



Battledown Centre for Children & Families

Pupil premium strategy statement

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	Battledown Centre for Children and Families
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	33.8% (22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Local Advisory Board
Pupil premium lead	Nikki Teague
Governor / Trustee lead	Mike Cooke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3489
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years	£1431
Covid Catch up CFWD	£5486
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	£19406

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium money will ensure that pupils feel happy, safe and secure within school. As a result, they will make progress with their social and emotional development and feel ready to learn. Pupils will feel supported in their mental health and well-being and feel able to access and make progress in their education. Pupil Premium children will continue to make at least as good progress as their peers in reading. They will maintain good progress in writing. Pupil Premium children will continue to make at least as good progress as their peers in Maths. Parental engagement with school based activities will continue to increase and be supported by school and community-based events and courses.

Challenges

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

Challenge number	Detail of challenge
1	On-going mental health and well-being of students due to anxiety caused by the Covid-19 pandemic
2	Lost learning days due to non-attendance or reduced attendance during the Covid-19 pandemic
3	Potential further non-attendance due to CV-19
4	A range of needs as identified in EHCPs, which may include: <ul style="list-style-type: none">• Severe or profound learning disabilities.• Challenging behaviour• Physical disabilities and/or complex medical issues• Autism• Specific genetic syndromes• Sensory impairment• Difficulties with engagement with learning and concentration• Poor school attendance• Social, emotional and behavioural difficulties• Anxiety and/or behaviour issues which impact on learning• Attachment disorder• Attention deficit disorder
5	Parental engagement with school-based meetings and initiatives

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 the mental health and well-being of all students	Students will be more able to express their feelings, feeling part of the wider community. Children will be ready to access learning. Children will make good progress against their individual EHCP intentions
To ensure the lack of a gap between pupil premium and non -pupil premium students in literacy is maintained.	Interventions in place will have been successful. The reading progress will be shown in data. The data will show a closed gap
To ensure pupils are able to access and engage in learning activities, such as Sulp groups and turn taking with peers.	Successful interventions will be in place showing impact
To ensure individual pupils have access to specific resources / support to access learning. Children will have access to social use of language (Sulp group work) through a specific programme and role play	All pupils will have appropriate, tailored resources which enable them access learning and make at least expected progress against EHCP learning outcomes.
To further improve parental engagement Increased attendance to parental meetings and providing support from the Family worker.	Increased attendance to EHCP meetings. Parents feel better equipped to support their children with home learning. Parents will engage with family and other whole school events and training

Activity in this academic year (2021-2022)

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the curriculum progression pathways are fully resourced	Pupils will be enabled to access learning supported by a variety of age and ability-appropriate learning resources.	2,4
Whole school CPD on Sensory Integration/OT	Teachers and Learning Partners will be provided with the necessary skills to support pupils sensory and physical needs	1,2,3,4

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for identified pupils	Pupils will be able to access individualised learning and support. "Targeted small group interventions have the potential for the largest immediate impact on attainment."	2,3,4
Carry out sensory integration assessments for identified pupils, and fund equipment and training identified to support access to learning	Pupils have complex sensory integration needs. Sensory integration assessments will ensure pupil learning styles and sensory needs are incorporated into their daily learning activities.	2,4
Enable a full range of interventions, overseen, monitored and assessed by SLT	Interventions will be targeted for specific pupils. Progress will be monitored and assessed. Pupils will be enabled to focus on learning on their return to the classroom	2,3,4

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

Budgeted cost: £8406

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school and departmental well-being events to be held 3 x per year	Pupils will be provided with engagement activities which will enable them to interact with staff and peers in a less formal environment.	1, 2, 3, 4
Re-furbish out-dated equipment in the OT room to enable and enhance learning approaches	OT activities will be delivered in a safe, appropriate and stimulating environment	1, 4
Parent workshops and training courses to be held both at school and in the community Family Worker support to families for additional needs which impact on wellbeing and engagement with school life	Parents will be provided with the knowledge, skills and confidence to support.	2,3,4,5
School uniform will be provided to all Pupil Premium children	Pupils will feel part of the school community	1,5

Total budgeted cost: £19406

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.

Some interventions delivered by external professionals were unable to take place across the year due to CV-19 restrictions. Interventions delivered by Battledown staff focussed on PP pupils within class bubbles. March 2021 review – COVID 19 restrictions has limited LSW 1:1 support together with face to face music session – Weekly zoom sessions took place and reviewed in line with restrictions. Battledown TV was set up and used to support children with remote sessions and parental engagement.

We have based our judgements on 30% of a level using the SOLAR Battledown Steps assessment as being 'good' progress for pupils working on the Curriculum.

This judgement has been made in relation to other special schools (including an OFSTED Outstanding school) using the same steps on SOLAR to track their pupil progress. Due to a change in Curriculum delivery for pupils, data has been taken from 1st April to July 2021.

Cohort for analysis:

9 PP pupils (16% of pupils analysed).

47 non-PP pupils (84 % of pupils analysed).

- 75% of PP pupils made more than 30% or more of a level of progress in English.
- 90% of Non PP pupils made 30% or more of a level of progress in English.
- 75% of PP pupils made 30% or more of a level of progress in Maths.
- 80% of Non PP pupils made 30% or more of a level of progress in Maths.
- 75% of PP pupils made 25% or more of a level of progress in Lower PMLD. (however data includes 4 pp and 2 non pp)

EYFS

3 reception PP pupils made outstanding progress compared to 20 non pp pupils making outstanding and 19 making good progress Pupil Premium pupils are making more progress than Non-Pupil Premium pupils in Maths.

PP pupils are achieving less well than other non PP pupils in English. This will be further analysed due to low numbers affecting statistics. Any necessary action will be reflected in 2021-22 strategy. There is no significant gap between PP and non PP in Maths.

Due to the lower number of PP pupils against non PP pupils this makes the data statistically unviable due to small numbers

397 (52%) behaviour incidents from PP pupils

353 (48%) behaviour incidents from non PP pupils

*PP incidents higher from 1 pupil who went onto an individual programme.
There is no significant gap between non PP and PP pupils in behaviour
All PP families were supported by additional support through family worker see below:

IMPACT:

6 families supported with funding applications for equipment including suitable car seats for safe travel.

6 families referred and supported with continence service

9 families supported and referrals to CAMHS for behaviour. Sleeping and sensory issues.

8 families supported with referral to Early Help/DCYPS for safe activities in the holidays.

7 families supported with issues around housing, specialist equipment, home safety and improved home environments.

9 families supported by attending TAF meetings.

7 families supported

100% of families received either phone/zoom/face to face support which had a positive impact on emotional wellbeing and ability to parent.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	