

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%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rosalind Hopkins
Pupil premium lead	Michelle Walker
Governor / Trustee lead	James Cromwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,775
Recovery premium funding allocation this academic year	£87.357
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>	£170,132

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 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 and independence (Disadvantaged and Non-disadvantaged) to be securing their curriculum in English and Maths and making progress in their reading.</p> <p>All Engagement students, achieve their My communication skills targets.</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 tracked in the residentials document and via the PPG document.</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 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> <p>Invested in training and support to implement and to continue to further develop expertise to teach phonics across the school. EEF states that this has a high</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
	impact on a very low cost base, that is backed by substantive evidence.(+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<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</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

teams to overcome the issues of transport.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide daily snacks and uniform for students to ensure all disadvantaged students can focus on their learning. (ongoing)	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.	1, 6
Provide a wide range of external activities that support our students independence and communication skills and give them greater cultural capital. These may include: <ul style="list-style-type: none"> • Theatre trips • Residentials • Museum trips • Trip to local shops, cafes • Using local transport links 	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. https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils	1,3,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 attainmnet</p>	4,5,1
<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
<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: £ 170,132

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Birch Wood we have a wide range of learners including students with PMLD, SLD, MLD and ASD and many other factors that affect their learning. It is not appropriate therefore for all our learners to complete qualifications. We are aspirational for our learners and balance their abilities and emotional health with getting them qualification currency which will support them to make their next steps. Our Cohorts each year have very differing needs and therefore results fluctuate dependent on student's learning cognition needs.

KS4 Results

We had 20 Year 11 students at the end of 2023. Of these student's 25% were PPG.

As we have a range of SEND abilities at Birch Wood, not all students complete qualification pathways. In 2023 16 students were entered for qualifications (aspire pathway)

	PPG	Non-PPG
No. of students at the end of KS4	5	15
Number of Aspire students at the end of KS4	4	12
Students attaining at least 1 Qualification in English, Maths or Science	80%	80%
Aspire Student attaining at least 1 Qualification in English, Maths or Science	100%	100%
Number of GCSE entries	9	35
Average GCSE entries for Aspire students	2 GCSEs	3 GCSEs
No. GCSE's achieved	8	34
Average GCSE's for Aspire student	2 GCSEs	3 GCSEs
No. entry levels achieved	13	40
Students attaining (9-1) in English and Maths	1 (20%)	3 (20%)

Aspire Students attaining (9-1) in English and Maths	1 (25%)	3 (25%)
Students attaining (9-1) in English, Maths & Science	1 (20%)	3 (20%)
Aspire Students attaining (9-1) in English, Maths and Science	1 (25%)	3 (25%)

As can be seen in Core qualifications PPG students did equivalently well to their non-PPG counterparts.

KS2 results

In 2023, we had 8 students at the end of KS2. 50% of these students were PPG.

25% of our Year 6 students completed the KS2 Assessments. Of these 2 students 1 was PPG and One was non-PPG.

0% of the students who sat this assessment achieved the expected standard in Reading, Writing and Maths.

For the 2 students that sat the exam The Average Reading score was 92. The Average Maths score was 82. The Average spelling, punctuation and grammar was 93.