



Battledown Centre for Children & Families Pupil premium strategy statement – 2024 - 2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	27 (38%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Local Advisory Board
Pupil premium lead	Nikki Teague
LAB Governor	Imran Kaderbhai

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,000
Recovery premium funding allocation this academic year	NIL
Service Premium funding allocation this academic year	£340
Pupil premium funding carried forward from previous years	£8,423
Total budget for this academic year	£45,763

Part A: Pupil premium strategy plan

Service Pupil Premium

Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Examples of how SPP has been used can be found in the Best Practice guide produced by the MOD.

How Service Pupil Premium differs from the Pupil Premium:

The SPP is there for schools to provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

Schools should not combine SPP with the main Pupil Premium funding and the spending of each premium should be accounted for separately.

The percentage of pupils eligible for Service Pupil Premium at Battledown: 1.44%

Service premium funding for academic year 2024 – 2025: £340.00

Statement of intent

It is the aim of Battledown Centre for Children and Families 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 maintain that additional support can be provided to ensure our pupils can be supported to overcome barriers to success, including:

Oral language and/or communication skills

Special Educational Needs including sensory needs and dysregulation.

Self-esteem / Social, Emotional Mental Health

School attendance, including persistent absence (added for 2023-2024)

- Academic attainment
- Social opportunities
- Preparation for the next stage in their education

Integral to our approach is quality teaching first, focussed on areas that disadvantages pupils require it most. Targeted support is based on diagnostic assessment of need, including baseline assessment and progress along our individualised, sequential pathways; progress towards EHCP outcomes and helping pupils access a broad and balanced curriculum

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. 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 education is available to all, whilst pupils and families are prepared for the next stage of education .

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	<p>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.</p> <p>National data has shown that disadvantaged pupils generally make less progress against their academic target than non-disadvantaged pupils and oral language and/or communication skills, is therefore, identified as a barrier to achieving desired outcomes in English and Maths.</p>
2	<p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.</p> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to experience greater challenges due to their special educational needs, including experiencing dysregulation and managing their readiness to learn.</p>
	<p>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</p>
3	<p>Our assessments, observations and discussions with pupils show that disadvantaged pupils often require additional support with self-esteem and social, emotional, mental health to improve readiness to learn.</p> <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 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

	<ul style="list-style-type: none"> • Attachment disorder • Attention deficit disorder
	Attendance data shows that the average attendance for pupil premium pupils is below the average of non-pupil premium pupils and more pupils who are eligible for pupil premium have persistent absence (below 90%) which links to medical vulnerability.
	<p>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.</p> <p>Parental engagement with school-based meetings and initiatives</p>
	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills,
	<p>Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has been the focus of the Recovery premium, which has ended for academic year 2024-2025.</p>

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
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
<i>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.</i>	<p><i>Students will be more able to express their feelings, feeling part of the wider community.</i></p> <p><i>Children will be ready to access learning.</i></p> <p><i>Children will make good progress against their individual EHCP intentions – see Data</i></p> <p><i>Children's voices will be reflected on decisions made in school or activities and changes to the school/resources etc.</i></p>

	<i>School council minutes, photos and feelings in classrooms displayed.</i>
<i>To extend connections with the community to develop physical activities for all pupils.</i>	<i>Scheme of work reflective of children's needs and growing ages and abilities. Subject leads showing progress in data meetings.</i>
<i>To record the children's voice consistently across school in relation to behaviour, Behaviour plans and reflection sessions. Linked to Priority 4 on SDP</i>	<i>Behaviour plans and records to have children's voice on consistently across school.</i>
To ensure the lack of a gap between pupil premium and non -pupil premium students in literacy is maintained. Introduction of handwriting scheme.	Interventions in place will have been successful and a clear progressive pathway to writing. Analysed data will show a closed gap. 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. See Data.
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. 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.	All children are showing progression in their Mathematical learning shown through data progress meetings and subject leader reports.
To further improve parental engagement 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. Provided with support emotionally and financially through signposting and grants.

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 (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.	3,4,6
Whole school CPD	Teachers and Learning Partners will be provided with the necessary skills to support pupils sensory and physical needs	1,2,3,5
CPD for teaching staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: TEAA and Mental Health Focus	2,5

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

Targeted academic support for current academic year (for example, structured interventions – including use of service premium for pastoral support)

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, 6
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	1,6
Specific role in interventions	Specific small group work will support attainment in communication. Staff are enabled to support effective communication in the classroom	1,6

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	High staff morale will enable healthy relationships between staff-staff and staff-	2, 5

events to be held 3 x per year	children enabling children to feel safe, confident and secure in school	
Funding of activities and snack in school for PP children.	No child will be disadvantaged with equal access to all activities on offer in school.	3
Healthy school breakfast clubs to promote engagement in learning by providing a breakfast in school.	Children will have the opportunity to eat a healthy breakfast at the start of the school day so they are ready to learn.	2, 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
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
School uniform will be provided to all Pupil Premium children	Pupils will feel part of the school community	2

Breakdown of Spend:

<u>PP planned spend (including Recovery Premium)</u>	<u>Costs</u>
Staffing cost – Intervention staff, Family support.	£33,300
Breakfast Club, Snack and activities	£1560
Intervention Resources and external therapies	£1140
School Uniform	£1000
Total	£45,763

Part B: Review of the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

During 2023-2024

- 1 Breakfast was provided by classes as necessary and days such as 'Toast Tuesdays' have been successful.
- 2 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.
- 3 Assemblies going well, changed to 3 groups and children's voice being recorded.
- 4 Parent engagement has continued to be a focus with the following taking place:
 - INFOCUS group 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.
- 5 Pupil premium children all received a set of new school uniform at the beginning of the school year.

OFSTED graded good in all areas, June 2024.

Data evidence (based on 26 pupil premium children out of 66) 39%

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	26	40	64% of PP children made >30% progress on their individual targets 64% of non-PP children made >30% progress on their individual targets.
Communication Builders	15	15	46% of PP children made >30% progress on their individual targets 44% of non-PP children made >30% progress on their individual targets

Communication Explorers	26	40	72% of PP children made >30% progress on their individual targets 51% of non-PP children made >30% progress on their individual targets
Maths (Geometry/Measure)	26	31	74% of PP children made >30% progress on their individual targets 65% of non-PP children made >30% progress on their individual targets
Reading Pathway, Read Write Inc	11	14	No comparable data due to small cohort
Writing	13	12	67% of PP children made >30% progress on their individual targets 67% of non-PP children made >30% progress on their individual targets

Externally provided programmes

Programme	Provider
Inclusive sports	Allsorts