

Pupil premium strategy statement – Birch Wood School

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	Birch Wood Special School
Proportion (%) of pupil premium eligible pupils	33.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Rosalind Hopkins
Pupil premium lead	Michelle Walker
Governor / Trustee lead	Lisa Bramell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,425
Recovery premium funding allocation this academic year	£83,724
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£165,149

Part A: Pupil premium strategy plan

Statement of intent

At Birch Wood we aim for all our students whatever their background or learning needs, to be;

- Empowered for independent Lives
- Aspired for their future
- To foster a love of Learning
- Engage with their environment.
- Where appropriate to gain exam currency to support them into the next stages of life.

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 student's SEN needs the majority of our student's both Pupil Premium and non-Pupil Premium's communication and interaction skills are below the expected level. To ensure we meet the needs of all our students including our non-verbal students we are investing in Sensory training, Makaton training and Imprint technology to ensure that students can use 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 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 led CPD, 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 have launched the Twilight Academy, where students will be tutored after school from their homes.

We find that many of our disadvantaged learners live a very sheltered life, 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 aspire our

young people by giving them a wider range of experiences, this includes residential, theatre trips, shopping trips, museum visits, work experience, college visits, being involved in theatre productions, sports etc. If we can extend the world they know and their aspirations, their thirst for knowledge will increase. These opportunities to communicate with other's 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, horse-riding, 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 finding 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, including non-verbal, limited language and social interaction difficulties.

Challenge number	Detail of challenge
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, personal care items, 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>Holistic impact document shows that that all student's curriculum is having a positive impact on their progress.</p> <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 Year 11 students are achieving a qualification in English and Maths, that is line with their expected level of achievement.</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 2 mastery steps of progress per year.</p> <p>At KS3 students aspire to make at least 3 mastery steps of progress per year.</p> <p>At KS4 students aspire to make at least 4 mastery steps of progress per year/ 2 qualification steps.</p> <p>All Engagement students, achieve their My communication skills targets.</p> <p>All Independence students show progress towards their Communication, Literacy and Numeracy targets either using Bridge, mastery or MAPP2.</p>

<p>All disadvantaged students have a wide range of experiences that empower them towards being more independent</p>	<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 tracked in the holistic impact document's enrichment section.</p>
<p>Disadvantaged Students use a wide range of communication tools to aid their understanding and their development of expressive communication skills</p>	<p>Through achievement of their EHCP plan outcomes.</p> <p>Observation of students using the zones of regulation/chirpy 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> <p>For Mastery/GCSE students their communication assessments show progress</p>
<p>Disadvantaged students have greater confidence and independence to help them to engage with the wider community and prepare for adulthood.</p>	<p>Through Observations and discussions with students and their families.</p>
<p>Disadvantaged students come to school ready to learn, and parents are engaged.</p>	<p>Attendance figures for disadvantaged students are in line with non-disadvantaged students.</p> <p>Through observation and discussions with students, that students are ready to learn.</p> <p>Parental engagement will increase with our disadvantaged parents, ,Measured by Kinteract, Parent evening attendance EHCP review attendance</p>

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: £100,000

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. <p>CPD for all staff to aspire to the next steps of their career, TA to STA, or STA to teacher.</p>	<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
<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>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>MidYis and YeLis Testing of all students.</i>	Using these baselining systems to understand student's strengths and weaknesses and to measure value added. https://www.suttontrust.com/our-research/great-teaching/	1

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>	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 https://www.gov.uk/government/publications/school-led-tutoring-grant https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,5
<i>Support for students at KS4/KS5 to complete work experience , college visits</i>	The Gatsby report makes it clear that as part of high quality careers education work experience is essential, to raise aspirations of students. https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf	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>	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

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

Budgeted cost: £ 35,149

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. 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</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 attainmnet</p>	<p>4,5,1</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
understanding of healthy eating.		
<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 • Moving together • Wheelchair Basketball 	<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
Use of kinteract to improve parent engagement by simplifying contact between parents and school.	<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: £ 165,149

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have 18 Year 11 students at the end of 2022. Of these students 50% were PPG.

As we have a range of SEND abilities at Birch Wood, not all students complete qualification pathways. 2022 was an unusual year as all 18 students completed at least 1 qualification. Non-PPG and PPG students were on average entered for 3 GCSEs.

33% of the cohort did an English Language GCSE, whilst 11% did a GCSE in English Literature. 39% of the cohort did a Maths GCSE, 94% of the cohort did a Double GCSE in Science and 33% did a GCSE in Art and Design.

GCSE Subjects	PPG/nPPG	Number of Students	GCSE Grades					Grade 9-1	Grades 4-1
			5	4	3	2	1		
English Lang	nPPG	4	0%	0%	50%	25%	25%	100%	0%
English Lang	PPG	2	0%	0%	0%	100%	0%	100%	0%
English Lit	nPPG	1	0%	100%	0%	0%	0%	100%	100%
English Lit	PPG	1	0%	0%	0%	100%	0%	100%	0%
Maths	nPPG	4	0%	25%	75%	0%	0%	100%	25%
Maths	PPG	3	0%	0%	33%	33%	33%	100%	0%
Sci	nPPG	10	10%	30%	20%	30%	10%	100%	40%
Sci	PPG	7	0%	0%	29%	71%	0%	100%	0%
Art	nPPG	2	0%	0%	25%	75%	0%	100%	0%
Art	PPG	0	0%	0%	50%	50%	0%	100%	0%

As can be seen in **All** subjects 100% of PPG and 100% of non-PPG students achieved a grade 9-1.

In English Literature, 100% of PPG students (1 student) got a Grade 4, whilst 100% of Non-PPG (1 Student) students got a Grade 3.

In Maths 25% of non PPG students (1 student), got a Grade 4, whilst no PPG students got a Grade 4 or above.

In Science 40% of non PPG students (3 students), got a Grade 4 (This could be a Grade 4-3 or 4-4), whilst no PPG students got a Grade 4 or above.

Whilst there are slight variations between PPG and non PPG. Due to the small number of students involved these are statistically insignificant, especially when you factor in that all these students have differing SEND needs.

Many students took an Entry level qualification that was better suited to their abilities and needs, or did this in tandem with their GCSE. Year 10 student's completed an Entry Level in Science.

Subject	PPG/nPPG	Number of Students	Entry Level Grades		
			1	2	3
Year 11					
English	nPPG	6	17%	33%	50%
English	PPG	6	17%	67%	17%
Maths	nPPG	4	25%	0%	75%
Maths	PPG	7	0%	0%	100%
Year 10					
Science	nPPG	10	0%	10%	90%
Science	PPG	3	0%	33%	67%

As can be seen in Maths PPG Students outperform non-PPG Students at EL by 25%. In English equivalent numbers of students perform at an EL2/3 level (83%), however non PPG students outperform PPG students at the higher grade by 33%. This is however affected by the fact that the PPG cohort have a higher percentage of students with Dyslexia. A similar pattern is seen in Science.

Dependent on student's option choices and abilities many students attained a BTEC qualification at the end of Year 11. 1 student studied BTEC Art and Design, 9 students studied Home Cooking, 5 students studied Sports and Leisure, and 5 students studied Construction.

BTEC	PPG/nPPG	L1A	L2A
Home Cookery	nPPG	0%	100%
Home Cookery	PPG	0%	100%

BTEC	PPG/nPPG	L1A-Pass	L1A-Merit	L2C-Pass
Introductory Award in Art and Design	nPPG	100%	0%	0%
Introductory Award in Art and Design	PPG	0%	0%	0%
Introductory Award in Sport	nPPG	67%	33%	0%
Introductory Award in Sport	PPG	50%	50%	0%
Introductory Award in Construction	nPPG	0%	0%	100%
Introductory Award in Construction	PPG	0%	0%	100%

As can be seen all students did equivalently well in all their BTEC subjects, the slight difference in sports is due to only that 2 students are PPG compared to 1 students being non-PPG.

