

Pupil premium strategy statement – Booker Park 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	237
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Bradley Taylor, Principal
Pupil premium lead	Marianne Murphy, Head of School
Governor / Trustee lead	Becky Belardo, Pupil Premium lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,710
Recovery premium funding allocation this academic year	£67,073
Pupil premium funding carried forward from previous years	£4,623
Total budget for this academic year	£210,406

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 & young people 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 disadvantage 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 further.

We are addressing the impact left by 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 students, 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	The impact left by the pandemic & its impact on pupil attendance. Engagement with families due to travel via school transport for majority of students
2	Develop expertise within the new leadership structure
3	Recruitment & retention of staff in current economic climate
4	Communication and regulation is a challenge for a high number of our students.
5	Opportunities for developing interests and talents can be limited for students.
6	To ensure that SEND and being in receipt of disadvantage fund is not a double disadvantage. Our data shows no gap between the progress of PP children compared to non pp children.

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
To improve attendance and reduce further persistent absentee data. Where medical reasons impact on attendance, support is in place	92% attendance target to be met (previous year achieved 89% - target was 86%, pre covid 92%). Case studies demonstrate improvement to attendance. Updated Attendance Policy in place and shared with parents/carers.
To improve communication with parents and overcome any home/school issues with the additional help of our Family Support Officer	Parents feedback through annual survey positively about weekly communications and role of Family Support Officer (75% state good or better)
Senior and middle leaders make a positive impact on the school	Staff feel well supported by leaders and demonstrated through staff surveys and end of year outcomes from appraisal

	process (75% or better positive response)
Full complement of staff recruited and retained. Staff trained to deliver high quality teaching and learning	HR metrics on recruitment and retention show 95% or more staff retained beyond 6 months; staff response to training is 75% or more positive from survey
Pupils in smaller groups, accessing teacher and other support in order for them to access the curriculum and meet their needs	Increase in % of children meeting or exceeding their individual targets – annual assessment report shows a greater percentage of children achieving outcomes than previous year
To increase opportunities in order to develop talents and interests in young people through extra-curricular activities	Young people respond positively to range of activities offered. Case studies demonstrate participation and enjoyment.

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: **£159,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and Coaching for middle and senior leadership team to improve quality of T&L	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	2, 3
Mentoring & coaching for new teachers	https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf	2, 3, 4
2 additional teachers' salaries to maintain 28 classes from September 2023 onwards	EEF states 'Low impact for very high cost based on very limited evidence'. EEF is based on mainstream schools. In special schools we are basing the evidence on the funding model used within our LA.	2,3,4,5
Provision of agency staff to provide additional training for staff, allowing	https://www.taylorfrancis.com/chapters/edit/10.4324/9780203712658-14/professional-identity-early-years-	3, 4, 6

them to be released from class	educators-england-implications-transformative-approach-continuing-professional-development-sarah-lightfoot-david-frost	
Review & delivery of induction programme for new staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3
Training to support supervision in schools	https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Executive%20Summary_3.pdf	3
Makaton training for staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	3
External consultancy regarding curriculum development	Development of the curriculum has an impact on all https://www.gov.uk/government/speeches/the-importance-of-the-curriculum	2
Develop Outdoor Learning for pupils initially through developing class resources following training	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ Impact can be on confidence, social skills, communication, motivation, physical skills and understanding. Outdoor learning and being outdoors was a key communication that came out strong through parental surveys and discussions with parents following lockdown.	3, 5, 6
Performances for children that they would not have access to otherwise	https://files.eric.ed.gov/fulltext/EJ1102921.pdf	5

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

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music therapy for targeted students	https://www.bamt.org/resources/research	4,6

Advice & 1:1 support from external professionals	Professional bodies as required for individual pupils.	1,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed to increase family engagement and improve attendance. Supporting and signposting families to appropriate support.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement EEF Working with parents to support children's learning recommendations. <ul style="list-style-type: none"> - Tailor school communications to encourage positive dialogue about learning - Offer more sustained and intensive support where needed - Early intervention has a significant impact on student attendance, outcomes and attainment. - Engagement with families improves the outcomes for students https://www.nuffieldfoundation.org/news/relationship-between-poverty-and-child-abuse-and-neglect	1 & 6
Further members of staff trained as Adult Mental Health First Aiders to support Mental Health in school; buy in counsellor periodically Promotion across school staff & signposting/sharing resources Support to others as required	https://mhfaengland.org/individuals/adult/2-day/ An in-depth understanding of mental health and the factors that can affect wellbeing Practical skills to spot the triggers and signs of mental health issues Confidence to step in, reassure and support a person in distress Enhanced interpersonal skills such as non-judgemental listening Knowledge to help someone recover their health by guiding them to further support - whether that's self-help resources, through their employer, the NHS, or a mix	3

Total budgeted cost: £210,406

Part B: Review of the previous academic year

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments.

Over recent years the difference in attainment of children who are eligible for pupil premium vs those who are not has been negligible. Progress over January to May 2023 indicated similarly, that there was no appreciable difference in any one area. Hence there is no drive to support any specific area of SEND provision per se.

Additional classes for smaller class groups – comparative data between 2021-2022 and 2022-23 show a similar level of attainment across the areas of need. However, it is hard to draw meaningful comparisons as our method of assessment has changed from annual reviews to TPPs, and also the number of classes we have has remained similar, with additional classes also funded for 2021-22. Being able to run additional classes, rather than having a smaller number of classes with a higher average number of pupils, does make a difference to the quality of teaching from feedback from staff across the school. The ability to work in smaller groups and provide further 1:1 further supports the ability of children to make progress.

Coaching – Bradley and Marianne have met regularly with both assistant headteachers since they started at the school, focused around supporting their transition into the school and helping to overcome any issues. This has proved effective in supporting both individuals in their new roles to ask questions, share concerns, and work through any problems.

New teachers have been supported by Team Leaders and Assistant Headteachers. There was a comprehensive new teacher induction programme carried out by the leadership team. This has proved effective with both Early Career teachers successfully completing their first year. Additionally, the apprentice teachers both completed their year successfully, with one of the two moving to Stocklake to begin her teaching; unfortunately, the other moved to a different part of the country, and hence did not remain with us. Additionally, two unqualified teachers went through an assessment only process and became qualified in the summer term.

Attendance – the Family Support Officer was absent for a large part of the year but the leadership team took a collective approach to supporting this, with an improvement to 91% in the summer term, just 1% shy of our 3 year target.

Phonics training took place in the autumn term at Booker Park, and the impact of this has been that staff, particularly in the formal and pre-formal classes, have felt more confident in delivering phonics and understanding the delivery and progression of the Twinkl phonics scheme. There is ongoing work required here around the overarching literacy strategy across the federation.

Makaton training – our Makaton trainer supported the training of 4 speech therapists across the federation. As per the guidelines, they now need a minimum of 6 months embedding their knowledge before training others.

Training on Low Arousal – all members of the leadership team accessed the foundation level training, with Jo as behaviour lead following the advanced modules. Three modules were rolled out to staff as part of additional training through twilights, run by

Studio 3. There is a greater awareness of the practice within the school but further work to be done in embedding the principles of the approach.

Forest School/outdoor learning - two staff members undertook the training to be Forest School Leads, although the roll out of this will focus on the support they will give children through Outdoor Learning rather than strictly follow the Forest School curriculum and processes, which don't always lend themselves well to the special school environment. Ongoing work will be needed to develop the practice, and further support with resources.

There were two occasions in the past school year where external support was requested to support individual children, by way of an Educational Psychologist and specialist behaviour worker. This input would not have been possible without Pupil Premium funding, and contributed to a better assessment and understanding of needs.

Home/school communications – whilst the absence of the Family Support has affected the level of support given to individual families, we have introduced the weekly parent bulletin and half termly parent federation wide newsletter over the course of this year. We are keen to include more class specific content in this as we go on.

Mental Health First Aiders – 7 members of staff across the federation were trained in the September INSET and have provided a first port of call/signposting service for staff. This has proved very valuable, and meetings have taken place over the year to shape the service and review some of the challenges.

Tutoring – it proved very difficult to arrange tutors for the pupils within the school. Those available externally were not suitable, and there was a very limited take-up when offered within the school to current staff.

Theatre performances - in April Booker Park pupils had the opportunity to join a performance of The Jungle Book by M&M productions. Many children commented on their enjoyment of this, and the engagement and delight could be seen in many children's faces. Some children have found previous pantomime performances overwhelming, so staff chose which children participated, and children had the option to participate or not in the hall as they wished. Children from 15 of the 28 classes experienced The Jungle Book on this occasion.

Our evaluation of the approaches delivered last academic year indicates that many aspects of the strategy are effective and worthwhile. We consider it important to emphasise the recruitment and retention of staff, which has a knock on impact to pupil outcomes through consistency, with an emphasis on training, particularly for those at the TA level. Hence there is a movement in the coming year to look at support for supervision, Makaton training, continued mental health first aider training and support from a counsellor. Tutoring has been an aspect that has not been possible and we are not looking to revisit this. We will look to provide funding for further performances as

these appear to be well met by the children. Wherever possible we will seek this as being set up well for our children.

Externally provided programmes

Programme	Provider
Music therapy - music therapy sessions started in March, initially one day a week, and then from May 2023 two days a week. Eight children access individual sessions, and there is also one group session of three children, and another group session of four children. The children were those who find it difficult to engage in class-based learning, or who have shown a particular interest in music. Feedback was very positive, although it is a relatively high cost for a fairly small number of children.	Chiltern Music Therapy