families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by national studies. Our observations and conversations also indicate that disadvantaged pupils have fewer opportunities to develop cultural capital outside of school.

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 pupil progress for disadvantaged pupils in all areas of the curriculum and linked to their Education, Health and Care plan. Progress relative to their starting points, as identified through baseline assessments.	Disadvantaged pupils will meet or exceed their individual targets, linked to curriculum areas and to their EHCP outcomes. This will be evidenced through end of year assessment data, and pupil progress meetings between teachers and SLT.



<p>Improved communication and interaction skills for disadvantaged pupils, including using a range of communication systems.</p> <p>Pupils cope better with transitions.</p>	<p>75% of disadvantaged pupils will meet their individual communication targets and show improvement in their social interaction skills.</p> <p>This will be evidenced through pupil progress meetings, lesson observations and discussions with staff, feedback from Speech & Language therapists, and through discussion and reports from parents.</p>
<p>Improved engagement levels for disadvantaged pupils and fewer incidents of negative behaviour.</p> <p>Improved use of self-regulation strategies for disadvantaged pupils.</p> <p>Specialist interventions are provided by occupational therapists & speech and language therapists.</p>	<p>Disadvantaged pupils will demonstrate an improvement in engaging appropriately in learning, social interaction skills, and an ability to regulate and be accepting of support.</p> <p>This will be evidenced through review of individual behaviour plans, behaviour data and reporting, lesson observations, and parental feedback.</p>
<p>Families of disadvantaged pupils will engage positively with school, working together in collaboration to ensure consistent approaches and improved outcomes for disadvantaged pupils.</p>	<p>Disadvantaged pupils will benefit from increased joined-up working between home and school which will lead to positive outcomes in self-esteem, confidence, interaction and individual targets.</p> <p>This will be evidenced through pupil progress meetings, feedback from parents/carers, social care assessments, and feedback from social workers.</p>
<p>Improvement of attendance of disadvantaged pupils over time with improvement in the number of unauthorised absences and persistent absenteeism, leading to positive outcomes for pupils in their learning.</p>	<p>Disadvantaged pupils will achieve good levels of school attendance, which will enable good progress to be made against individual curriculum targets and EHCP outcomes.</p> <p>End of Year 3 targets: 82% attendance rate. Reduction of PA absentees by 10% (excluding those absences due to complex health needs)</p> <p>This will be evidenced through attendance data monitoring (daily/monthly), individual action plans and case studies, continuous feedback, feedback from other agencies.</p>



Improvement of outcomes for disadvantaged pupils in the areas of personal development, health and physical development.	<p>Disadvantaged pupils will achieve positive outcomes in their personal development and in their physical skills as a result of access to outdoor learning. This will impact positively on health outcomes e.g. obesity.</p> <p>This will be evidenced through pupil progress data, parental feedback, and feedback from health colleagues.</p>
Improved outcomes for pupils in the areas of emotional well-being, resilience, and participation in a range of positive activities outside of the school day.	<p>Disadvantaged pupils will demonstrate positive well-being, helped by skilled and informed staff and by resilient and well-supported families.</p> <p>This will be evidenced through parental feedback, observation and discussion with class staff, feedback from other professionals.</p>

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: £132,000

	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff:</p> <ul style="list-style-type: none"> • Behaviour Policy • Reporting on CPOMS • Child Development • Class teams discuss, review & write up all Pupil Individual Support Plans for specific pupils. All class staff to understand what strategies are in place in order to support pupils in class. • Individual child discussions on support to enable access learning <p>CPD for TAs to maximise the impact on children's learning. TAs will have a good</p>	<p>Liaison with other similar schools</p> <p>EEF Guidance Report – Making Best Use of Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3



<p>understanding of individual pupils to enable better support and access to learning £15,000</p>		
<p>Reduce class sizes for complex ASC pupils. Recruit additional 2 teachers for 2 additional classes £60,000</p>	<p>LA advice on size of complex need classes – locator funding</p>	<p>1, 2, 3</p>
<ul style="list-style-type: none"> • Specialist ASC support teacher to support teachers new to teaching complex ASC pupils. • Curiosity Programme intervention for ASC • Intensive Interaction Trainer training (3 year programme for impact on pupils) – ASC Specialist & Speech & language Therapist <p>£47,000</p>	<ul style="list-style-type: none"> • SCERTS • Liaising with other similar schools • EEF – Collaborative Learning Approaches – High impact for very low cost • EEF – Metacognition and Self-Regulation – Very high impact for very low cost based on extensive evidence <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://www.intensiveinteraction.org</p>	<p>1, 2, 3</p>
<ul style="list-style-type: none"> • PP Deputy Head Lead in place to oversee the support and interventions required. Liaise with other professionals, staff and families. <p>£10,000</p>	<ul style="list-style-type: none"> • Book by Marc Rowland - An Updated Practical Guide to the Pupil Premium • Pupil premium review • Gov.uk guidance for Pupil Premium Strategy <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	<p>1, 2, 3, 4, 5, 6</p>



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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce Forest Schools to 3 classes in first year to trial.</p> <p>£12,000</p>	<ul style="list-style-type: none"> • Liaise with other schools who have had success with using Forest School • https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ • Academic attainment via emotional well-being outdoors https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430 	<p>2, 3, 6</p>
<p>Resources to support with transition between home and school and on to next educational setting.</p> <p>Many of our pupils require access to Occupational therapy and the SCERTS programme to help them to regulate their emotions both in school and at home. Range of specialist resources are required to carry out an individual's OT programmes.</p> <p>On some occasions disadvantaged pupils require school resources to be purchased for home to enable their programmes to be continued in the home environment.</p> <p>£5000</p>	<p>Self Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2, 3, 5</p>



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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish a Booker Park Family Support and Pupil Attendance Tea, to engage with families in order to:</p> <ul style="list-style-type: none"> • Achieve consistency in support strategies between home and school • Support good attendance and therefore reduce the level of persistent absenteeism and unauthorised absences • Support transition to secondary school <p>Family Support workers to support with social and emotional needs.</p> <p>Provide practical strategies to support learning at home</p> <p>Tailor school communications to encourage positive dialogue about learning</p> <p>Offer more sustained and intensive support where needed</p> <p>£28,000</p>	<p>EEF Working with parents to support children’s learning Guidance report – moderate impact for low cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Impact of role of The Vale Federation family support worker (previous year’s impact)</p> <p>45 pupil Premium Strategies for Cost Effective Impact in Primary School (2021) Sam Southwell – 16 Behaviour Interventions</p> <p>EEF Guidance: ‘Working with Parents to Support Children’s Learning’</p> <p>Early intervention has a significant impact on pupil attendance, outcomes and attainment</p>	<p>1, 3, 4, 5, 6</p>
<p>Join Behaviour Hubs Programme – Leaders equipped to improve school practice thus impact on pupils’ outcomes</p> <p>Aim to improve behaviour culture & practice in school resulting in fewer incidents of disruption.</p> <p>Training for school leaders</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Moderate impact.</p> <p>Based on DfE review of behaviour in schools: Creating a Culture how school leaders can optimise behaviour (2017).</p> <p>Programme includes support from exemplary schools.</p> <p>45 pupil Premium Strategies for Cost Effective Impact in Primary</p>	<p>1, 2, 3</p>



<p>£9,000 (+ £9k government grant not included)</p>	<p>School (2021) Sam Southwell – 15 Behaviour Interventions</p>	
<p>Training for staff on wellbeing to support the mental health & wellbeing of pupils and staff in order to support pupils' wellbeing.</p> <p>£10,000</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/937601/Wellbeing-literature-review_final18052020_ap.pdf</p>	<p>4, 6</p>
<p>Recovery Premium has been used to employ part time TA to provide Support to pupils on MOVE programme – working with physio to improve mobility (Physios deployed to NHS front line during Covid – programme now in recover phase).</p> <p>£5,000</p>	<p>https://www.enhamtrust.org.uk/supporting-disabled-children-to-recover-after-the-coronavirus-pandemic</p>	<p>6</p>

Total budgeted cost: £201,000



Part B: Review of outcomes in the previous academic year (K Lidgett)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year

<p>To sustain the progress in curriculum through specific interventions.</p>	<p>This was limited due to COVID risk assessment stopping movement around school, using intervention small spaces and pupils not attending in lockdown. Progress and engagement in home learning was monitored. Use of EfL, monitoring and annual reviews will look at progress towards outcomes for individual pupils.</p>
<p>To continue to develop additional speech and language and communication support. Areas covered to include communication or social understanding, social interaction, turn taking.</p>	<p>SaLT were involved in supporting families at home and staff in school with different children to whom they worked with in class. This provided extra support during COVID and lockdown period.</p>
<p>To help develop pupils' co-ordination and meet sensory needs through Horse Riding</p>	<p>Horse riding was not taking place due to Covid and therefore this action did not take place.</p>
<p>To ensure that all pupils access to educational visits</p>	<p>Due to Covid this action did not take place. No educational trips that required funding took place.</p>
<p>To raise awareness of mental health amongst pupils, families and staff</p>	<p>DSL completed mental health awareness training for pupils and staff. Staff training took place and a mental health checklist in place. Sign posting for staff. Regular team meetings took place facilitated by SLT link with a well-being focus. Visual strategies were trialled to encourage staff to share feelings and zones. This worked successfully and will continue the following year.</p>
<p>To maintain and increase partnerships with families, to support pupils underachieving through Family Support</p>	<p>The appointment of a FSW has been very successful in supporting parents/carers with attendance issues, transport, SEN strategies, parental worries and sign posting. The FSW worked closely with the DSL team and supported many early help actions. This role has increased a lot and therefore we would like to expand this support further by having a FSW at each school.</p>
<p>To reduce behaviour incidents involving Disadvantaged pupils</p>	<p>Behaviour is now triangulated with safeguarding and attendance, all recorded on CPOMS. Specific pupils who are PP are tracked and behaviour patterns monitored. Team teach training was a result of tracking these behaviour patterns.</p>