

Pupil premium strategy statement

This statement details our school's use of Pupil Premium Grant (PPG) (and Recovery Premium Grant for the 2021 to 2022 academic year) to help improve the attainment of our disadvantaged learners. The PPG allocation is based on the number of students who have been eligible for free school meal at any point in the last 6 years (Ever6 FS) and those that have been looked after by the local authority for more than 6 months. It outlines our **PPG strategy**, how we **intend to spend the funding in this academic year** and the **effect that last year's spending of PPG had within our school**.

School overview

Detail	Data
School name	Beatrice Tate School
Number of students in school	115
Proportion (%) of pupil premium eligible students	62%
Academic year/years that our current PPG strategy plan covers	Autumn 2021 to Summer 2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Pupil premium lead	Wayne Hazzard, Headteacher
Governor lead	Richard Crellin, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,320.00
Recovery premium funding allocation this academic year	£21,094.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£66,414.00

Statement of intent

- Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged learners. However, socio-economic disadvantage is not the primary challenge our students face. **Accordingly, assessment data shows that there is no significant difference between the attainment of children who are entitled to the PPG and those who are not.**
- At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and enabling students to access a broad and balanced curriculum.
- Although our strategy is focused on the needs of disadvantaged learners, it will benefit all students 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 students will be improved alongside progress for their disadvantaged peers.
- We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all.
- Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for students that have been worst affected, including non-disadvantaged students.
- 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

Challenge number	Detail of challenge
1	Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.
2	Our observations and conversations with students indicate that disadvantaged students often require additional support to develop social and personal skills, e.g. social interaction skills and independent care skills.
3	Our observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged students have been impacted by the pandemic to a greater extent than for other students. These findings are backed up by several national studies.

Intended outcomes

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
Students will use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Students will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with students and their families.
Students will feel better prepared for post-19 provision including further education opportunities and social care placement through developing specific life skills relevant to the learners needs.	All students are able to access high quality post-19 provision, including further education or social care placement.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **in 2022-23** to address the challenges listed above.

Budgeted cost: £66,414.00

Activity	Evidence that supports this approach	Challenge addressed
Additional specific learning and ICT resources to develop students expressive and receptive communication skills	<p>There is ample research within SEND pedagogy and in particular for students with SLD and PMLD, that appropriate technology has the ability to enhance both receptive and expressive communication as well as the ability to develop the concepts of cause and effect and turn-taking.</p> <p>SENict Switch adapted toys</p>	1
Maintain and improve the student to staff ratio essential to ensure the current outstanding quality of teaching, learning and assessment and outstanding student outcomes.	<p>Although there is no statutory guidance on staffing ratios in special schools, the ratio will be driven entirely by individual students' needs based on each student's education, health and care (EHC) plan. We will ensure that staffing levels meet the needs of each student and provide additional support where additional needs are identified.</p> <p>DfE (2015) Area guidelines for SEND and alternative provision</p>	1,2,3
Enhancement of the school's bespoke assessment, recording and reporting (ARR) system to ensure that student outcomes are robust and secure.	<p>The Association for Achievement and Improvement through Assessment (AAIA) state:</p> <p>Formative and summative assessment are inter-related. Evidence generated by day-to-day learning and teaching, informed by formative assessment, can provide evidence over time for summative assessments; in turn these can be used to help track progress, evaluate teaching and learning, report outcomes and provide information for inspection and accountability purpose.</p> <p>AAIA Assessment without levels</p>	1,2,3

Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes:

- Our internal assessments during 2021/22 indicated that students academic and wider development outcomes were in general below what was anticipated. **See ARR and Learning Objective progress data**
- Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most students' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.
- We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when students were not in school, via our Home Learning provision. However, it was challenging to provide differentiated support to our students online. **See ARR and Learning Objective progress data**
- Our assessments and observations suggested that for many students, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used PPG funding to help provide wellbeing support and targeted interventions where required. **See Case Study – Student H**
- The impact of all of these challenges was greatest on our disadvantaged students, as has been evidenced across the country, and they were able to benefit from our PPG funded improvements to teaching or targeted interventions.
- Whilst national progress data indicates that students entitled to free school meals tend to perform less well than others, Beatrice Tate School assessment data shows that there is no known difference between the attainment of children who are entitled to the PPG and those who are not. **See ARR and Learning Objective progress data**
- The school's online assessment, recording and reporting system ensures student progress is effectively tracked. On-going monitoring enables the school to identify underachievement and take effective action within an appropriate time scale. **See ARR reports and progress data.**
- Students with profound and multiple learning difficulties require high quality adult support for their physical well-being and to ensure effective engagement in high quality focussed learning activities.
- Quantitatively, the PPG enables the school to secure a highly effective adult student ratio and qualitatively, to ensure staff are highly skilled. **See ARR and Learning Objective progress data**
- By maintaining a high staff to student ratios, we also ensure that there is minimal disruption to teaching and learning and consistency of routines when there are staff absences. **See daily absence cover including HLTA allocation and MMS cover**