



Pupil Premium Strategy

1. Summary information					
School	Battledown Centre for Children and Families			Type of SEN:	SLD & SLCN, CLDD, PMLD
Academic Year	2020-2021	Total Pupil Premium budget	£12070	Date of most recent PP review	Oct 2020
Total number of pupils on roll	56	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Mar 2021
2. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Mental health and well-being of students due to the COVID-19 pandemic.				
B.	<p>A range of needs as identified in EHCPS, which may include:</p> <ul style="list-style-type: none"> • Severe or profound learning disabilities • Challenging behavior • Physical disabilities and/or complex medical issues • Autism • Specific genetic syndromes • Sensory impairment • Difficulties with engagement with learning and concentration • Social, emotional and behavioral difficulties • Anxiety and/or behavior issues which impact on learning • Attachment disorder • Attention deficit disorder 				

External barriers	
C.	Parental engagement with school-based meetings and initiatives

3. Outcomes		
A.	Pupils will feel happy, safe and secure within Battledown Centre for Children and Families. They will have made at least the expected progress with their social and emotional development and feel ready to learn. To improve the mental health and well-being of all pupils.	Students will be more able to express their feelings. Children will be ready to access learning. Children will be making good progress against their individual EHCP intentions.
B.	Pupil Premium children will continue to make at least as good progress as their peers in reading. They will have made at least the expected progress in writing.	Interventions in place will have been successful. The reading progress will be shown in data. The data will show a closed gap.
C.	Pupil premium children will continue to make at least the expected progress as their peers in Maths.	Successful math's interventions will be in place showing impact.
D.	Parental engagement will continue to increase with school based activities.	Increased attendance to parental conversation meeting. Increased attendance to EHCP meetings. Parents will engage with family worker through Family Focused targets and other whole school events and training.

4. Planned expenditure				
Academic year		2020-21		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i. Quality of Education for all				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Outcome
To improve the mental health and well-being of all students.	Targeted provision for PP children These are: <ul style="list-style-type: none"> - Moving through Music with Gary Quinn - Colour Monsters to discuss emotions - Lego Play 	Previous experience and knowledge has shown that Targeted Interventions have had a positive impact on social and emotional abilities of all pupils and supported their academic learning.	Small group sessions with trained staff. Provision of suitable resources Dedicated/adapted environment.	See review on page 6
ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
To ensure the lack of a gap between pupil premium and non -pupil premium students in communication	Provide 1:1 and small group sessions with an LSW.	Previous experience and knowledge has shown that 1:1 and small group work have a positive impact on children's communication closing the gap between pupil premium and non -pupil premium	LSW is provided with a list of monitored pupils. Sessions are well resourced. The impact of sessions is monitored by SLT.	March 2021- Due to COVID 19 restrictions this will resume from April 2021 Next Review July 2021

<p>To enable pupils to access and engage in learning activities using ICT</p>	<p>Develop a range of activities through resources and music - ICT, Reading Scheme and Maths</p> <p>These are:</p> <ul style="list-style-type: none"> - More iPads available to access online learning. - Purchase new reading scheme - Read Write Ink - Develop new math's scheme - Moving through Music with Gary Quinn 	<p>Previous experience and knowledge has shown that providing appropriate resources and Targeted Interventions have had a positive impact on pupil's academic learning.</p>	<p>Small group sessions with trained staff. Training of staff in the use of ICT and reading/Maths resources.</p> <ul style="list-style-type: none"> - Ensure a range of strategies are used. - 	<p>March 2021 - Due to the introduction of a new Curriculum, our baseline data was taken Spring 2021 and progress will be compared in Summer 2021</p> <p>Next review - July 2021</p>
<p>To ensure individual pupils have access to occupational therapy approaches/resources to encourage independence in learning</p>	<p>To provide resources for specific pupils to support their learning and engagement.</p> <ul style="list-style-type: none"> - Seating - Cutlery - Adapted resources i.e Scissors, TAC PAC, communication aids. 	<p>Previous experience and knowledge has shown that by providing appropriate resources and occupational therapy input, children's independence can be developed and their ability to engage in activities.</p>	<p>Monitoring sessions and pupil progress through observation and pupil data.</p>	<p>March 2021 - These have been purchased and impact will be accessed in Summer Term.</p> <p>Next Review - July 2021</p>

Staffing:	£2600.00
Music interaction:	£3120.00
Resources:	£ 2500.00
Sub total:	£8220.00

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
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<p>Improve parental engagement through parental conversations, home visits, home learning packs and EHCP meetings</p>	<p>Develop website to include Battledown TV and video of school activities. Increased input from Family Support Worker and staff</p>	<p>Previous experience and knowledge has shown the importance of parental involvement in children's learning and their engagement with the school. Covid-19 has impacted on school's ability to allow parents on site to engage with class, departmental and whole school events. Therefore other avenues need to be explored.</p>	<p>Reach out to the hard to reach parents using different forms of communication. i.e Regular phone calls home, socially distanced home visits were possible. Use of Zoom, Teams, etc. Use of FSW to maintain contact and provide support. Using questionnaires and gathering feedback from home learning.</p>	<p>March 2021 - Parental Survey completed March 2021 All PP children contacted and supported through FW. Final data of impact in July 2021. Next review July 2021</p> <p>July 2021</p>	
<p>Pupil premium children should have the same opportunity to wear school uniform as their peers so they feel part of the school.</p>	<p>Provide two polo shirts and sweatshirts each year for PP children.</p>	<p>Although School uniform is not compulsory it does give a feel of inclusion and community.</p>	<p>Every PP child receiving free school meals will receive school uniform each year.</p>	<p>March 2021 - All PP children have been supplied with two new Polo shirts and sweatshirts.</p> <p>July 2021</p>	
				<p>Staffing: £3500.00 Uniform: £350.00 Sub Total £3850.00</p>	
				<p>Total Costs: £12070.00</p>	

Review: last year's aims and outcomes

March 2021 review – COVID 19 restrictions has limited LSW 1:1 support together with face to face music session – Weekly zoom sessions have taken place and these activities will resume in April 2021.

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.

Aim	Outcome
<p>Improve progress and raise standards of achievement for Pupil Premium pupils.</p>	<p>Cohort for analysis: 9 PP pupils (16% of pupils analysed). 47 non-PP pupils (84 % of pupils analysed).</p> <ul style="list-style-type: none"> • 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) <p>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.</p> <p>IMPACT: 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.</p> <p>Due to the lower number of PP pupils against non PP pupils this makes the data statistically unviable due to small numbers</p>
<p>To address inequalities between children eligible for Pupil Premium and others.</p>	

Aim	Outcome
<p>Increase engagement in learning by improving behaviour and the social and emotional wellbeing of pupils.</p>	<p>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. IMPACT: 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:</p>
<p>Reach out and support parents using different forms of communication.</p>	<p>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.</p>