

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	193
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by Pupil Premium Lead	Marijke Miles Headteacher
Governor lead	Curriculum standards Committee Chair Paul Gutman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,315
Recovery premium funding allocation academic year 22-23	£102,672
Recovery premium funding allocation academic year 23-24	£102,672
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	£224,987

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:

- Harnessing of IT to support life and learning challenges
- The ability to articulate their needs, wants and wishes and to self-advocate
- 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
- Access to alternative transport when council provided routes are [frequently] cancelled and thus attendance at school
- Progression to further education and access to work experiences and opportunities via personal contacts
- 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 pupils, 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 pupils to thrive in life after Baycroft. They tend to be found at lower starting levels in our more disadvantaged pupils.

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, attendance 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.

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
<p>Improved harnessing of technology by disadvantaged pupils to support their learning and life skills</p>	<p>Good use is made of laptops and other 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 pupils the opportunity to learn and engage</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>Improved attendance and engagement in school as a result of support with conditions in the home environment which impact adversely on this</p>	<p>There are fewer pupils 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 can express their needs effectively and use language well as part of learning in the classroom and to build positive peer relationships.</p> <p>Attainment is improved in literacy/English as a result of improved oral/verbal language skills.</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>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 and out in the community.</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>

Disadvantaged pupils are no more likely than others to struggle with personal care and skills	<p>Pupils know who and how to access for help</p> <p>Pupils can feed themselves in a nourishing and cost-effective way</p> <p>Pupils know how to harness opportunities for self- sufficiency /frugality/efficiency and have self-belief that they can do this</p>
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	<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>

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: **£123,852**

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>Payment of fees for Master's Degree in Educational Assistive Technology</p> <p>The TfL lead will further 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>Appointment of a teacher of Communications – provision of weekly sessions for every pupil</p> <p>Additional small group and individual work to promote specific skills and approaches</p>	<p>In order to live independently and to access the school curriculum pupils need to be able to communicate to an effective standard, until reaching TALC 3 curriculum access is challenging, TALC 4 even better access to the curriculum. It is vital to support employment and safeguard against exploitation.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,6</p>
<p>Appointment of teaching coach for UQTs in order to improve the quality of their teaching in maximising learning and quality of tailored curriculum design and delivery</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>3, 6</p>
<p>Refreshment/update of school staff and further development skills in the development of disciplinary literacy and early reading and thinking skills</p>	<p>Pupils need to be able to access reading with a better level of comprehension in order to access many areas of the curriculum and to gain higher accreditations. To safeguard pupils for when they leave school and enable them to be independent.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	<p>3</p>

Targeted academic support

Budgeted cost: £28345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Assistive Technology Champion to include Masters programme and ongoing CPD for staff.</p> <p>Development of individual AT diagnostics and aids for pupils</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, 3, 4
<p>Individual sessions of language comprehension and literacy from a lead practitioner for disadvantaged pupils that require further support.</p> <p>Upgrade to access Lexia programme Licences to ensure access for all pupils including in KS 4 at home with parents</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3

Wider strategies

Budgeted cost: £78915

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 pupils – including at lunchtimes. Subsidise extra-curricular programmes eg Dance</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/parental-engagement</p>	2,3,4,5

<p>Live for pupils in receipt of PP.</p>	<p>learning-toolkit/social-and-emotional-learning</p>	
<p>Development of a specialist pastoral support referral service team to include on site supervised social worker capacity</p>	<p>Pupils 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 Increasing social support and parenting skills for parents with a learning disability - What Works for Children's Social Care (whatworks-csc.org.uk)</p>	<p>6,5,2</p>
<p>Purchase of additional time of Speech and Language Therapist (SALT) time, and to inform pedagogy, provide training and awareness</p> <p>Payment of overtime for support staff to attend additional training out of school hours</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. What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>For identified pupils to access additional small group social and emotional support via the RISE service</p>	<p>Improved self-esteem, improved self regulation, improved mental health and readiness for learning</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF</p>	<p>2,3,4,5,6</p>

	educationendowmentfoundation.org.uk	
Release time for dedicated members of RISE pastoral support staff to work in partnership with local colleges and work based partners to enhance employment & social opportunities	Encouraging Independent Travel Training is likely to enhance pupils' social and employment opportunities Department for Education (publishing.service.gov.uk) :	3,4,6
For pupils and their families not attending school regularly and on time to be targeted by the attendance lead to offer support via the RISE team. Practical support to be provided where transport issues affect attendance by laying on extra runs and buses Taxis to be funded for parents who cannot afford to attend meetings in school	Attending school more regularly will improve confidence and self-esteem, as well as increasing expectations for individual pupils Parental engagement EEF (educationendowmentfoundation.org.uk) https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1703663493	2,6
Commissioning of private OT services	The evidence is that socio-economically disadvantaged families find it more difficult to access services and to insist on access in a system which is overstretched. Our local evidence is that our more disadvantaged families are more likely to have children with sensory processing challenges and that these are much more likely not to have been recognized. By engaging with an 'attached' OT we aim to increase access and thus ameliorate the impact of sensory processing disorders on these pupils, as well as increasing knowledge and skill in supporting them in both staff and their families. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8341443/	2,6

Total budgeted cost: £231,112

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 2022 to 2023 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?	Pupil mental health needs and milestones were supported and reached, enabling participation in learning. Families reported resilience in response to challenges eg deployment. Pupils were able to be supportive to younger siblings and this impacted on the wider family.

Impact Update – September 2023

Intended outcome	Success criteria	Progress
<p>Improved harnessing of technology by disadvantaged pupils to support their learning and life skills</p>	<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 pupils 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 Year 2 of MA in Edu AT.</p> <p>Staff training under way in line with formal strategic plan for IT development across the school</p> <p>Investment made in upgrades complete to school systems to facilitate use of AT as required</p> <p>AT assessments being developed for key gateways</p> <p>Parent workshops planned for new academic year</p> <p>Successful use of 1:1 visits by E-Safety consultant has reduced risk at home for some pupils</p> <p>Pupils in receipt of PP have used Lexia at home well due to the range of platforms on which it is available. This is translating well from KS3 in to KS4 thanks to extending the license to the whole school and embedding the culture.</p>
<p>Improved attendance and engagement in school as a result of support with conditions in the home environment which impact adversely on this</p>	<p>There are fewer pupils 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>Persistently absent pupils respond well to interventions and 1:1 tutoring is being funded to create bridges back into school.</p> <p>There is still a gap in attendance between PP and non-PP pupils, which is mainly attributable to transport cancellations disproportionately affecting disadvantaged pupils. The changes the LA Litigation and Intervention</p>

	<p>There is no gap in attendance between PP and non-PP pupils.</p>	<p>Team have also impacted adversely on this.</p> <p>This is why we have budgeted for more intervention this year and developed a system for responding including sending food vouchers.</p> <p>Considerable work has been carried out via RISE and pupil social workers to access benefits and support, cementing links with school. PP pupils noticeably better engaged when feeling support with home issues</p> <p>Food parcels provided at various times. FSM vouchers sent immediately on transport cancellation</p>
<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>	<p>All staff use language development strategies in the classroom and provide many rehearsal opportunities. New staff are being well inducted with this.</p> <p>There are more pupils at the top end of the school 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. Receipt of PP is not a significant factor for leavers NEET from last year.</p> <p>High attainment in English GCSE demonstrated impact of language development including in pupils in receipt of PP. There is no gap in the KS4 results.</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 socializing.</p>	<p>Pupils in receipt of 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>Some PP pupils are accessing community ventures.</p>

<p>Disadvantaged 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 providing materials and items.</p> <p>Period poverty is very overtly addressed with items available in all toilets.</p> <p>The Food and Sustainability curriculum plans have been overhauled to support development of skills for managing low income. Materials are provided for all pupils so that there is no chance of pupils in receipt of PP being unable to access learning due to lack of ingredients.</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. 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>Visiting speakers, the new KS4 Baycroft Passport and specialist study mornings, the overhaul of the curriculum to make explicit links to employability and a new programme of speakers and visits have supported all pupils in their focus and ambition for life beyond Baycroft.</p> <p>Intensive work with changing Annual Reviews and cycle is beginning to have an impact on post-16 choices.</p> <p>Pupils have responded very well to work experience and vocational opportunities, especially for entrepreneurship and fundraising.</p> <p>Discussions with pupils demonstrate greater understanding of the range of options available post-16</p>