



Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged CYP.

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	Barndale House School
Number of CYP in school	70
Proportion (%) of pupil premium eligible CYP	50%
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	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mark Phillips, Headteacher
Pupil premium lead	Mark Phillips
Governor leads	Sue Wildsmith, Jenny Smith & Dawn Robertson

Funding overview

2021- 2022 Detail	Amount
Pupil premium funding allocation this academic year	£26,080
Recovery premium funding allocation this academic year	£3,891
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£29,971
2022- 2023 Detail	Amount
Pupil premium funding allocation this academic year	£35,950
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39,285

2023- 2024 Detail	Amount
Pupil premium funding allocation this academic year	£40,260
Recovery premium funding allocation this academic year	£20,956
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,216

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium funding we receive as a school continues to be used to remove barriers to learning so our CYP can successfully transition into adulthood. Our curriculum design is broad and balanced but with the core principles of preparing for adulthood and being as independent as possible in doing so. That is why our school ethos is 'What I learn today, prepares me for tomorrow.'

This additional funding is designed to have a sustainable impact on our offer and is primarily focussed on our disadvantaged CYP. Whilst socio-economic disadvantage is not always a barrier to learning those with the greatest barriers do not always have the same opportunities, experiences and outcomes.

As a school we pride ourselves on giving equal opportunities to all and ensure we use all of our resources to achieve this. The most valuable and effective resource we have in our school is the staff who:

- Design and deliver bespoke, broad and balanced curriculum
- Ensure all CYP receive high-quality teaching
- Provide interventions and quality resources to access learning
- Provide the highest level of pastoral care and support for children and their families
- Focus on the social, emotional and wellbeing development of all CYP
- Provide health and therapeutic support and interventions in line with EHCP needs
- Monitor, assess and respond to the needs of our CYP

Although our strategy is focused on the needs of disadvantaged CYP, in turn this will benefit all CYP in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged CYP will be improved alongside progress for their disadvantaged peers.

As a school we are unique in our curriculum design as we have a residential provision as part of our school. This allows our most vulnerable and complex CYP to receive a 24hr curriculum.

Whilst our school has remained open during the Covid pandemic we have also identified how in turn this has impacted on our CYP and their 'readiness to learn'. Our strategy incorporates wider school plans for educational recovery, notably for CYP that have been worst affected, including non-disadvantaged CYP.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

No	Detail of challenge
1	Our observations and discussions with CYP show that their understanding of the world outside of their 'bubble' limits their vocabulary, experiences and access to opportunities.
2	Our holistic assessments show that our disadvantaged CYP are generally less ready to learn and lack some of the behaviours/attitudes and skills for learning.
3	Our assessments show that our CYP reading skills are significantly below those that are neuro-typical, limiting their access a broader range of language across the curriculum.
4	Our observations, alongside assessments, identify how our pupils are unable to access more abstract concepts in maths due to their concrete understanding and foundations in number and calculation. For others the gaps in their knowledge is hindering progress
5	Our observations and discussions with CYP show that disadvantaged CYP with additional needs generally have greater challenges around communicating and expressing their needs than their mainstream peers, including non-verbal, limited language and social interaction difficulties.
6	Through observations and conversations with CYP and their families, we find that disadvantaged CYP generally have fewer opportunities to develop cultural capital outside of school.
7	Our assessments, observations and conversations with CYP indicate that disadvantaged CYP with additional need require substantially more support to transition into adulthood, specifically- employment, independent living, community inclusion and health.
8	Our monitoring of the curriculum has identified that our disadvantaged CYP are much more vulnerable and 'at risk' in the virtual/digital world

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 engagement with the community through; out of class learning, sport visits, workplace visits, wellbeing/leisure activities, places of faith & community facilities. Aligned with community engagement with the school through career fairs, people who help us, school fairs, specialist visitors.	<ul style="list-style-type: none"> • Annual visit/fair/events on school calendar • Curriculum extension indicated in planning/offer- with no/minimal cost to CYP • Pupil interviews share enjoyment/engagement with the curriculum • Promotion of events on social media • CYP evidence of learning/knowing more through mind maps • CYP engagement in activities out of school
Accreditation pathways and offers clearly mapped out from Key Stage 3 so CYP are well prepared to achieve these through KS4 and KS5.	<ul style="list-style-type: none"> • Accreditation offer clearly communicated to CYP and parents • CYP make choices in their learning/accreditation • Broad range of core and functional qualifications available • All CYP achieve a diverse range of accreditation- at least 1 core and 2 functional
The school curriculum offer and environment supports CYP in their clearly planned transition to adulthood.	<ul style="list-style-type: none"> • All CYP can access purposeful work experience in school: workshop, horticulture, hospitality, catering, IT based learning and admin • Pupil pathways/provision map clearly identifies long term plan and support to achieve- internships, apprenticeships & FE • Children and Young People are confident in their transition beyond school.
The school has a clearly communicated, resourced and planned approach to reading and intervention. All staff will have sufficient subject knowledge to delivery this effectively.	<ul style="list-style-type: none"> • The school can identify and deliver an effective phonics programme and approach to reading • CYP are all able to access a broad range of texts to reinforce reading- at home and school • CYP make significant progress from their starting points- closing the gaps against non disadvantaged CYP • Opportunities to read across the curriculum will be promoted
Children's and Young Peoples foundations in number and calculation will allow them to progress so they can live independently.	<ul style="list-style-type: none"> • The school will have a clear approach to concrete-abstract maths learning • Staff will be sufficiently upskilled and provided resources to be able to effectively provide quality first teaching in maths • All CYP will develop a mastery in number and calculation-respective of their capabilities/needs • Those disadvantaged CYP will close gaps so they can learning alongside non disadvantaged peers.
Staff are able to remove barriers and reinforce self-regulation strategies so that our CYP are 'Ready to Learn'.	<ul style="list-style-type: none"> • THRIVE practitioners are able to identify, assess and respond to those CYP with significant gaps in their development. Ensuring they are able to access high-quality teaching • OT therapists can upskill staff in effectively using Zones of Regulation to support our CYP in being able to learn. Our CYP can use their bespoke toolkits to self-regulate • Staff continue to monitor\assess progress and gaps in holistic progress and can identify where further resources are required • Our PSHE curriculum is well resourced and supports CYP in making safe choices, live safely and contribute to their community in line with peers • Family Support Partner employed to support families in reducing barriers and empowering parents/carers to support their CYP more widely
CYP are supported in being able to communicate their needs clearly and know who/where support can be offered. They can also communicate effectively to maintain positive social interactions.	<ul style="list-style-type: none"> • CYP are provided with high quality social interactions as part of the curriculum, school life and residential provision • Those with most complex needs have sufficient experience in using and embedding alternative communication methods • CYP are supported in structured play activities to develop social norms and positive interactions

	<ul style="list-style-type: none"> • CYP who are socially isolated are identified and supported in engaging in school/community events
Our CYP have the resources, support and curriculum to safely engage with the digital world for leisure, learning and independent living.	<ul style="list-style-type: none"> • All CYP have access to their own digital device, with internet access, to allow CYP access to the digital world • Digital Safety sessions are a frequent part of computing/PSHE curriculum • Internet use/e safety monitoring demonstrates appropriate and safe engagement • Parental/safety controls are understood, communicated and applied on all devices
Our CYP will all receive support, guidance and facilitated Careers Guidance	<ul style="list-style-type: none"> • The school will have an effective Careers Guidance policy and subsequent curriculum • The school will have a Careers lead to ensure all pupils in Yr 9 and above receive quality careers guidance • The school will source appropriate and impartial careers guidance • The school will work towards 100% completion of the Gatsby Benchmarks.

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**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further embed the whole school approach to concrete foundations in maths. All teaching and support staff to receive quality CPD and sufficient high quality resources.	Research into quality first teaching using specific resources to secure firm foundations. Manipulatives & Representation https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching	4, 7
To embed the whole school approach to reading, particularly the teaching of phonics and subsequent resourcing	Research for impact of RWInc as strategy https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf	3, 7
To support all CYP in being 'ready to learn' through an enquiry based approach to the curriculum. To ensure all CYP have the tools and support to minimise/reduce barriers so they are more 'ready to learn' but releasing time for our 3 THRIVE practitioners covering the full age phase.	Research evidencing importance of self-regulation https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation Research to complement Zones of Regulation as a tool to support self-regulation https://www.zonesofregulation.com/research--evidence-base.html Research evidencing importance of THRIVE https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 7
Purchase 1 days of Speech and Language Therapist (SALT) assistant time	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	5

Targeted academic support

Budgeted cost: **£6,216**

Activity	Evidence that supports this approach	Challenge number(s)
Additional resources to extend It/computing curriculum with investment in digital/e-safety resources, particularly in the Early Years. Age-stage appropriate resources.	For CYP with SEND, technology can be a useful tool to support teaching. This training will also support CYP' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	8
Specialist provision for specific pupil needs to increase communication & independence	Therapy specialist CPD: <ul style="list-style-type: none"> • Makaton training • PECS • Additional therapy space • Attention Autism Environment adaptations <ul style="list-style-type: none"> • Classroom adaptations- intervention spaces • Therapy spaces • Motor skill resources (outdoor) 	5

Wider strategies

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s)
OT identified sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. SLA for 2 days OT provision weekly-delivery universal, targeted and specialist interventions.	Zones of Regulation identified equipment to match with tool boxes and whole class offer. <ul style="list-style-type: none"> • Theraputty • Chew items • Vibrating equipment • Spinning/ bouncing equipment • Light/deep pressure resources • Bouncing resources Staff CPD and construction of support/intervention programmes from specialist OT.	2, 5
Programme working with parents and carers to develop effective home environment strategies. Routines, communication and self-regulation.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	1, 3, 4
Employment of Family Support Partner to assist parents in challenges at home, mental health, financial crisis, attendance and safe families.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 6, 8
Post 14 curriculum offer tailored to academic and P4A. Accreditation centre approvals for NCFE, ASDAN and Duke of Edinburgh.	Preparation for Adulthood curriculum to enhance CYP' social and employment opportunities. Develop further provision to extend curriculum offer through practical learning. Bike maintenance, cookery and retail. Department for Education (publishing.service.gov.uk)	1, 6

Total budgeted cost: £61,216

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2025

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

Whilst much of the country was closing its doors to onsite learning our school continued to be open to ensure all of our pupils could receive quality first learning, interactions with peers and pastoral and wellbeing support. This did limit the breath of the curriculum offer but ensured we could focus on pupils' readiness to learning and targeted core learning activities.

All pupils made progress, in relation to their pastoral and academic needs and benefited from being in school.

The staff continued to develop the curriculum offer to ensure continuity in learning and purposeful breadth. Whilst relevant training, purchase of resources and team time to develop approaches weren't as embedded as planned we were able to start the initial work.

Attendance certainly took a huge hit last year and whilst parents worked well with the school to maximise attendance the restrictions and guidance on self-isolation and close contact isolation enforced pupils to learn from home.

Access to the residential offer was also hindered by availability, opening, staff shortages and settling those pupils who needed to transition back.

The pandemic certainly slowed the progress we were hoping to make as a school but didn't stop the direction or change the strategy we had planned. Our new long term strategy will continued these threads to ensure we can embed them further.

This details the impact that our pupil premium activity had on CYP in the **2021 to 2022** academic year.

Teaching

We had several activities planned to focus on the School Development Plan (SDP) priorities in reading, communication and maths. The allocated funds through pupil premium enabled us to not only resource the curriculum sufficiently to do this but also enabled bespoke delivery methods in reading.

Read, Write, Inc.- we were able to train more staff so we were able to stream across classes and offer small, targeted reading intervention. Pupils have made superb progress in these smaller groups and this has not only supported reading but also writing and communication.

Numicon- we purchased the complete Numicon package and were able to access specialist CPD to go along side this. This enabled not only our PP young people but all children see a huge difference in the delivery of their maths skills, knowledge and understanding. This also helped us identify gaps in knowledge and we are looking at White Rose Maths to supplement the curriculum delivery model.

Therapy Offer- part of the funding allocation was to support communication and 'readiness to learn'. We purchased an SLA from NHS for 1 day SaLT and 2 days OT to enhance our offer. The SaLT worked intensively with our most vulnerable PP learners to ensure they were supported in their communication. It was really interesting to hear the progress they made during reflections. Our OT delivered CPD and specialist intervention to ensure our most challenging and all pupils had the Zones of Regulation embedded. Our CPOMs data demonstrated huge progress in emotional regulation for both groups.

Targeted Academic Support

The majority of our targeted academic support allocated budget was used to enhance our curriculum offer through technology. Every pupil now has a Chromebook with access to broad range of learning resources. This has enhanced curriculum engagement, learning support and networking.

Wider Strategies

Our wider strategies were focussed around OT needs in the home and at school and enhancing our Post 14 offer to support the transition into adulthood.

Our OT offer has continued to have an impact within school- particular around motor skills and a cutlery clinic. This has supported eating as well as handwriting. Our interest in a wider home offer has been limited as the OT resources have been required in school.

Overall our pupil premium funding has had a much wider and sustainable impact across the school. Whilst the focus on curriculum engagement, readiness to learn and community/home engagement were the priorities for this academic year, drawn from our SDP, the impact has allowed more of our vulnerable pupils to benefit. Our home engagement and curriculum developments will continue to be the focus for the 2022-2023 academic year.

This details the impact that our pupil premium activity had on CYP in the **2022 to 2023** academic year.

Teaching

The primary focus this year was consolidating the approaches, strategies and resourcing to further embed our approaches in core learning areas of reading, maths and computing. We have also developed our approach to learning across the wider curriculum.

Reading- our staff have become more confident in the delivery of reading across the school. We have used our premium funding additional adults to develop smaller, more focussed groups so the interventions and approaches can be much more bespoke to the learning needs of the young people. Pupil progress has continued to be strong.

Maths- whilst our staff had initial Numicon training this didn't support the embedding in the curriculum. This academic year we have purchased the White Rose Maths scheme to ensure we have a structured curriculum framework, carefully aligned to Numicon but can also be differentiated to ensure a bespoke approach. Staff have received additional training and support to improve the delivery of maths. The funding has supported the additional staff, further resources and CPD to ensure our pupils have firmer foundations and better progress in maths across school.

Computing- we have further developed our computing curriculum and purchased additional devices so all pupils who can access a Chromebook does so. Our new curriculum has been driven by our curriculum champion who has received additional CPD to be able to support the staff in delivering this across the school. Our pupils are demonstrating confidence and competence in their computing lessons.

Wider curriculum- we have invested in more practical classroom resources to ensure our curriculum can be as hands on as possible. Our curriculum champions have been identifying what has been needed across the school. Our assessment system has also been upgraded to ensure we can monitor progress across foundation subjects-both skills and knowledge. This has aided curriculum design as well as monitoring of pupil progress.

Our post 14 offer has diversified. We have recently become an accreditation centre for ASDAN, NCFE and Duke of Edinburgh. We have used some of the targeted funds to purchase resources/staffing to offer work experience through the creation of a workshop and mobile trading café.

Targeted Academic Support

The key focus for this academic year has been visual resources and communication strategies for learners who need that support in accessing the curriculum. The school has continued to invest in Widgeit Online to support staff in quickly producing resources to aid communication, support transitions and make social stories to support self-regulation. Part of the funding was used for CPD so the SaLT assistant could produce school wide resources and support staff in making use of the platform and producing bespoke resources for learning.

Wider Strategies

Our portion of funding allocation this year was used solely for the employment of a Family Support Partner. Their role is specific in maximising school engagement through effectively supporting pupils by getting wider professional support and engaging with parents/carers to reduce barriers to attendance, engagement and self-regulation. Whilst a diverse role the staff member worked school wide and quickly established a strength in the pastoral aspects of school. Attendance improved, even with significant barriers from illness and pupils who were persistently absent were able to improve and attend more.

A wider professional base become actively involved with our pupils and the FSP was quick to secure better outcomes through CYPS (mental health), school nursing (physical health) and Children's services (social care).

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Increase and develop bespoke and differentiated learning resources • Purchase digital devices to improve access to learning resources within school • Provide THRIVE sessions for those requiring additional support • Supported funding towards out of class visits- swimming & class trips

What was the impact of that spending on service pupil premium eligible CYP?	<ul style="list-style-type: none">✓ Pupils engaging well with learning in school✓ Resources supporting independence✓ Able to access digital learning materials✓ Able to access learning opportunities outside the classroom alongside peers.
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