

Pupil premium strategy statement

It is not an entitlement for individual pupils. The aim is to improve attainment.

School overview

Metric	Data
School name	Baginton Fields School
Pupils in school	116
Pupil premium allocation	2021-22 £43,410 2022-23 £38,200 expected
Academic year or years covered by statement	2020/2021 to 2024/2025
Publish date	27.09.2021
Review date	January 22 (Gov), June 2022 (Gov)
Statement authorised by	A Francis
Pupil premium lead	F Lavie
Governor lead	H William Fox Donna Partridge

Funding overview

Detail April 2021	Amount
Pupil premium funding allocation this academic year	£43,410
Recovery premium funding allocation this academic year	£ 6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,000
Total budget for this academic year	£64,790

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes depending on how the needs are catered for. We are unable to compare peers alike as their diagnosis and needs are unique to each individual but also our students are not allocated to school on a geographical stratification by socio-economic status.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils 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 pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery and moving from the recovery curriculum to embed the new framework with a broader and a more ambitious curriculum.

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

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

Challenge number	Detail of challenge
1	The school recognises that disadvantaged pupils need support to tackle a lack of confidence and self-esteem but also these pupils have low aspirations for their own academic ability and present as disaffected learners particularly in the areas of reading and literacy . The school is to address underlying factors like early language, communicative common language, home language and literacy.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have more difficulties in re-engaging with learning. Although the school has provided a recovery curriculum the students need to follow a broad and balanced curriculum in line with changes from the DfE framework and national expectations in line with students' cognitive levels.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. In line with C19 restrictions we are aiming at relaunching Lunch Clubs and Community Visits to improve social skills and bridge the gaps that C19 brought in school day to day running and outside.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This brings some attendance issues and mental health issues.
5	Our assessments, observations and discussions with pupils 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.

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
Internal data demonstrates students meet termly reading/literacy targets set by their teacher.	<p>Renaissance shows effective progression.</p> <p>Staff able to demonstrate and evidence how reading skills are developed over time.</p> <p>Reading logs maintained for all students – individual/class basis.</p>
Improve reading performance of students to support independence and access to the world around them as well as engender a love of reading.	<p>Students are routinely engaging in reading and develop a passion for reading.</p> <p>Students' independence has increased; take initiative to support peers in reading (reading monitors),</p> <p>Additional reading resources inspire and motivate a love of reading.</p>
Improve attendance and behaviour of pupils attracting PP	<p>Through achievement of EHC plan termly outcomes.</p> <p>Fewer behaviour incidents recorded for these students</p> <p>Robust and supportive behavioural intervention plans to be in place for these students.</p> <p>Overall attendance for students eligible for PP to improve to the school target of 95%</p> <p>Fewer behaviour incidents on CPOMS.</p>
Improve access to mental health and wellbeing within school.	Thrive programme embedded in the delivery of teaching and learning.
Improve, within governmental C19 restrictions, the intake of cultural capital.	Through observations and discussions with pupils and their families, students will participate in lunch clubs and attend events inside and outside schools.

To create a broad and balanced curriculum for education recovery and beyond	Through national governmental changes, School Improvement Officer and
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Activity

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

Teaching (for example, CPD, recruitment and retention)

April 2021 Budgeted cost: **£28,000** **£28,000**

April 2022 Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a Literacy coordinator to develop and improve reading and literacy teaching across the school in line with DfE guidance.</p> <p>The coordinator will work alongside our Subject Leader of English and Communication.</p>	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p><u>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</u></p>	1
<p>Join Renaissance as a literacy base line and intuitive book selection programme. Promoting reading and enthusiasm to read.</p>	<p>Increased reading skills support pupils' independence when out in the community and supports their transition to adulthood.</p> <p><u>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</u></p> <p><u>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</u></p>	1

<p>CPD for teaching staff on developing a passion for reading.</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p><u>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</u></p>	<p>1</p>
<p>Creation of two support roles in an FSM loaded class.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, support in a small group.</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1, 2</p>
<p>Covering Subject Leaders to enhance the curriculum.</p>	<p>Coming out of the Recovery Curriculum school needs to adjust a broad and balanced curriculum towards our pupils' attainment in the current situation but respond to the gaps in learning skills and content.</p> <p><u>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching a broad and balanced curriculum for education recovery.pdf</u></p> <p><u>https://www.gov.uk/government/publications/schools-and-early-education-inspection-update-academic-year-2021-to-2022/schools-and-early-education-inspection-update-september-2021</u></p> <p><u>https://www.theschoolbus.net/news/featured-article/schools-may-need-to-modify-curriculum-substantially-for-education-recovery-says-dfe/8611</u></p> <p><u>https://schoolsweek.co.uk/dfe-catch-up-curriculum-guidance-lost-learning-recovery/</u></p>	<p>2</p>

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

April 2021 Budgeted cost: **£18,000** **£18,000**

April 2022 Budgeted cost: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours of internal intervention to provide one-to-one or two-to-one tuition for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u>	1, 2
Additional OT and SaLT support to enhance students' communication and self-regulation.	LINKS provided Individual strategies which support PMLD/ASD students self-regulate. Progress in self-regulation demonstrated through fewer incident reports on CPOMS. Students access individualised sensory diet.	2

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

April 2021 Budgeted cost: **£18,790** **£18,790**

April 2022 Budgeted cost: **£6,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be	4, 5

needs, including autism. We will also fund staff training.	effective at providing support for our pupils with sensory needs.	
<p>To improve student's engagement in class by incentivising them through Class Dojo reward points programme which parents are informed about.</p> <p>To improve student's engagement in class via Coventry City Council services.</p> <p>To send QRL via Class Dojo to engage parents with their child's learning when at home.</p>	<p>Fewer behaviour incidents on CPOMS.</p> <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p><u>Supporting children with special educational needs and disabilities NSPCC</u></p>	1, 3, 4, 5
Students to have the opportunity to communicate and be understood.	<p>Total Communication strategies have developed across school and staff provide opportunities for consistent communication.</p> <p>Students are confident to approach staff and use their key symbols.</p> <p>Students use symbols (and Makaton) with others when playing outside.</p> <p>High participation at Carpark Karaoke.</p>	1, 2, 3
Support for extra-curricular activities including the annual residential trip and participating in the Coventry City of Culture scheme.	<p>Students able to share their experiences and develop social skills that will stay with them for life.</p> <p>Students enrich their development by participating in a breadth of activities and complete their Activity Passport.</p> <p>Students develop their character education.</p>	3, 4, 5
Support for students to attend Thrive sessions.	Students have an individual or classroom profile, engage in the Thrive programme and develop their	4, 5

	emotional intelligence to support their mental health and well-being.	
Students to attend musical programme for engagement, sensory input and develop skills.	Attendance in the Open Orchestra sessions, Uncover/Discover. Students able to demonstrate their talent and ability to self-regulate	3, 4, 5

Total budgeted cost: £38,200

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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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 pupils' 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 pupils were not in school, via resources such as those provided by Oak National Academy and delivered via Class Dojo. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, 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 pupil premium funding to help provide wellbeing support and targeted interventions where required and this is on-going.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider
OT input and training	Links Therapy

Two shows (immersive environment), resource pack, access to a digital, interactive art installation	Interplay Theatre
Snow White performance	M&M
Residential	Dol-Y-Moch
Weekly music programme	Open Orchestra
Weekly drama sessions Three Arts weeks River City Detective	Open Theatre
Sessions by an Artist	Colin Yates
CPD whole school behaviour	Finton Oregon
Specialist music workshops for ASD and PMLD students	Ann and Daz
Positive Outcomes Psychology Services	Willem van Rooyen
CCC attendance officer	Andy Watson

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

In the academic year 2021-2022 (financial year ending April 2022), the grant was fully utilised.

The creation of a literacy coordinator was completed however the intentions were not fully met. The department of English and Communication spent a lot of time working with Renaissance to ensure it was appropriate to the needs of the school. Staff trialled the baseline assessment and comprehension activities with students and shared their findings with the English lead. The subject leader had to participate in multiple meetings and networking sessions to satisfy Renaissance's demands before reimbursement. Moving forward the subject leader will implement a reading scheme and phonic scheme. Teachers have worked alongside the subject leader. They have also used their own initiative to ensure that students in their class have a passion for

reading. This was supported by the subject leader who provided CPD on developing a love of reading.

Renaissance training took place to all teachers; (Teacher's inset meetings) September 16th 2021 October 21st 2021 February 10th 2022. In that time, books were shown and the online assessment from renaissance, this included baselining tests called star reader and star early reader (a pre-aged 6 reading year reader). Renaissance were made aware that the setting up of their online system was made difficult by the fact it was online/remote during COVID 19 restrictions. As the subject leader sent many online email requests for support and this meant many issues were not dealt with to set up our system on time. They acknowledged this with a free extension to our yearly membership. We then received x3 sessions with a trainer as part of our membership/subscription), during these sessions she spoke to myself and group 3/5 teachers who had attempted the online tests. During these meetings it was agreed that the tests were not suitable for our students in that they would access the tests if teacher's read to them (but this we were told would not give accurate data). We were put in contact with another school who had apparently adapted the test but upon meeting with their co-ordinator the subject leader discovered they had just allowed more time for tests, we attempted this and it was still not suitable. Students from group 4/5 classes are enjoying reading the accelerated reader program and the quizzes are showing that they have genres of books they enjoy which are developing their comprehension (recorded) In addition teachers from group 3/4/5 classes were shown phonics screening tests, toe by toe reading age – sight word testing to give a standardised age. Outcome; Group 5 classes could assess their pupils for a reading age/some phonics screening which gave some information on levels of phonics awareness but wasn't suitable for pupil needs so reverted to teacher assessment. Group 4/5 students are assessed and logs are maintained on the books they are reading, pupil's comprehension skills and their reading approaches (sounding out/stages in letters and sounds and preferred reading books/styles of books they like to read – note this includes functional reading).

Group 4 (M4) students have trialed the use of Collins Big Cat reading phonics books and a reading log will show their blending/segmenting development and comprehension skills. This group are still needing further input from other teaching approaches e.g. books they like to read/that motivate them. Group 3 students have not accessed the star reader or early reader assessment, note teachers found they could access the first few questions involving symbols but they were unable to go further. Teacher assessment of reading and notes have shown that picture books and symbols are most effective for group 3 students and learning some initial letter patterns /sounds is effective for some students. Group 1 and 2 teachers were given x2 inset sessions to meet to review Elkhams communication pathways for communication and specific input from SaLT/Links, this has provided a framework for assessing and setting out options for pathways for each student as teachers agreed that given the specific needs of students' pathways would all be specific to each student but would follow the approaches planned in their own steps. Next steps; Whilst all classes now have a system for recording reading and a reading corner/book corner that shows what they have read/enjoyed the next step is to have a formalised whole school approach to reading records that will be introduced by the English co-ordinator this term ready for September 2022, this will incorporate all the best approaches used in class observed over this year.

Developments over the year – a range of reading mornings have taken place over the year to develop reading and reading insets have taken place in September 2021/ October 2021/Jan/Feb/March 2022 to inform teachers of a range of teaching approaches e.g.

reading for all ,access to reading for SEN this has involved reading mornings March 2022 World book day theme We are all readers, Black History month (books from other cultures, experiences of story tellings) and most recently Jubilee week – non -fiction reading. Approaches to phonics reading includes use of symbols, objects, photographs, audio books, physical resources with letters etc. Teachers from all groups have shared the resources they use and those which are most successful in developing reading skills i.e. using picture books, symbols in storytelling and functional tasks, labels and letters, sound stories, story massage, sensory storytelling, interactive non-verbal storytelling, comic books, magazines, catalogues, newsletters, along with a reading scheme. Teachers have provided the English co-ordinator with evidence of reading days and specific pupil achievement, reports on the successes of book days and reading mornings which has included higher levels of pupil engagement when they can take time to share a book/reading material, bring in their own books, sit with an adult or peer to share a book, listen to a story being read, follow a review or recommendation. A trial over the year of students from group 5 joining a group 2 class to read to them has shown peer support benefits both students and reading brings them together. Next steps; Reading champion awards to be given out at the end of this term to celebrate the achievements of students in each class- Successful approaches and inset used over the year built into the pathway curriculum for next year to develop and promote reading further.

Two support roles were maintained and the members of staff supported the class with an FSM heavy class. This supported one to one and group activities in line with closing the gaps.

CPD has been targeted on the curriculum and subject leaders with the support of an HMI consultant who held meetings with SLT, TAs, students and teachers. A light deep dive took place in mathematics and feedback was acknowledged; the curriculum is in a developing stage. This provided Subject leaders with current and up to date information on how to build their spiral curriculum which is broad, balanced and ambitious.

Wider strategies impacted on the wellbeing and behaviour of the students. A noticeable decrease in incidents on CPOMS was seen in the last report. The use of profiling via Links Therapy has impacted on many of the students who require personalised strategies for learning and self-regulation. This had an impact on behaviour by decreasing incidents in the last half term.

Thrive is embedded in the knowledge and practice of staff and each class team is in the process of producing case studies. The current impact on the students is that they are aware of the contact team: MW and HP and they feel safe in the Thrive office so that they can talk through play and other strategies. The direct impact is a decrease in social and emotional problems but also in attending school regularly. The students are able to talk and share their experiences which supports their mental health and emotional resilience. Students have shown they were accessing and engaging in learning after attending Thrive sessions. As for the teaching team Thrive has brought some changes in the way to deal with moods. It has empowered staff to utilise specific approaches which they know have impact. Staff share a common understanding and it has supported social and emotional disruption in class.

Funding overview

Detail April 2022	Amount
Pupil premium funding allocation this academic year	£38,200
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget from April 2022 to April 2023	£38,200