



Battledown Centre for Children & Families

Pupil premium strategy statement

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 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	37% (24)
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	October 2022 February 2023
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	£32400
Recovery premium funding allocation this academic year	£6960
Pupil premium funding carried forward from previous years	£4400
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	£43760

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	Poor Communication skills
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 2022-2023

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: £8760

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	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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions in core subjects 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
Specific role in intervention by qualified teacher	Specific small group work will support attainment in communication. Staff are enabled to support effective communication in the classroom	2,3,4

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

Budgeted cost: £15,000

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
Healthy school breakfast clubs to promote engagement in learning	Provide resources for breakfast clubs in school	1, 2, 3, 4

<i>Celebration of learning and develop the children's voice</i>	To establish regular assemblies, celebration of learning and recording of the children's voice.	1, 2, 3, 4
Parent workshops and training courses to be held both at school and in the community Family Worker and assistant to support 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: £43,760

Part B: Review of outcomes in the previous academic year (2021-2022)

Pupil premium strategy outcomes

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

During 2021-22

- 1 Interventions were started and focused on PP pupils, however due to staff leavers and significant staff shortages due to C19 and illness this had to be suspended to focus on supporting teaching and learning in the classrooms. This has been planned to recommence during 2022-2023 school year.
- 2 Individual classes have celebrated children's successes and positive behaviour to improve their mental health and wellbeing. This shows increased engagement in learning activities and reductions in behaviour incidents.
- 3 See point 2
- 4 Extended resources have been made available in subject areas and the OT room. Whole school training with the Owl Centre on occupational activity therapy ideas.
- 5 Parent engagement has been continued to be a focus with the following taking place:
 - INFOCUS group meet ups either inside when restrictions permitted or in outside park meet ups.
 - Webster Stratton Programme which targets both child and parents to reduce risk factors. Supporting families with better behaviour, emotional control and social competence for children. Improved interactions, and improved parenting/mentoring and conduct modelling skills in parents/ carers.
 - Cumulatively, improvements in these areas lead to **long-term benefits** such as increased school attendance and achievement, and reduced anti-social, harmful or criminal behaviour.
 - School fete during the summer term which was well received and a good turn out by both staff and parents.
 - New curriculum shared with parents and updates through parents evening.
 - Following the lifting of restrictions, open days provided with evidence of feedback. (100% positive).
 - Parent Questionnaires demonstrating positive feedback.
 - Pupil premium children all received a set of new school uniform at the beginning of the school year.

Whole School well-being has worked well with different activities such as Jubilee Celebrations, Summer fete and whole school trip to cattle country. Staff have

committed to well-being sessions after school and feedback is positive through questionnaires.

Data evidence (based on 24 pupil premium children out of 65) 37%

Area of learning	No of PP children	No of non PP children	Progress
Reading Pathway	4	3	Made more than 10% progress. There was no difference in progress between PP and non PP children
Writing Pathway	7	5	Made more than 10% progress. There was no difference in progress between PP and non PP children
Communication Builders	8	8	Made more than 30% progress. There was no difference in progress between PP and non PP children
Communication Explorers	24	41	Made more than 30% progress. There was no difference in progress between PP and non PP children
EYFS – (Cohort 16)	7	9	Outstanding progress – 2 PP v 2 non PP Good Progress – 4PP v 6 non PP Not expected – 1 PP v 1 non PP
Pre Maths (Cohort 57)	24	33	83% PP children made >30% 90% non PP children made >30%
Maths (Number)	24	41	Both PP and non PP children made 68% progress
Maths (Geometry/Measure)	24	41	68% of PP children made >30% progress 66% of non PP children made >30% progress.

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
Training – OT resources	Owl Centre