

Pupil premium strategy statement

This statement details our school's use of Pupil Premium Grant (PPG) for the 2024 to 2025 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 PPG spending had within our school.

School overview

Detail	Data
School name	Beatrice Tate School
Number of students in school (Reception to Year 11 as recorded on the October 2023 school census/January 2024 school census)	79
Proportion (%) of pupil premium eligible students	73.4%
Academic year/years that our current PPG strategy plan covers	Autumn 2024 to Summer 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Pupil premium lead	Wayne Hazzard Headteacher
Governor lead	Richard Crellin Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,900.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£60,900.00

Statement of intent

- Beatrice Tate School is committed to ensuring all of our learners can achieve their true potential regardless of the many barriers to learning they may face. We make it our duty to identify potential barriers to learning for individual and groups of learners and work creatively and innovatively to remove these barriers.
- We recognise that socio-economic factors are one of the many factors that can hinder student progress, attainment and ultimately affect life chances and are therefore committed to planning a pupil premium strategy that will enable all of our students to realise their true potential.
- Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged learners. 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.
- Our curriculum is highly personalised across the school and our premium strategy plan is driven by the strengths and needs of each of our students. Formal and informal assessments are used to identify gaps and required interventions.
- Our students access a range of curricula based on their learning needs and, therefore, our premium strategy plan does not focus solely on formal subject specific areas of learning but rather focuses on the intervention required to enable all of our students to regulate themselves, access education and learning and develop the knowledge and skills necessary to make the next transition in their education.
- 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 encounter gaps in progress brought about by barriers to engagement.
2	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.
3	Our observations indicate that disadvantaged students often require additional support to develop personal and social skills e.g. independent self-care skills, independent living skills, and independent travel/transport skills.
4	Our assessments and observations indicate that learners with complex sensory and communication needs, including autism, require a highly structured and evidence-based approach to learning.
5	Physical disabilities or complex medical needs and possible deterioration in physical skills and/or health have a significant impact on progress.

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.	All learners making progress towards their individual learning objectives and EHCP outcomes.
All students are able to access learning and make progress across all aspects of their curriculums through highly personalised provision that minimises barriers to learning.	Student engagement in lessons is improved and is demonstrated by observations in evidence for learning captured by the school's bespoke ARR system.
All students will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Students accessing the community with confidence demonstrated via observations and discussions with students and their families.

All students are able to enhance and extend their cultural capital through access to a wide range of extra- curricular and curriculum opportunities.	All students will access a range of extra-curricular activities appropriate to their needs.
All students will have access to high quality PE and Physical, Sensory and Motor Development (PSMD) programmes across school.	<p>Action plans (PE/PSMD) in place to further develop and enhance provision.</p> <p>Hydrotherapy and Rebound therapy programmes in place and delivered</p> <p>All learners making progress towards their individual learning objectives and EHCP outcomes.</p> <p>Cultural capital enhanced through students attending sporting events and competitions outside of school and between schools.</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.

Activity	Evidence that supports this approach	Budgeted cost	Challenge(s) addressed
Additional specific ICT purchases to assist learners requiring further support in using technology to assist in their expressive and receptive communication.	<p>For students with SEND, technology can be a useful tool to support teaching. This training will also support learners’ communication skills and help to deliver the curriculum:</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>£16,500 ICT Res (E20)</p> <p>£2,000 T&D (E09)</p>	1, 2, 4
Additional music therapy interventions to assist learners in strengthening their communication and social skills	<p>For people of all ages with learning disabilities, music therapy can support cognitive, communicative, physical and social skills, as well as offering opportunities for emotional expression and enjoyment. This in turn has a positive effect on their mental wellbeing and quality of life.</p> <p>https://www.nordoff-robbins.org.uk/music-therapy/</p>	£7,000 MT Staff (E27)	1, 2, 4

<p>Introduce a highly structured approach to curriculum delivery for students with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>Attention Autism is an intervention approach developed by speech and language therapist Gina Davies, designed to support learners with autism and severe learning difficulties in developing attention, communication, and social interaction skills. It focuses on capturing the learner's attention and gradually encouraging them to engage in structured activities. https://www.ginadavies.co.uk/</p>	<p>£4,000 Res (E19)</p>	<p>1, 4</p>
<p>Additional specific opportunities to engage in on-site and offsite physical development and sporting activities.</p>	<p>The benefits of engaging in regular physical activity are well-established and are especially important for children with Special Educational Needs and Disabilities (SEND) who, in general, experience poorer physical health outcomes than other children of the same age.</p> <p>There is also evidence pointing towards a relationship between physical activity and improved mental well-being, the development of problem-solving skills, and increased concentration and academic achievement among children with SEND. When children with SEND engage in physical activity in groups they have been found to develop important life skills like verbal and non-verbal communication, sharing and the ability to make and keep friends. These skills are crucial in later life for developing strong and supportive social networks, gaining employment and living independently.</p> <p>https://www.idealcomplexcare.co.uk/news/the-benefits-of-physical-activity-for-children-with-special-educational-needs-and-disabilities/</p>	<p>£6,200 Res (E19) £6,000 Trans (E19) £1,000 T&D (E09)</p>	<p>1, 2, 3, 5</p>
<p>Learners are supported to manage their emotional and mental health needs through access to appropriate personalised practices and approaches.</p>	<p>Evidence and neuroscience-based practices and approaches indicates that the recognition and affective care of the emotional and mental health needs of children and young people with severe and profound intellectual disabilities is key to these individuals being able to engage and learn.</p> <p>www.nacwellbeing.org/research-and-evidence/</p>	<p>£1,500 Res (E19)</p>	<p>1, 3, 5</p>
<p>Additional interventions to promote engagement with arts and cultural activities both in-school and off-site.</p>	<p>Engagement in arts and cultural activities help children with learning differences, as it allows freedom of creative expression, enabling students to communicate and express themselves in ways that makes sense to them, and in which they are comfortable with.</p>	<p>£8,000 Cr.Art (E19) £2,000 Trans (E19)</p>	<p>1, 2, 3</p>

	https://themightycreatives.com/how-can-arts-and-cultural-education-benefit-the-mental-wellbeing-of-children-and-young-people-with-special-education-needs-and-disabilities.		
<p>Personalised interventions to support delivery of physical therapy programmes to enable students to stay well so they can attend school regularly.</p>	<p>Extensive evidence based research that postural management, aquatic therapy, rebound therapy and physiotherapy programmes are key to children and young people with SLD and PMLD staying healthy and well.</p> <p>aquaapps.co.uk/aquatic-therapyhydrotherapy</p> <p>www.reboundtherapy.org/about/benefits</p> <p>www.pmlmlink.org.uk/wp-content/uploads/2015/09/PMLD-Link-Issue-70.pdf</p> <p>www.pmlmlink.org.uk/wp-content/uploads/2017/01/PMLD-Link-Issue-85.pdf</p>	<p>£4,700 Staff.Hydro (E07) £2,000 T&D (E09)</p>	<p>1, 3, 5</p>

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 students in the 2023 to 2024 academic year.

Review of our 3 year Pupil Premium Strategy (year 2023-2024)

Academic Year 2023-24 saw an overall increase in attendance not seen since before the COVID pandemic. However, attendance of our most complex medical needs learners continues to impact on overall attendance data. These learners have been supported by our Outreach department, as well as Health (Community Nursing (CCNT) and CAMHS) and Social Care partners to ensure students could engage with learning as much as possible. Although many of these students were successfully supported, some of our students struggled with their mental health and have required ongoing multi-disciplinary support to improve their attendance. See **Attendance by Tutor Group data**.

Music Therapy interventions were seen to have the most positive impact in terms of student progress towards learning objectives. It was also highly received by parents, students and staff alike. As a result Music Therapy was extended in the 2023-24 academic year to ensure more students could benefit. See **ARR data of MT students**

Evidence of student participation and feedback from teacher observation, indicate that the participation in externally delivered physical, creative and cultural opportunities had a positive impact on engagement, communication and overall well-being. See **Good Work and Jack Petchey nominations, Awards and Certificates for Step into Dance, Children's Flower Society (Gold and Silver) and Panathlon awards, as well as ARR progress data**.

The delivery of high quality Aquatic Therapy and Rebound Therapy require ongoing investment in staff training and development, as well as high maintenance and running costs. The use of PP to support Aquatic and Rebound Therapies has ensured that students who have limited opportunities for physical activities in the community are engaged in a broad range of activities in school.

Our end of year assessments in July 2024 showed that our PP and COVID Recovery interventions had a positive impact on learning and well-being. For this reason, we will be continuing with some of the strategies and interventions for academic year 2024-25.