



# Battledown Centre for Children & Families

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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  | 67  |
| Proportion (%) of pupil premium eligible pupils   | 39% (26)                                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024         |
| Date this statement was published   | October 2023                                |
| Date on which it will be reviewed   | October 2024                                |
| 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   | £36710 |
| Recovery premium funding allocation this academic year  | £7250  |
| Pupil premium funding carried forward from previous years   | £1803  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £45763 |

# 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 good progress as their peers in reading. They will maintain good progress in writing. Pupil Premium children will continue to make at least 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                | Our observations have shown that disadvantaged pupils often require additional support with self-esteem, social, emotional, mental health to improve readiness to learn. In addition, pupils are more likely to experience greater challenges due to their special Educational Needs, including challenging behaviours.   |
| 2                | Attendance data shows that the average attendance for pupil premium pupils is below the average of non-pupil premium pupils and more pupil who are eligible for pupil premium have persistent absence (below 90%)   |
| 3                | Disadvantaged pupils generally make less progress against their academic target from non-disadvantaged pupils and oral language and/or communication skills has been identified as a barrier to achieving desired outcomes in English and Maths   |
| 4                | A range of needs as identified in EHCPs, which may include: <ul style="list-style-type: none"><li>• Severe or profound learning disabilities.</li><li>• Challenging behaviour</li><li>• Physical disabilities and/or complex medical issues</li><li>• Autism</li><li>• Specific genetic syndromes</li><li>• Sensory impairment</li><li>• Difficulties with engagement with learning and concentration</li><li>• Poor school attendance</li><li>• Social, emotional and behavioural difficulties</li><li>• Anxiety and/or behaviour issues which impact on learning</li><li>• Attachment disorder</li><li>• Attention deficit disorder</li></ul> |
| 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 by recording the children's voice on changes to the school and life in school.<br>Linked to Priority 4 on SDP                                       | Students will be more able to express their feelings, feeling part of the wider community.<br>Children will be ready to access learning.<br>Children will make good progress against their individual EHCP intentions – see Data<br>Children's voices will be reflected on decisions made in school or activities and changes to the school/resources etc.<br>School council minutes, photos and feelings in classrooms displayed. |
| To extend connections with the community to develop physical activities for all pupils.<br>Linked to Priority 3 on SDP  | Scheme of work reflective of children's needs and growing ages and abilities.<br>Subject leads showing progress in data meetings.  |
| To record the children's voice consistently across school in relation to behaviour, Behaviour plans and reflection sessions. Linked to Priority 4 on SDP  | Behaviour plans and records to have children's voice on consistently across school.  |
| To ensure the lack of a gap between pupil premium and non -pupil premium students in literacy is maintained.<br>Introduction of handwriting scheme.<br>Linked to Priority 6 on SDP.                             | Interventions in place will have been successful and a clear progressive pathway to writing.<br>Analysed data will show a closed gap.<br>Subject leads reports and learning walks  |
| 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.<br>See Data.   |
| To ensure individual pupils have access to specific resources / support to access learning.<br>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.<br>Intervention programme in place.   |
| To further develop the mathematical scheme of work to ensure we are able to extend children's learning and record all steps of progress effectively.<br>Linked to Priority 2 on SDP                             | All children are showing progression in their Mathematical learning shown through data progress meetings and subject leader reports.   |
| To further improve parental engagement<br>Increased attendance to parental meetings and providing support from the Family worker and assistant.   | 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.<br>Provided with support emotionally and financially through signposting and grants.   |

## Activity in this academic year 2023-2024

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)

| 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.    | 2,3                           |
| 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)

| 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." | 1,2,3,4                       |
| 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  | 1,2,3,4                       |
| 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)

| 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<br>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.                  | 1, 2,3,4,5 |
| School uniform will be provided to all Pupil Premium children  | Pupils will feel part of the school community   | 1,5        |

### Breakdown of Spend:

| <b>PP planned spend (including Recovery Premium)</b> | <b>Costs</b>   |
|--|----------------|
| Staffing cost – Intervention staff, Family support.  | £40,289        |
| Breakfast Club, Snack and activities                 | £2500          |
| Intervention Resources and external therapies        | £1520          |
| CPD  | £500           |
| School Uniform                                       | £954           |
| <b>Total</b>   | <b>£45,763</b> |

## Part B: Review of outcomes in the previous academic year (2022-2023)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

During 2022-23

- 1 Wellbeing events have been continuing and very successful including a whole Academy wellbeing sessions, and the Wellbeing team have allocated 'buddies' to support each other throughout the year.
- 2 Breakfast is provided by classes as necessary and days such as 'Toast Tuesdays' have been successful.
- 3 Interventions are working well and a teacher has been allocated 3 days a week to provide Read Write Inc (RWI), handwriting and other interventions in 1:1 or small group situations.
- 4 Assemblies going well, changed to 3 groups and children's voice being recorded.
- 5 School uniform purchased for children each year.
- 6 Parent engagement has continued to be a focus with the following taking place:
  - INFOCUS group meet ups either at school or on outside park meet ups. Timings and needs identified through questionnaires.
  - Supporting families with better behaviour, emotional control and social competence for children. Improved interactions through workshops, 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 Family Fun Day in new academic year to welcome new families was well received and a good turn out by both staff and parents.
  - New curriculum shared with parents and updates through parents evening.
  - Pupil premium children all received a set of new school uniform at the beginning of the school year.

#### Breakdown of Spend:

| <b>PP planned spend (including Recovery Premium)</b> | <b>Costs</b> |
|--|--------------|
| Staffing cost – Intervention staff, Family support.  | £39,384      |
| Breakfast Club, Snack and activities                 | £1820        |
| Intervention Resources                               | £113         |
| School Uniform                                       | £640         |
| Total  | £41957       |
| Carry Forward to 2023-2024                           | £1803        |

Data evidence (based on 28 pupil premium children out of 65) 43%

This year we have individualised our pupil progress data. Focusing on developing their progress which provides challenge, to ensure each child's achievements are aspirational.

| Area of learning                       | No of PP children | No of non PP children | Progress  |
|--|-------------------|-----------------------|---|
| My Reasoning                           | 28                | 37                    | 73% of PP children made >30% progress on their individual targets<br>78% of non-PP children made >30% progress on their individual targets. |
| Communication Builders                 | 12                | 12                    | 72% of PP children made >30% progress on their individual targets<br>70% of non-PP children made >30% progress on their individual targets  |
| Communication Explorers                | 28                | 37                    | 55% of PP children made >30% progress on their individual targets<br>51% of non-PP children made >30% progress on their individual targets  |
| Maths (Geometry/Measure)               | 25                | 32                    | 79% of PP children made >30% progress on their individual targets<br>78% of non-PP children made >30% progress on their individual targets  |
| Me and My Community-Healthy & Emotions |                   |                       | 52% of PP children made >30% progress on their individual targets<br>53% of non-PP children made >30% progress on their individual targets  |
| Reading Pathway                        | 12                | 13                    | No comparable data due to small cohort  |
| Read Write Inc                         | 7                 | 5                     | No comparable data due to small cohort  |

## 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 |
|------------------|----------|
| Inclusive sports | Allsorts |