

The Birches Specialist Support School - Pupil premium strategy statement 2021 -22 *inc. End of Year Review*



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Birches
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	49.7 % (77 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2022 <i>see *</i>
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	R.O'Hara Headteacher
Pupil premium lead	R. O'Hara
Governor / Trustee lead	Jamie Bytheway

* This is the new format for our Strategy Plan as introduced by the DfE for this year. For this first year we are continuing with the use of an annual plan as previous, and will consider then moving to a 3 year plan for subsequent reporting purposes.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,600 A
Recovery premium funding allocation this academic year	£ 23,200 B
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 133,800 A + B

Pupil Premium Indicative breakdown for 2021 /22:

Pupil numbers calculated from Oct 20 census

Primary Pupils in receipt of Free School Meals (inc. Ever 6) – 77 pupils x £1345 = £ 103,565

Post LAC Pupils – 3 x £2345 = £7035

Total Pupil Premium Funding for 21/22 = **£110,600**

Note – INDICATIVE budget only to be updated on January 22 Census

Recovery Premium breakdown for 2021 /22:

A one off recovery premium as part of 2021-22 educational support

Eligible Pupils – 80 x £290

Total Recovery Premium Funding for 21/22 = **£23,200**

Part A: Pupil premium strategy plan

Statement of intent

Here at The Birches school all pupils have an Education Health Care plan indicating a broad spectrum of barriers to learning. As a school we are committed to both raising targeted academic achievement as well as equally supporting the much wider needs of all our disadvantaged pupils.

Pupils come to the school with a very wide and diverse range of additional needs. These broad spectrum of needs, as well as varying individual circumstance, means that pupil outcomes are not so easily attributed to socio-economic disadvantage as a single causal factor.

As so many of the pupils at The Birches can experience multiple barriers to learning, (cognitive, physical, communication or sensory needs) although our plan seeks to reduce any identified gaps in academic achievement between different groups of pupils, of equal importance is the support to the whole school community for these wider holistic barriers.

Following the adverse effects of education interrupted by COVID 19 and national lockdowns we are focusing on a range of initiatives to support the wider needs of:

- *Engagement in learning*
- *Communication*
- *Social Interaction*
- *Developing the above through Outdoor Learning & Play*

The school also recognises that strong links between school and home are fundamental to pupils' success. We recognise that this is even more important following a time where direct parental access to school has had to be limited. Hence providing parental training opportunities, alongside developing access to shared learning opportunities for parents and carers will also feature in this year's plan.

*National research (**see DfE report - Understanding progress in the 2020/21 academic year**) suggests that the areas most impacted by lockdown are those of Reading & Maths. For the academic year 2021 – 22 as we are targeting Reading through our School-Led Tutoring initiatives (linked to some of our Recovery Premium allocation) we have chosen to target the development of Maths skills as a Core area that will benefit all pupils across school. This will allow this strategy to sit alongside other initiatives for education recovery being rolled out across school this year.*

The format of this year's Strategy Plan is based on the EEF Autumn 21 Guide with consideration of a Tiered approach to school improvement. Hence we recognise that high quality teaching is the fundamental driver to raising outcomes across all groups and all pupils regardless of disadvantage.

Through this tiered approach we have identified a mix of interventions at both individual and whole-school level. Thus whilst we wish to target pupils identified as disadvantaged, it is our strong belief that whole-school approaches equally serve to benefit all pupils within the school, and so wherever possible we will target spending on a wider cohort of pupils than just those who attract the funding.

Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils attending the school come from Central Manchester wards (Gorton, Longsight, Levenshulme). Hence we serve a demographic with high proportion of families on low income and associated socio-economic disadvantages.
2	School population and that of disadvantaged pupils shows a very diverse range of additional needs including: Autism / Severe learning difficulties / Profound and multiple learning needs
3	Through assessment and observation, a large proportion of our pupils show difficulties with sensory regulation and processing needs
4	Through assessment and observation, a large proportion of our pupils show difficulties with communication as a fundamental barrier to learning. This will include communication and expression of their needs and wants, in both verbal and non-verbal form.
5	Through assessment and observation, particularly post lockdown a large proportion of our pupils show an increased need for developing opportunities for social interaction.
6	Observation and discussion with families indicates that the wellbeing and emotional development of many of our pupils has been greatly impacted by the pandemic. National studies show that this impact is more significant for disadvantaged families. Equally through lockdown a disproportionate number of our children spent time with little or no access to outside spaces, so the development of these opportunities across school is a key factor in our plan this year.
7	Our progress data from last year does not identify a notable trend in different levels of academic progress between disadvantaged and non-disadvantaged pupils. Possibly due to individual family circumstances being a greater determinant on the experience of lockdown. Hence we have chosen Reading & Maths as an area of focus that will benefit all pupils (including those identified as disadvantaged) whilst also dove-tailing into other wider school based recovery plans.

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
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Last Updated – ROH 2.11.22

<p><i>Improved attainment for disadvantaged pupils in Maths, relative to their identified starting points.</i></p>	<p>Through whole-school focus on Maths and specific targeted whole school events our year end assessments show greater numbers of pupils evidencing improved performance in Maths.</p>
<p><i>Pupils are better able to use a range of communication systems and strategies to develop both their receptive and expressive communication skills</i></p>	<p>All pupils make recognisable achievement of Communication targets and identified EHCP targets. Evidenced through individual case studies & global impact statements</p>
<p><i>Disadvantaged pupils show increased confidence and independence within their social communication. In particular through development of access to Outdoor learning and Play.</i></p>	<p>Evidenced through observations, discussions and individual case studies inc. feedback from pupils and families</p>
<p><i>Disadvantaged pupils achieve greater access to a range of holistic therapies and interventions to positively effect their sensory regulation and positive wellbeing.</i></p>	<p>Through observations, discussions and individual case studies inc. feedback from pupils and families informally and through EHCP meetings.</p>
<p><i>All families across school (inc. those of disadvantaged pupils) have better access to school, both from discrete parental workshops and family learning events.</i></p>	<p>Through observations and feedback from pupils and families to quantify stronger relationships between school, parents and families.</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: £ 41,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of maths Teaching across school with 4 teachers (HD, MY, BT, TD) engaging with the local Maths Hub on Mastering Number Programme.</p> <p>This then rolled out further to all teachers / HLTAs lead to develop the quality of maths teaching through internal CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>EEF Guidance: Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>EEF Guidance on Mastery https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>7</p>
<p>Maths team to deliver Strand specific workshops – for Measurement & Geometry at start of each half term (accessed in bubbles in the hall)</p> <p>Strand specific resources to be ordered as part of workshops and to act as a hook to new learning</p> <p>Development of strand specific language mats – with the support of Maths Working Party (tbc) that</p>	<p>As above strong evidence based on improving teachers' pedagogical and content knowledge</p>	<p>4 & 7</p>

will directly impact on classroom practice		
Purchase and development of a new whole school Assessment Package (Evidence for Learning)	<p>Accurate assessment (both formative & summative) allows for more targeted and effective teaching.</p> <p>EEF – DIAGNOSTIC ASSESSMENT Evidence Insights https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	2 & 7
Recruitment of a TA4 to deliver Forest School activities across all groups in school.	<p>Providing effective provision for developing social communication opportunities, outdoor learning & social and emotional literacy. https://nestinthewoods.co.uk/forest-school-research/</p> <p>EEF: Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?</p> <p>Further development of Play based learning https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning?</p>	4,5 & 6

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

Budgeted cost: £ 72,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of an additional 2 days per week of Speech and Language Therapist (SALT) time, and additional hours of Higher Level Teaching Assistant in Communication Support Advisor role – 3 days per week (JL)	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication. What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> <p>EEF Teaching Assistant Interventions</p> <p>EEF Guidance on Communication and Language approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?</p>	2 & 4

<p>Purchase of an additional half day per week of Occupational Therapist (OT) time, and additional hours (½ day per week) of Higher Level Teaching Assistant to support with sensory processing needs</p>	<p>We have strong historical observations that support the use of sensory regulation programmes to allow a number of our young people to effectively access and engage in their learning.</p> <p>EEF Guidance on self-regulation (applied to our pupils to gain sensory regulation) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?</p>	<p>2 & 3</p>
<p>Appointment of a school Parent Support Advisor (PSA) to deliver a comprehensive programme working with parents and carers to develop a better understanding of SEN through targeted parental workshops.</p> <p>Plus additional time to facilitate improved transition work for new parents</p>	<p>School observations of the negative impact on constrained transition in to school for both pupils and families</p> <p>EEF guidance on parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?</p> <p>EEF guidance on working with parents to support learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?</p>	<p>1 & 6</p>
<p>Additional cover supplied to facilitate parents supported to access learning events to develop shared learning experiences in school.</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: Supporting children with special educational needs and disabilities NSPCC</p> <p>EEF guidance on parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?</p>	<p>2 & 6</p>
<p>Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic. All of the pupils who receive tutoring will be disadvantaged.</p> <p>See *</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Tutoring to focus on 1:1 / small group Reading and Additional SaLT input</p>	<p>7</p>

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

Budgeted cost: £ 15,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strand specific competitions (cohort/whole school) – for Measurement & Geometry to increase enthusiasm and pleasure in the subject</p> <p>Guest readers to share a 'Maths Through Stories' book in classes – for World Maths Day on May 5th 2022</p> <p>Sharing success – certificates linked to Maths progress each half term</p>	<p>Observation within school on motivating effects of whole school activities and positive effects on wellbeing.</p> <p>Pupils will be enthused to work on Maths strands whilst at the same time improving wellbeing throughout the school.</p>	<p>7</p>
<p>Purchase of On Education Music Therapy & Nordoff Robins Music Therapy to promote increased opportunities for pupils to engage in both 1:1 and group Music sessions to support emotional development, social interaction, communication and wellbeing</p>	<p>School observations and case studies to show pupil successes</p> <p>EEF Guidance on Communication and Language approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?</p> <p>EEF Guidance on self-regulation (applied to our pupils to gain sensory regulation) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?</p>	<p>2,4,5 & 6</p>

Total budgeted cost: £ Budgeted cost: £ 133,910

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

See separate Pupil Premium Impact statement for 2020 - 21

Our assessment of the negative effects of lockdown on our pupils comes very much from in school observations of the negative effects displayed through all pupils returning back to school. This negative impact has effected both disadvantaged and non-disadvantaged pupils and so this year we are striving to use the funding to target the widest possible audience across school.

Service pupil premium funding (optional)

The school does not currently receive any additional funding for Service Pupil Premium

Further Information (optional)

Use this space to provide any further information about your pupil premium strategy.

Part C: Review of outcomes of this academic year

Pupil premium strategy outcomes

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

Our internal assessments of Progress data during 2021/22 indicated that disadvantaged pupils academic and wider development outcomes were widely in line with progress made by pupils not in receipt of Pupil Premium. *See extract below from Summer Term 2022 Data Report.*

Note that like the majority of schools 21 – 22 was very much “post pandemic” with some continued disruption directly due to cases of COVID and also associated effects. As such these on-going disruptions may have had a levelling effect across all pupils irrespective of their groupings in school.

Our assessments and observations suggested that for many pupils, the disruptions of previous years being out of school, uncertainty and concern over their future and on-going social challenges meant that whole school initiatives, not directly targeted at individual groups was a stronger ethical choice. We used pupil premium funding to help provide wellbeing support and targeted interventions across whole school to good effect.

Summer Term 2022 Data Report.

Pupil premium vs Non-pupil premium

In reflection of the data, there are no significant gaps in progress between pupil premium and non-pupil premium across the board. In Reading, writing, receptive communication, expressive communication and geometry 100% of KS1 pupil premium children achieve outstanding progress.

Note: Specifically in Maths analysis of the Year end data (Summer 2022) shows that across all three strands (Number, Measurement & Geometry) the percentages of pupils in receipt of Pupil Premium making Outstanding and Good progress are marginally better than those not in receipt of Pupil Premium. However with such small sample sizes and marginal percentage differences it is very difficult to ascertain a significant statistical conclusion from this.

Review: aims and outcomes

Activity	Outcome
<p>Development of maths Teaching across school with 4 teachers (HD, MY, BT, TD) engaging with the local Maths Hub on Mastering Number Programme.</p> <p>This then rolled out further to all teachers / HLTAs lead to develop the quality of maths teaching through internal CPD.</p>	<p>HD & MY (Maths Coordinators) took part in Year 1 of the 4 year Maths Mastery course run by the Maths Hub. This will support whole school mastery approach to number – introduced to Teachers this December with training planned for Spring 1 (22/23)</p> <p>This training will drive the common understanding amongst teaching staff to work towards depth of understanding in number. This increased content knowledge should then over time be translated into impact on pupil outcomes.</p>
<p>Maths team to deliver Strand specific workshops – for Measurement & Geometry at start of each half term (accessed in bubbles in the hall)</p> <p>Strand specific resources to be ordered as part of workshops and to act as a hook to new learning</p> <p>Development of strand specific language mats – with the support of Maths Working Party (tbc) that will directly impact on classroom practice</p>	<p>In response to PP data Measurement was a focus across school last year. Maths workshops ran very half term that from observation supported positive engagement from all pupil groups. These introduced new teaching ideas an engaged learners through the purchase of new motivating resources</p> <p><i>See Maths Action Plan – for evidence of Maths impact</i></p>
<p>Purchase and development of a new whole school Assessment Package (Evidence for Learning)</p>	<p><i>Evidence for Learning</i> was purchased for whole school use across all pupil groups. Teachers were trained and supported to use this initially for capture of formative assessment, allowing for more targeted and effective teaching.</p> <p>The start of 22/23 saw teachers also using newly developed Assessment schemes to accurately baseline pupils for summative assessment, again utilising <i>Evidence for Learning</i> as our overall Assessment package.</p>
<p>Recruitment of a TA4 to deliver Forest School activities across all groups in school.</p>	<p>VL was recruited to a new Forest School Lead post and has provided sessions across all pupil groups throughout the year. From observations and her individual target setting, investment in these resources has provided effective provision for developing social communication opportunities, outdoor learning & social and emotional literacy.</p> <p><i>See VL for evidence of individual and group impact</i></p>

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

Budgeted cost: £ 72,910

Activity	Outcome
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Last Updated – ROH 2.11.22

<p>Purchase of an additional 2 days per week of Speech and Language Therapist (SALT) time, and additional hours of Higher Level Teaching Assistant in Communication Support Advisor role – 3 days per week (JL)</p>	<p>Both additional external SaLT and internal Communication support role provided greatly enhanced Therapeutic interventions across the year.</p> <p><i>See SaLT Summary for evidence of SaLT impact</i></p>
<p>Purchase of an additional half day per week of Occupational Therapist (OT) time, and additional hours (½ day per week) of Higher Level Teaching Assistant to support with sensory processing needs</p>	<p>Both additional external commissioning of OT and internal HLTA support role provided greatly enhanced Therapeutic interventions across the year. Through this a number of our complex pupils were supported in the use of sensory regulation programmes to allow them to effectively access and engage in their learning.</p> <p><i>See OT Summary for evidence of OT impact</i></p>
<p>Appointment of a school Parent Support Advisor (PSA) to deliver a comprehensive programme working with parents and carers to develop a better understanding of SEN through targeted parental workshops.</p> <p>Plus additional time to facilitate improved transition work for new parents</p>	<p>Feedback from parents regularly shows the impact the PSA has on supporting parent and families. PSA was instrumental in supporting parents through specific individual interventions as well as workshops, a number of which were focused specifically on new families to better aid transition in to school.</p>
<p>Additional cover supplied to facilitate parents supported to access learning events to develop shared learning experiences in school.</p>	<p>Shared learning activities were planned for the year however various additional measures and cases of COVID prevented these from happening as originally timetabled. Similar events have already been planned in to the diary for this academic year 22/23.</p>
<p>Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic. All of the pupils who receive tutoring will be disadvantaged.</p> <p><i>See *</i></p>	<p>Tuition of 47 targeted pupils was facilitated through our School Led Tutoring plan. All the pupils (bar 1 who left school) benefitted from 1:1 or small group Reading activities with staff trained to deliver this program.</p> <p><i>See School Led Tutoring Records</i></p>

* See additional info for School-Led Tutoring Grant

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

Activity	Outcome
<p>Strand specific competitions (cohort/whole school) – for Measurement & Geometry to increase enthusiasm and pleasure in the subject</p> <p>Guest readers to share a 'Maths Through Stories' book in classes – for World Maths Day on May 5th 2022</p> <p>Sharing success – certificates linked to Maths progress each half term</p>	<p>Observation within school indicates the motivating effects of whole school activities and positive effects on wellbeing. Maths competitions were held bringing together all pupil groups across school. This created enthusiasm in both pupils and staff towards individual targeted Maths strands whilst at the same time improving wellbeing throughout the school.</p>
<p>Purchase of On Education Music Therapy & Nordoff Robins Music Therapy to promote increased opportunities for pupils to engage in</p>	<p>A large number of pupils and classes received input in the form of Music Therapy across the year from outside agency</p>

Last Updated – ROH 2.11.22

<p>both 1:1 and group Music sessions to support emotional development, social interaction, communication and wellbeing</p>	<p>SLAs. School observations and case studies to show pupil successes</p> <p><i>See BC – for impact from Music Therapy input</i></p>
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