

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Birch Wood Special School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Rosalind Hopkins
Pupil premium lead	Michelle Walker
Governor / Trustee lead	Lisa Bramall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,190.00
Recovery premium funding allocation this academic year	£17,400.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77,590.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

We provide a wonderful learning environment and SEND expert staff who are highly committed to our pupils. An education at Birch Wood positively changes children's lives allowing them to achieve their 'personal best'. Our ENABLES culture embodies our high aspirations and unwavering passion and determination to provide outstanding outcomes for every pupil.

An education at Birch Wood School ENABLES!

- **E**– Empowering students for independent lives.
- **N**– Nurture
- **A**– Aspire and Achieve
- **B**– Belonging
- **L**– Love of learning grows
- **E**– Engage and Interact
- **S**– Safe and happy

We aim to support our disadvantaged learners to be self-confident, independent, life-long learners, who achieve the best possible outcomes they can. Depending on their needs this could be in terms of engagement, independence and/or qualifications.

Due to our students' SEN needs the majority of our students, both Pupil Premium and non-Pupil Premium, have communication and interaction skills are below age expectation. To ensure we meet the needs of all our students, including our non-verbal students, we are investing in sensory training, Makaton training and Inprint technology to ensure that students can utilise dual coding to support their language/literacy development and understanding. CPD on our whole school reading and communication is ensuring that all staff can support students to make progress.

Whilst our Pupil Premium and non-Pupil Premium students are progressing at a similar level in literacy and numeracy they are working at below expected age due to their SEN needs. To support this we are investing heavily in quality research informed professional development, to strengthen the quality of teaching across the school. We are also using NPQ qualifications so that we have the leaders of the future to ensure the quality of our student's education into the future.

A key concern for us has been ensuring that we catch up on lost learning without impacting on current learning. As many of our students are brought in via transport, and many having long journeys, we have had to be imaginative in our approach. Hence we are launching the 'Twilight Academy', where students will be tutored after school from their homes utilising technology.

We find that many of our disadvantaged learners have limited access to cultural capital, for a wide range of reasons. Therefore their life experiences are limited in terms of diet, activities, cultural capital and working with others. We aim to inspire our young people by giving them a wider range of experiences, this includes residential trips, theatre trips, shopping trips, museum visits, work experience, college visits, being involved in theatre productions, sports and community visits etc. Our aim, in extending the world that they know, is that their aspirations and their thirst for knowledge will increase. These opportunities to communicate with others in the wider world increases their self-confidence and makes them feel empowered to become more independent.

We know that a healthy lifestyle and regular healthy meals are key factors in student progress and mental health. Therefore we use this funding to give our students healthy snacks and to subsidise their opportunities to learn about and to prepare food and to widen their dietary experiences. We also seek to ensure our students experience a wide range of sports and fitness opportunities including dance, bike riding, tennis and swimming.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions show that our disadvantaged pupils make similar progress in Literacy and numeracy to non-disadvantaged pupils however they are still working significantly below age expected outcomes due to their SEN Needs.
2	Through our observations and conversations with students and their families we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This has further been impacted by Covid 19.
3	Our assessments, observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
4	Our assessments, observations, and conversations with students and their families indicate that disadvantaged students often require additional support to develop personal and independence skills e.g. Independent travel, Work experience,
5	Our assessments, observations, discussions with students and their families show that disadvantaged students often have greater challenges around communicating and expressing their needs,

Challenge number	Detail of challenge
	including non-verbal, limited language and social interaction difficulties.
6	Our assessments, observations, discussions with students and their families show that some of our disadvantaged students and their families need more support with attending school ready to learn. This may in terms of uniform, support with transport, breakfast (snacks), etc.

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
<i>All disadvantaged students are making progress in communication, literacy and numeracy.</i>	<p>Disadvantaged students on the aspire pathway are making progress equivalent to their non-disadvantaged aspire pathway students in literacy and numeracy.</p> <p>All aspire learners (Disadvantaged and Non-disadvantaged) to make at least the expected level of progress on the Mastery system in English and Maths.</p> <p>At KS1 students aspire to make at least 2 mastery steps of progress per year.</p> <p>At KS2 students aspire to make at least 3 mastery steps of progress per year.</p> <p>At KS3 students aspire to make at least 4 mastery steps of progress per year.</p> <p>At KS4 students aspire to make at least 6 mastery steps of progress per year/ 3 qualification steps.</p> <p>All Engagement students, achieve their My communication skills targets.</p> <p>All Independence students show progress towards their Communication, Literacy or Numeracy targets either using Bridge, mastery or MAPP2.</p>
All disadvantaged students have a wide range of experiences that empower them towards being more independent	<p>All students over the 3 years have a wide range of experiences that include sporting events, residentials, theatre and museum trips, a wide range of sports, work experience, college visits, using public transport and shopping.</p> <p>This will be visible in the enrichment section of the long term and medium term plans.</p> <p>It will also be tracked by the PPG tracking system.</p>
Disadvantaged Students use a wide range of communication tools to aid their understanding and their development of expressive communication skills	<p>Through achievement of their EHCP plan outcomes.</p> <p>Observation of students using the chirpy system to explain how they are feeling</p> <p>For our PMLD/SLD learners achievement of communication outcomes on the MAPP and Bridge Assessment system.</p>

Intended outcome	Success criteria
	For Mastery/GCSE students their communication assessments show progress
Disadvantaged students have greater confidence and independence to help them to engage with the wider community and prepare for adulthood.	Through Observations and discussions with students and their families. Termly preparation for adulthood bulletin
Disadvantaged students come to school ready to learn	Attendance figures for disadvantaged students are in line with non-disadvantaged students. Through observation and discussions with students, that students are ready to learn. Parental engagement will increase with our disadvantaged parents, ,Measured by Kinteract, Parent evening attendance EHCP review attendance

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: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investing in staff to ensure a highly skilled workforce and supporting the retention of staff.</p> <ul style="list-style-type: none"> Investing in training New teachers (Both NQT's and teachers new to SEN) Investing in training future leaders NPQ's. CPD for all staff to aspire to the next steps of their 	<p>The DFE have in their teaching and retention strategy said that improving support for early careers teachers and investing in leadership qualifications, will encourage good teachers to work, stay and develop.</p> <p>https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>career, TA to STA, or STA to teacher.</p>		
<p><i>Internal CPD of teachers and support staff using Teacher led research models and Cognitive Science to ensure all lessons show progression and differentiation for all learners.</i></p>	<p>Many different evidence sources suggest that ensuring staff receive high quality research led CPD, increases the quality of teaching and the retention of staff.</p> <p>https://www.learningsciences.com/wp-content/uploads/2020/06/rosenshine_li.pdf</p> <p>https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy</p> <p>The Education endowment fund has stated that the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1</p>
<p><i>All staff have CPD on reading and the whole school reading and communication strategy and further develop their long term and medium term plans for reading and communication.</i></p> <p><i>New Staff have makaton training and imprint training to support dual coding.</i></p>	<p>Evidence suggests that by increasing student's reading we improve attainment this all summarised in the DFE Reading for pleasure.</p> <p>https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	<p>1</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School led tutoring targeting key students</i>	<p>The school led tutoring advice form the DFE describes the evidence to support this approach, and explains how it allows students to communicate their difficulties</p> <p>https://www.gov.uk/government/publications/school-led-tutoring-grant</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,5
<i>Support for students at KS4/KS5 to complete work experience, college visits</i>	<p>The Gatsby report makes it clear that as part of high quality careers education work experience is essential, to raise aspirations of students.</p> <p>https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</p>	1, 2, 4
<i>Twilight Academy- extending the school day by offering small group tuition to students via Microsoft teams to overcome the issues of transport.</i>	<p>The Education endowment foundation has stated that the average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide daily snacks and uniform for students to ensure all disadvantaged students can focus on their learning. (ongoing)</p>	<p>Research on the mind shows that the reptilian brain will take over when students basic needs (food/warmth) are not met, and therefore they are not ready to learn and take in more information. <i>Maslow's Hierarchy of Needs</i>. By ensuring our students have their basic needs met we help our students to focus and make progress. This is an ongoing strategy that we are carrying forward as it has proven to be successful, and many of our students depend on this.</p>	<p>1, 6</p>
<p>Provide a wide range of external activities that support our students independence and communication skills and give them greater cultural capital.</p> <p>These may include:</p> <ul style="list-style-type: none"> • Theatre trips • Residentials • Museum trips • Trip to local shops, cafes • Using local transport links 	<p>Within the DFE publication on school culture and supporting students who are disadvantaged, section 1.6 explains the importance of trips to aspire young people. This is even more important in an SEN setting as our students often lead an even more sheltered life.</p> <p>https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</p>	<p>1,3,4,5</p>
<p>Provide ingredients for students for cooking to support their independence skills and their understanding of healthy eating.</p>	<p>https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment</p> <p>This show the importance of pupil health and wellbeing on students attainment</p>	<p>4,5,1</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a wide range of sporting activities that support students physical, mental health and their fine and gross motor skills. These are activities that extend the normal PE activities.</p> <p>These include;</p> <ul style="list-style-type: none"> • Swimming • Bike ability • Horse riding • Dancing 	<p>There are wide ranges of sources that describe the importance of physical activity in mental health, sleep, weight, behaviour and motor skills. Good habits around physical activity learned at a younger age are more likely to continue into adulthood.</p> <p>https://www.nhs.uk/change4life/activities</p> <p>https://www.fsem.ac.uk/position_statement/the-role-of-physical-activity-and-sport-in-mental-health/</p> <p>https://www.hindawi.com/journals/bmri/2020/8160756/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1,3,4,5
<p>Use of kinteract to improve parent engagement by simplifying contact between parents and school.</p>	<p>This is an ongoing change at Birch Wood. It has been addressed due to parental feedback being they disliked having to log into so many sites. We are now working with Kinteract to develop it further to make it easier for parents. Parental feedback has been positive but we are now working on the points parents have raised to improve it. Education endowment foundation suggests improved parental engagement can add 4+ months of progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 6

Total budgeted cost: £ 78,000

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 2020 to 2021 academic year.

In 2021 Year 11 students though based on in school assessments 25% of PPG students achieved a GCSE grade 1-3 in English and Maths. Non-PPG students achieved 33.3% in both English and Maths. Considering the SEN Needs of these students, their starting point and the pandemic these students have made considerable progress.

Our aspire students have worked hard and despite the pandemic with bubble closures, shielding and isolating have continued to work from home to make progress. Our remote learning strategy has ensured all learners have the opportunity to make progress whether in school or at home. Our PPG students have made slightly more progress than our non-PPG student's, but this difference is not statistically significant.

	English	Overall
PPG	Total Steps	122
	Number of students	48
	Steps per student	2.5
n-PPG	Total Steps	212
	Number of students	89
	Steps per student	2.4
Gap		-0.2

	Maths	Total
PPG	Total Steps	125
	Number of students	56
	Steps per student	2.2
n-PPG	Total Steps	175
	Number of students	87
	Steps per student	2.0
Gap		-0.2

Whilst in a normal school year, we would expect the average steps of progress to be 3 steps of progress, this demonstrates that whilst the pandemic has had some effect our students, it has not had a significant effect on the progress they have made in English and Maths. A minority of students due to health concerns for themselves or their

families during the pandemic have missed a significant amount of time in school, which has affected their progress, as it is more difficult to meet the needs of some of our students at home.

PPG Attendance

% attendance	ALL	PPG	n-PPG	Gap
18/19	87	88	87	1
19/20	87	88	87	1
20/21	82	78	83	-4

The pandemic has affected attendance across the school, but the gap has widened between Pupil Premium and Non- Pupil premium students. This is partly due to some of our families having been significantly impacted by the pandemic, and some students having to shield.

Review of previous 3 year strategy

Due to the pandemic priorities changed and many of our planned outcomes may have been met in different ways.

Desired outcomes	Planned Success criteria	How effectively have we met these outcomes?
Improved communication (speaking and listening) skills of pupils eligible for Pupil Premium.	<i>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in Literacy (Speaking and Listening)</i>	Due to the pandemic we have not made the level of progress we would like in these areas. Many students have had periods where they were learning from home with 70% of students having live teaching lessons via teams during 2020-2021.
Improve literacy (reading and writing) skills of pupils eligible for Pupil Premium.	<i>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in English (reading and writing).</i>	Some students have made huge levels of progress as parents have been furloughed and spent more time communicating, reading with them etc, whilst other students have had very little support as their parents have been busy working from home too. For times external support was not allowed into school, which meant that SALT support was not available. Trips etc, were cancelled which support students communication with others.
Improve numeracy skills of pupils eligible for Pupil Premium	<i>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in numeracy.</i>	Whilst progress has been made as can be seen in the figures above, the overall im-

		proved level of progress has not been attained. This will continue to be a target in our new strategy.
Improve physical development (fine and gross motor) skills of pupils eligible for Pupil Premium.	<i>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in all subject areas and aspects, with a particular focus on Physical Education.</i>	<p>During the pandemic there have been times when facilities such as Hydrotherapy, Rebound Therapy have not been available. Physio's were not coming into school, but checking in via teams.</p> <p>Many students whilst working from home, have not worked as independently, due to time constrictions, so tasks such as holding a fork or holding a pencil have shown a regression in their skills.</p> <p>We have worked quickly to catch up on these skills, and to then move forward and make progress. However due to the pandemic the progress has not been necessarily sustained</p>
Improve parental involvement in their son/ daughter's learning.	<i>All parents to be actively involved in their son / daughter's learning, resulting in improved pupil outcomes.</i>	<p>The pandemic has improved our parental involvement as all parents were contacted daily at the start of the lockdown this then became weekly as parental feedback suggested this. Many parents took an active part in their child's learning, and have continued to work closely with the school. To support this continued relationship we have invested in a system called Kinteract where we aim to move the majority of our parental communication including assessment onto this platform, following parents feedback.</p> <p>This will continue to be a target in our new strategy, as we continue to develop this platform.</p>
Improved attendance for targeted learners.	<i>Attendance for targeted students will increase, leading to improved attendance overall.</i>	<p>The Pandemic made this target really difficult to achieve, as student absence was nearly always linked to the pandemic in some way, be this through shielding, isolation or work from home guidance.</p> <p>This will continue to be a target in our new strategy.</p>

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
N/A	