

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Beaucroft Foundation School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	34.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	31/1/22
Date on which it will be reviewed	31/1/25
Statement authorised by	Diane Makariou & Joe Barnett
Pupil premium lead	Rob Sallows
Governor / Trustee lead	Noel Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53485
Recovery premium funding allocation this academic year	£18116.93
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£42326
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	£113927.93

Part A: Pupil premium strategy plan

Statement of intent

Beaucroft is a Foundation Special School for children aged between 3 and 19 with special educational needs and disabilities (SEND). The school has early years and post 16 provision. Our PAN is 215 and we currently have 190 students on roll. All of our students have an Education, Health and Care Plan (EHCP). Our students all have complex learning needs – many also have a diagnosis of an Autistic Spectrum Condition (ASC).

The proportion of pupils eligible for Pupil Premium funding is above the national average and we understand that this funding is a vital resources to aid us supporting our disadvantaged pupils and the needs of vulnerable students such as those with a social worker or young carer needs, regardless of whether they are disadvantaged. Our aim for these pupils and all our pupils is that they are able to THRIVE.

- Thoughtful and caring
- Happy and Safe
- Resilient
- Independent
- Valued
- Empowered.

Developing self-esteem and resilience in preparation for adulthood.

Key to our approach is high-quality teaching which is proven to have the greatest impact on improving outcomes for all pupils. Consequently professional development, training and staff well-being are key aspects to guaranteeing good quality teaching.

In order to effectively access the high-quality teaching and to be ready to learn, we provide a positive therapeutic approach to supporting both students and their families. We deliver targeted and impact measured cognition and learning, communication, social and emotional, independence and physical and sensory interventions as well as specialist therapeutic interventions such as speech and language therapy, music and drama therapy in a range of scenarios, one-to-one, small group or whole class. Alongside this we offer supportive interventions that target the other most significant non-academic barriers to achievement, including attendance, well-being, mental health, safeguarding and behaviour.

We strive to address the individual needs and strengths of all our students based on formal and informal assessment. Through routinely identifying and addressing key challenges we aim to ensure that each and every young person is able to enjoy, engage and achieve so they are able to acquire the relevant skills and experience in preparation for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that, while most of our disadvantage students make equivalent or better progress compared to their peers, some disadvantaged students can make less progress. We will focus on the core subjects of Numeracy and Literacy.
2	The majority of our pupils have communication, interaction and language difficulties as a result of pupils' special educational needs. 15.4% of PP students have individual SaLT input compared to 15.3% of non-PP students.
3	Mental wellbeing, many students have emotional regulation difficulties, anxiety, low self-esteem and confidence associated to their learning needs. In addition to this students have been impacted emotionally by the pandemic and require high levels of ongoing emotional support in order to access their learning and enjoy a positive school experience.
4	Despite attendance data being consistently marked higher than national average for equivalent schools, our data indicates that disadvantaged students are more likely to have lower attendance with PP students attending 2.15% less than non PP students.
5	Parenting needs, family support team show that 48.7% of students and families access family support. Students and families with PP account for 34% of this number compared with 65% for non-PP students and families.
6	Support for pupils and families with cost of living crisis.

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 support the development of numeracy skills across the school (<i>SDP Quality of Education 1.1</i>).	<p>Progress and attainment for PP students is comparable if not better than non-PP students.</p> <p>Students to have greater consistency with-in KS2/3 without losing holistic and personalised education.</p> <p>Progress in students' abilities to problem solve in real life situations.</p>
Literacy approaches are consistently used and taught across the school (<i>SDP Quality of Education 1.3</i>).	Students make increased levels of progress with their literacy skills through the consistent delivery of literacy tool and techniques.

To improve communication, interaction and language skills (<i>SDP School Context</i>).	For students to make expected or above expected progress relative to their individual starting points. Clinical Judgements, Assessments and evidence from Progress Tracking Forms.
To ensure that there is effective and consistent support in place for our students with emotional regulation, anxiety, low self-esteem and confidence difficulties (<i>SDP Behaviour and Attitudes 1.1</i>).	For students to manage and regulate their emotions successfully demonstrating internal discipline, to feel more confident with improved well-being, resulting in: <ul style="list-style-type: none"> • reduced behaviour incidents • reduced absence due to anxiety
Improve attendance.	Reduction in the number of absences due to anxiety.
Ensure equality and equity of access of resources and enrichment and extra-curricular activities.	Pupils will take part in enrichment experiences, including trust events. Pupils will experience school trips/residential experiences. Pupils will have access to technology and specialist equipment.

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)

Budgeted cost: £ [21864.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Numeracy lead to support class team by working alongside teachers with particular focus on Post16 focussing on consistency.</p> <p>Implementation of White Rose scheme</p> <p>Staff CPD to support practice in class (<i>SDP Quality of Education 1.1</i>)</p>	EEF Teaching and Learning Tool kit states that there is clear evidence that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Building teacher knowledge and Pedagogical expertise, curriculum development and the purposeful use of assessment all support quality teaching.	1

<p>Literacy lead to work with subject leads to share and discuss how approaches can be taught consistently through topics. <i>(SDP Quality of Education 1.3)</i></p>	<p>EEF Teaching and Learning Tool kit states that there is clear evidence that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Building teacher knowledge and Pedagogical expertise, curriculum development and the purposeful use of assessment all support quality teaching.</p>	<p>1</p>
<p>Further embedding of Literacy tool Read, Write, Ink, reasons for reading, self-authored books <i>(SDP Quality of Education 1.3)</i></p>	<p>EEF Teaching and Learning Tool kit states: There is very extensive evidence that Reading comprehension strategies alongside phonics has a positive impact and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1</p>

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

Budgeted cost: £ [13650.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Speech and Language Therapists to improve communication, interaction and language across the school.</p>	<p>Therapist support across the school delivering individual packages with a particular focus on supporting in class and embedding a consistent total communication approach.</p> <p>The EEF state that studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1 2 5</p>

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

Budgeted cost: £ [48607.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed Dorset STEPs therapeutic approach through big 5 training sessions.</p> <p>To introduce the use of Early Prognosis Tool and Predict and Prevent Plans (<i>SDP Behaviour and Attitudes 1.1</i>).</p>	<p>Both targeted interventions and universal behavioural approaches have positive overall effects. EEF Teaching and learning Tool Kit, behavioural Interventions. The Tool kit also states social and emotional learning approaches have a positive impact.</p> <p>Restrictive physical interventions have fallen from a high of 56 in the academic year 2019 to 2020 to 8 in the year 2021-2022.</p> <p>The potential impact of self-regulation approaches is high, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. EEF Teaching and learning Tool Kit, Metacognition and self-regulation .</p>	<p>1 2 3 4</p>
<p>To expand opportunities for our students to engage with their learning and support their well-being using the natural environment, Forest School provision (<i>SDP Personal Development 1.1</i>).</p>	<p>Forest Research states that Forest Schools help develop confidence, social skills, communication, motivation, physical skills and knowledge and understanding.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>1 3</p>
<p>Drama therapy for improved mental health for identified students.</p>	<p>Drama therapy supports the individual's emotional development, increases their self-esteem, confidence, and can aid in developing their communication skills. Drama therapists are experts at working with the body. This process is called embodiment and is increasingly acknowledged as important for wellbeing and particularly for people coping with complex trauma.</p>	<p>1 3</p>

	https://www.badth.org.uk/research/our-evidence	
Music therapy for improved social and communication skills for identified students.	<p>Music therapy helps students develop their communication skills—promoting concentration and listening skills. It helps students to find ways to express feelings creatively and constructively beyond their behaviour (Chelsea and Westminster NHS foundation trust).</p> <p>EEF Teaching and learning Tool kit states: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum and that Arts-based approaches may offer a route to re-engage older pupils in learning.</p>	1,3, 4
<p>Working with families to develop effective home learning environments.</p> <p>Non-teaching Parent / pupil support staff equivalent to 2 day per week.</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions.</p> <p>There is strong evidence that parental engagement approaches have a positive impact academically (EEF parental engagement approaches) but also benefits parents and carers mental well-being (Beaucroft Parent Support, course evaluations).</p>	3,4,5
<p>Enrichment / Extracurricular provision</p> <ul style="list-style-type: none"> • Residentials • Sports events <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)</p>	3,4,5,6
Improving access to ICT/technology	<p>Studies by EEF: Use of technology (+4months), Collaborative working (+5months). Ensure PP pupils have access to individual learning aids.</p>	1,2,6

Total budgeted cost: £ [84121.00]

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 2021 to 2022 academic year.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. It is important to note that implementation of PP spending for this year was directly impacted by Covid-19 - high levels of pupil and staff absence. In response to this we prioritised support for the mental-health and well-being, focusing on getting students back in to school routines and structures was a key objective. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Teaching (for example, CPD, recruitment and retention)

Read write inc – Although Read write inc was initially launched 20-21 it wasn't comprehensively rolled out until 21-22 due to the COVID pandemic. Ongoing CPD through the Big 5 training programme.

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

Covid catch up, small group Numeracy and Literacy sessions to support all pupils across the school.

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

Residential - Supported residential placements for pupils on PP students.

Life skills – Supported life skills activities for PP students, including cooking, independent travel and social activities (RAFA /Streetlight café).

Outings – Curriculum visits to support learning and EHCP objectives for PP students.

Clothing – Support for students and families.

Equipment (sensory toys) – Support for pupils with wide range of challenges including behaviour, anxiety and communication difficulties.

Therapy – Music therapy to support students with complex needs and trauma.

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
Read write inc	Oxford Owl
White Rose Maths	Trinity Mat

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.