



BARNDALE SCHOOL

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children and young people (CYP).

It outlines our pupil premium strategy, how we intend to spend the funding in this, and previous, academic year/s and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barndale School
Number of CYP in school	85
Proportion (%) of pupil premium eligible CYP	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mark Phillips, Headteacher
Pupil premium lead	Mark Phillips
Governor lead	Autumn 2 Interim Committee

Funding overview

2024- 2025 Detail	Amount
Pupil premium funding allocation this academic year	£40,910
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£40,910

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium funding we receive as a school continues to be used to remove barriers to learning so our CYP can successfully transition into adulthood. Our curriculum design is broad and balanced but with the core principles of preparing for adulthood and being as independent as possible in doing so. That is why our school ethos is 'What I learn today, prepares me for tomorrow.'

This additional funding is designed to have a sustainable impact on our offer and is primarily focussed on our disadvantaged CYP. Whilst socio-economic disadvantage is not always a barrier to learning those with the greatest barriers do not always have the same opportunities, experiences and outcomes.

As a school we pride ourselves on giving equal opportunities to all and ensure we use all of our resources to achieve this. The most valuable and effective resource we have in our school is the staff who:

- Design and deliver bespoke, broad and balanced curriculum
- Ensure all CYP receive high-quality teaching
- Provide interventions and quality resources to access learning
- Provide the highest level of pastoral care and support for children and their families
- Focus on the social, emotional and wellbeing development of all CYP
- Provide health and therapeutic support and interventions in line with EHCP needs
- Monitor, assess and respond to the needs of our CYP

Although our strategy is focused on the needs of disadvantaged CYP, in turn this will benefit all CYP in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged CYP will be improved alongside progress for their disadvantaged peers.

As a school we are unique in our curriculum design as we have a residential provision as part of our school. This allows our most vulnerable and complex CYP to receive a 24hr 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 CYP.

No	Detail of challenge
1	We have developed a new site that will help meet the significant demand in needs in our adjoining catchment area. The majority of pupils have entered from mainstream provision, who were previously unable to access school life and learning. This could be due to attendance issues, inability to regulate, barriers to learning and needs not being met. Our incidents of deregulation and curriculum engagement are not matched to our established site.
2	We have a significant lack of commissioned specialists to meet the needs of pupils- as such occupational therapy and speech, language and communication needs would not be met without direct commissioning from the school. Evidence from the overall analysis of needs, as indicated on EHCPs, demonstrate the high level of specialist intervention required, that can't be matched from commissioned services.
3	Recruitment and retention of staff with specialist skill set is incredibly limited in the locality. Staff are keen to develop but require bespoke CPD to ensure they are able to respond to the needs of pupils. Recruitment data and staff questionnaires were used to identify- staff retention is lower for support staff than teachers. Support staff are keen to develop but require more bespoke CPD to meet the complex needs of pupils.
4	Parents feel isolated, unable to access a range of community services and facilities that would support their CYP developing physically, emotionally and socially. The evidence has been ascertained from EHCP meetings, engagement with Family Support services and locality information regarding available services.

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
To ensure new pupils joining the school (at either provision) access the same consistent and high quality support so they are able to access learning and have high quality outcomes	<ul style="list-style-type: none"> • Transitions are effective in ensuring the right provision is available from the first day • The curriculum offer is mirrored, delivered and monitored seamlessly across both provisions • Specialist learning facilities are easily accessible by all pupils • Seamless intervention support of specialist services across both sites • Attendance, pupil outcomes and engagement data shows parity of offer • Strongest performing staff can coach/mentor new staff
To secure high quality specialist services/professional engagement that secure positive outcomes for pupils	<ul style="list-style-type: none"> • Annual EHCP analysis and RAG rating of CYP to ensure requiring provision matches available provision • Ensure therapists are able to upskill wider workforce and stakeholders to ensure approaches are consistently deployed in school and at home • Pupil progress against EHCP targets show secure progress • Therapist can evidence impact of work and value for money
Staff are being upskilled through bespoke CPD to ensure they become experts in their classrooms and ensure the effective deployment of strategies and resources to improve attendance, engagement and outcomes for all pupils.	<ul style="list-style-type: none"> • THRIVE practitioners are able to identify, assess and respond to those CYP with significant gaps in their development. Ensuring they are able to access high-quality teaching • OT therapists can upskill staff in effectively using Zones of Regulation to support our CYP in being able to learn. Our CYP can use their bespoke toolkits to self-regulate. • OT can support staff in using sensory toolkits and bespoke programmes tailored for groups/classes and individuals • Staff continue to monitor/assess progress against appropriate life skills in preparation for the transition to adulthood/independence • Support staff are able to identify expert areas and receive CPD that match needs and requirements • Staff retention data shows continuity year on year • Staff surveys share- job satisfaction, workload goals, wellbeing
Our parents/carers, families and young people are supported and encouraged to attend community facilities and events.	<ul style="list-style-type: none"> • Family Support Partner employed to engage families in reducing barriers and empowering parents/carers to support their CYP more widely in the community • Engagement with locality Family Hubs for wider support increases year on year • Families are able to network and attend specialist community events –sports, social gathering, libraries and shops • Parents and carers identify and attend relevant training events hosted by school (by staff and wider professional bodies)

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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure 3 x TLRs for staff that can coach, mentor and develop effective and purposeful classrooms (post completing NPQs)	Mentoring Teachers Evidence	1
To develop 'therapy champions' who will deliver interventions and programmes across the school and sites.	Effective Professional Development	3

Targeted academic support

Budgeted cost: **£5,910**

Activity	Evidence that supports this approach	Challenge number(s)
Specialist provision for specific pupil needs to increase communication, regulation and mental wellbeing strategies	Therapy specialist CPD: <ul style="list-style-type: none">• Makaton training• PECS• Additional therapy space• Attention Autism Environment adaptations <ul style="list-style-type: none">• Classroom adaptations- intervention spaces• Therapy spaces• Motor skill resources (outdoor) Supporting Behaviour	2

Wider strategies

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s)
Programme working with parents and carers to develop effective home environment strategies. Routines, communication and self-regulation.	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: Supporting children with special educational needs and disabilities NSPCC	4
Employment of Family Support Partner to assist parents in challenges at home, mental health, financial crisis, attendance and safe families.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

Total budgeted cost: £40,910

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-2027

This details the impact that our pupil premium activity had on CYP in the **2024 to 2024** academic year can be found on our previous Pupil Premium Strategy 2021-2024

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">• Increase and develop bespoke and differentiated learning resources• Purchase digital devices to improve access to learning resources within school• Provide THRIVE sessions for those requiring additional support• Supported funding towards out of class visits- swimming & class trips
What was the impact of that spending on service pupil premium eligible CYP?	<ul style="list-style-type: none">✓ Pupils engaging well with learning in school✓ Resources supporting independence✓ Able to access digital learning materials✓ Able to access learning opportunities outside the classroom alongside peers.