

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Baycroft School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	September 2022 (originally December 2021)
Date on which it will be reviewed	September 2023
Statement authorised by Pupil Premium Lead	Marijke Miles Headteacher
Governor lead	Curriculum standards Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,805
Recovery premium funding allocation academic year 21-22	£12,687
Recovery premium funding allocation academic year 22-23	£60,858
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see some variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Use of IT to support life and learning challenges
- Properly assessed health and care needs with appropriate support in place for life post-16
- Good sleep, routine, health and thus attendance at school or work
- The opportunity to have and keep animals as a social and emotional support
- Progression to further and education
- Social opportunities & engagement with cultural and leisure experiences

At the heart of our approach is high-quality teaching, based on a very strong and well grounded curriculum which has the aim of evening out inequalities by developing the lifelong and fundamental qualities of; independence, curiosity, creativity and self-regulation in all students, regardless of their circumstances. We identified some years ago with the help of our community that these were the most relevant and sustainable attributes to support all of our students to thrive in life after Baycroft. They tend to be found at lower starting levels in our more disadvantaged students.

Although our strategy is focused 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 and our 4 faculties. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all. We have invested heavily not only in specialists to support and develop children in school, but also capacity and teams to support them *and their families* in taking next steps when it is time to move on from us. And, to follow their progress and intervene where necessary beyond their time with us.

Our strategy is integral to wider school plans for education recovery, including school led tutoring and extensive social and emotional recovery programmes for pupils that have been worst affected, including non-disadvantaged pupils.

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 pupils.

Challenge number	Detail of challenge
1	Our assessments, observations and feedback from other stakeholders shows that disadvantaged pupils are less likely to be able to use technology effectively to support their learning and their life skills
2	Our assessments, observations and feedback from other stakeholders shows that disadvantaged pupils are more likely to experience disrupted sleep, overcrowding and anxiety related to financial and domestic concerns and that this impacts on their self-regulation and capacity to learn.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This is linked to language and comprehension difficulties – mainly around rehearsal opportunities. This also affects transition to college and social/academic isolation, creating NEET risks.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school and have less understanding of the opportunities available to them.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., hygiene, nutrition
6	Our assessments, observations and discussions with pupils and families demonstrate that the attendance, 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 supported by several national studies.
7	Our observations and discussion with pupils and families show that they are less likely to be able to have animals, and more likely to have them removed or be prosecuted as a result of welfare issues

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 harnessing of technology by disadvantaged pupils to support their learning and life skills	<p>Good use is made of laptops and devices supplied.</p> <p>Pupils use technology as an enhancement to classroom practice and it is not a barrier or delay to learning</p> <p>Staff use technology better in learning and thus give students the opportunity to learn</p> <p>Parents understand better the capacity of technology, harnessed well, to improve quality of life and know how to advocate for it</p>
Improved attendance and engagement in school as a result of support with conditions in the home environment which impact adversely on this	<p>There are fewer students experiencing sleep issues, overcrowding, domestic violence, anxiety over food and money.</p> <p>They can give their full attention to learning and growing in school.</p> <p>They have positive experiences and learn the pathways for getting help in future</p>
Pupils can express their needs effectively and use language well as part of learning in the classroom and to build positive peer relationships	<p>All staff use language development strategies in the classroom and provide many rehearsal opportunities.</p> <p>There are more pupils able to express themselves and self-advocate.</p> <p>There are more pupils who can use language effectively in FE and are less likely to become NEET.</p>
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Pupils can access wider school opportunities including after school.</p> <p>Pupils can make informed choices about their leisure time and enjoy the benefits of our local area.</p> <p>Pupils understand that hobbies and leisure activities are a really important part of wellbeing and maintaining equilibrium as well as socialising</p>

<p>Disadvantage pupils are no more likely than others to struggle with personal care and skills</p>	<p>Pupils know who and how to access for help</p> <p>Pupils can feed themselves</p> <p>Pupils know how to harness opportunities for self-sufficiency/frugality/efficiency and have self-belief that they can do this</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils are able to access high quality work experience and careers support</p> <p>Pupils have aspirations and a sense of agency because they understand the options available around educational options post-16 as well as work options, such as entrepreneurship.</p>
<p>Disadvantaged pupils have robust understanding of the benefits and challenges of keeping animals and are able to use these to enhance their quality of life without risking adverse consequences</p>	<p>All disadvantaged pupils are equipped to be responsible animal keepers</p> <p>All disadvantaged pupils feel equally entitled to / able to aspire to the rewarding experience of keeping animals</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

Budgeted cost: **£77,406**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of a Technology for Life learning Teaching and Learning Responsibility lead to develop and improve teaching across the school</p> <p>The lead will develop a bespoke scheme of work and engage with our local e-safety consultant</p>	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	1
<p>CPD for mental health leads to enhance teaching staff understanding on developing pupils' mental models.</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	6,2
<p>Purchase of additional time of Speech and Language Therapist (SALT) time, and to inform pedagogy, provide training and awareness</p>	<p>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.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	3

Targeted academic support

Budgeted cost: £78,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Assistive Technology Champion to include Masters and CPD to staff.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 3, 4
20 minute sessions on language comprehension and literacy from a lead practitioner for disadvantaged pupils that require further support. Each pupil to receive two sessions per week for one term. Upgrade to access Lexia programme Licences	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: "The Simple View of Reading" National Center on Improving Literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
Appointment of back to basics teaching coach in order to improve the quality of UQT teaching in order to maximise learning, providing effective differentiation around needs and language	Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment, ensuring every teacher is supported in delivering high quality teaching is essential. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	3
Engaging with the School Led Tutoring Programme to provide a blend of tuition, mentoring and tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3

Wider strategies

Budgeted cost: £51,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide clubs and activities to enhance the opportunities of sensory and self regulation in social environments for students</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2 ,3, 4, 5</p>
<p>Creation of a specialist pastoral support referral service team to include on site supervised social worker capacity</p>	<p>Students with traumatic experiences often do not engage with learning, The DfE government policy identifies practice supervision as a crucial foundation for effective child and family social work. Appointment of social work supervision builds capacity to reflect on social work practice and support families</p> <p>https://whatworks-csc.org.uk/evidence/evidence-store/</p>	<p>6, 5, 2</p>

<p>Build a programme as part of the curriculum in building skills such as empathy, compassion and social consciousness to work alongside animals and with the land</p>	<p>Our own observations have shown increase in self regulation skills. Skills that are increasingly seen as important to children's wider development are 'essential life skills' such as confidence, social skills, self control, motivation and resilience</p> <p>https://www.suttontrust.com/our-research/life-lessons-workplace-skills/</p>	<p>7, 4, 3</p>
<p>Release time for dedicated members of RISE pastoral support staff to work in partnership with</p>	<p>Encouraging Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p>	<p>3, 4</p>
<p>local colleges and work based partners to enhance social and employment opportunities</p>	<p>Department for Education (publishing.service.gov.uk)</p>	

Total budgeted cost: £129,700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Externally provided programmes

Programme	Provider
Mymaths	Oxford University Press
Sumdog	Sundog
Lexia	Lexia Education
Wordshark / Numbershark	White Space
Futures You Programme	Hampshire Futures

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	RISE referrals and Service Kids Club
What was the impact of the at spending on service pupil premium eligible pupils?	Student mental health needs and milestones were supported and reached, enabling participation in learning.

Our internal assessments during 2020/21 indicated that disadvantaged students academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most students' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources such as those provided by Oak National Academy where possible. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Impact Update – September 2022

Intended outcome	Success criteria	Progress
Improved harnessing of technology by disadvantaged pupils to support their learning and life skills	<p>Good use is made of laptops and devices supplied.</p> <p>Pupils use technology as an enhancement to classroom practice and it is not a barrier or delay to learning</p> <p>Staff use technology better in learning and thus give students the opportunity to learn</p> <p>Parents understand better the capacity of technology, harnessed well, to improve quality of life and know how to advocate for it</p>	<p>Assistive Technology Champion appointed and completing MA in Edu AT.</p> <p>Staff training under way – launch of deepening AT strategies due with INSET Nov 2022</p> <p>Investment made in upgrades complete to school systems to facilitate use of AT as required</p> <p>AT assessments being developed</p>
Improved attendance and engagement in school as a result of support with conditions in the home environment which impact adversely on this	<p>There are fewer students experiencing sleep issues, overcrowding, domestic violence, anxiety over food and money.</p> <p>They can give their full attention to learning and growing in school.</p> <p>They have positive experiences and learn the pathways for getting help in future</p>	<p>Pupils receiving pupil premium do not attend less well than their peers</p> <p>Considerable work carried out via RISE and student social workers to access benefits and support.</p> <p>Food parcels provided at various times.</p> <p>PP pupils noticeably better engaged when feeling support with home issues</p>

<p>Ppils can express their needs effectively and use language well as part of learning in the classroom and to build positive peer relationships</p>	<p>All staff use language development strategies in the classroom and provide many rehearsal opportunities.</p> <p>There are more pupils able to express themselves and self-advocate.</p> <p>There are more pupils who can use language effectively in FE and are less likely to become NEET.</p>	<p>Ongoing training for staff; top up and induction sessions throughout the year.</p> <p>Pupils have made progress through TALC assessments. Pupils in receipt of PP have made more progress than their peers.</p> <p>The only NEET from last year is not PP</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Pupils can access wider school opportunities including after school.</p> <p>Pupils can make informed choices about their leisure time and enjoy the benefits of our local area.</p> <p>Pupils understand that hobbies and leisure activities are a really important part of wellbeing and maintaining equilibrium as well as socialising</p>	<p>Pupils on PP are represented across all the positions of responsibility and representation via the Baycroft Passport.</p> <p>Pupils are engaging with extra curricular opportunities and staff are facilitating this</p> <p>Increasing numbers of pupils are accessing activities outside of school including uniformed organisations</p>
<p>Disadvantage pupils are no more likely than others to struggle with personal care and skills</p>	<p>Pupils know who and how to access for help</p> <p>Pupils can feed themselves</p> <p>Pupils know how to harness opportunities for self-sufficiency/frugality/efficiency and have self-belief that they can do this</p>	<p>WI Purple Box scheme has helped with provided materials and items</p> <p>The Food and Sustainability curricula have been overhauled to support development of skills for managing low income</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils are able to access high quality work experience and careers support</p> <p>Pupils have aspirations and a sense of agency because they understand the options available around educational options post-16 as well as work options, such as entrepreneurship.</p>	<p>Futures You programme has provided opportunities almost exclusively for pupils on PP.</p> <p>An extra round was agreed and funded for a small group with particular disadvantage who were felt to have been somewhat 'invisible' until then.</p>
<p>Disadvantaged pupils have robust understanding of the & challenges of keeping animals and are able to use these to enhance their quality of life without risking adverse consequences</p>	<p>All disadvantaged pupils are equipped to be responsible animal keepers</p> <p>All disadvantaged pupils feel equally entitled to / able to aspire to the rewarding experience of keeping animals</p>	<p>Sustainability programme provided opportunities for developed appropriate sills.</p> <p>One pupil showing particular care and responsibility. Farm dormant at the moment but to revitalize Spring 2023.</p>