

## Pupil premium strategy statement 2021-22

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	Barley Lane School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils/FSM	58%
Number of Looked after Children (LAC)	6
Number of service children	0
Number of Primary Age Children	20
Number of Secondary Age Children	59
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-24
Date this statement was published	23.11.23
Date on which it will be reviewed	23.11.24
Statement authorised by	D Jones
Pupil premium lead	Dave Jones/Vicki Sessions
Governor / Trustee lead	Liz Shinn

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58096
Recovery premium funding allocation this academic year	£17101.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56096  N/A

# Part A: Pupil premium strategy plan

## Statement of intent

All students have an EHCP for Social, Emotional and/or Mental Health (SEMH) needs at the core of a complex range of additional need. This complexity of need has often previously precluded them from succeeding and/or achieving their full potential within either mainstream or special day provision. Many have been out of full-time schooling for a considerable period of time, either refusing / not attending provision that has been provided or having been excluded or 'moved' without successful replacement. The degree and complexity of each individual student's need necessitates the continuity, stability and support either provided by our team provision or by our separate day school provision. The overarching aim of both is to enable each student to stand every chance of achieving their full potential by successfully accessing a high quality broad and balanced education on a consistent basis, in a safe and stable environment, with consistent boundaries and expectations. The school also has a major ethos focus on personalisation to meet each individual student's holistic needs. As in previous years, Barley Lane School continues to use the pupil premium to improve the attainment of students who may be further disadvantaged due to factors associated with Pupil Premium eligibility.

- Progress in their statement of need – Social, Emotional and Mental health
- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities
- To ensure that every need has a provision.

Although this 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 and curriculum, vocational opportunities. 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 are a small specialist school but equally significant is we have around 58% of students attracting the pupil premium and the remaining student body in a majority presenting as equally complex and deserving and many on the cusp of attracting that funding; so, in this context we are not considering a small elite of potentially over-looked students but instead almost a majority and arguably all.

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, notably through engagement with mentoring both externally and internally, for pupils that have been worst affected, including non-disadvantaged pupils.

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.

As a community, we also are clear that accessing a broader and enriching curriculum and support and mentoring services beyond school a powerful contributor to the children and young people's motivation, happiness and development.; in practice collective purchases of for example vocational education the only option and always more economic.

### **Pupil premium**

Pupil premium and pupil premium plus is for money for children in receipt of free school meals and for children in care (CIC). These monies are used for a range of costs associated with providing the children with as many educational experiences and opportunities as possible. We do not charge for school trips, we have kept uniform as cost effective as possible. Essentially, we pool the money for the school cohort to benefit as their needs can often be in flux.

Examples of spends include, vocational learning. We spend money on educational visits and memberships to the local zoo and Escot Wildwood but also on vocational learning opportunities related to careers. Accessing science and local museums that support the curriculum. We also spend the money on educational and vocational opportunities at a partner school in Torbay, so that the pupils can access courses in mechanics, catering, construction, animal care and barbering. We are hoping to expand this provision in the next couple of years. Other educational opportunities include our partnerships with Haven Banks and The Duke of Edinburgh Award, both of whom provide outdoor educational learning with access to local climbing walls, mountain biking, canoeing and kayaking leading to certificated and accredited outcomes.

Alternative Provision has featured prominently for some children who have found being part of a small but busy community a struggle or who have struggled to access our core and wider offers. We work with 0-25 in these cases to aid and support.

### **P.E**

We have an excellent PE, sport and outdoor education offer that seeks to include Forest School from summer 2024. The money that we receive for this therefore contributes to the whole school provision, promoting healthy active lifestyles. Again, at times we exploit community partners such as Wonford Sports Centre for using the gym and the occasional 5-a-side.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in core academic outcomes.</p> <p>Social, Emotional and/or Mental Health (SEMH) needs, frequently resulting in attention, emotional regulation control and behavioural issues</p>
2	<p>Additional special educational needs include (but not limited to):</p> <ul style="list-style-type: none"> <li>• Autism Spectrum Condition (ASC)</li> <li>• Pathological Demand Avoidance</li> <li>• Attachment Disorder</li> <li>• Speech, Language &amp; Communication Needs (SLCN)</li> <li>• Sensory Impairment</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Significant learning delays (especially with literacy &amp; reading)</li> <li>• Post-Traumatic Stress Disorder (PTSD)</li> <li>• Oppositional Defiance Disorder (ODD)</li> </ul> <p>Our observations and discussions with key stakeholders show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school leading to;</p> <ul style="list-style-type: none"> <li>• Poor Attendance</li> <li>• Low attainment in a core subject not letting them access the rest of the curriculum.</li> <li>• Confidence and resilience</li> <li>• Parental aspirations</li> <li>• Access to tech and not doing homework</li> </ul>
3	<p>Prior disruption to learning opportunities in previous educational settings, combined with SEMH and additional complex needs, frequently causes gaps in learning and/or learning delay</p>

## 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	How will success be measured
Pupils will continue to feel safe, grounded, embodied, comfortable in their own skin and connected. They will be better able to engage with the whole curriculum.	Observations and key measures show that pupils who feel safe and have a sense of belonging have improved mental health and physical well-being, less behavioural incidents and quicker and sustained resolution.
Pupils mental health and well-being significantly improves	PSHE and mental health lead drives the schools' mental health strategy that includes, ELSA, emotional logic, mental health first aid and school counselling. Levels of engagement with learning and pastoral care outside the classroom impact on pupils' achievements within the classroom. Behavioural incidents decline alongside improvements across all key school measures including attendance, SI and PI, FTE. Halfway point 23-24 should evidence improved key measures.
Pupils accessing literacy intervention make greater progress in reading and wider learning	Literacy intervention will generate gains in reading and writing and impact greater access to the wider curriculum and outcomes (July 2024)
Nurture provision for high end SEMH and Trauma	In house employees and continued growth in this area have generated significant improvements and reduction in in external costs and successful reintegration.
Revitalising the curriculum	Introducing Forest School to the curriculum, animal care. Accelerated reader and Devon Library services have been commissioned to improve reading and literacy in order to access the wider curriculum.
Whole school Careers education and post 16 transition	Extending our core offer allows pupils to demonstrate an aptitude for practical hands on learning and developmental growth, confidence and self-esteem that reduces post-16 NEET transitions.

## 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: £ [£60996]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest School Tutor</i> (£2500)	Upskill exiting staff member through range. Diversifying the educational offer at the school alongside strategies for a range of teaching methodologies	1,2,3,4
<i>Outdoor education instructor</i> (£2500)	Improved motivation and engagement with learning in an alternative 'fun' setting and reduction in emotional dysregulation / improved behaviour. Evidenced by all student 'holistic progress' tracking data.	4
<i>Sports Assistant</i> (£25496)	Increasing the sport and exercise provision at the school.	
<i>Sendco</i> (£2500)	Improved processes and procedures, education aligned to EHCP targets	1,2,3,4
<i>Family Liaison Officer</i> (£28000)	Improved home school liaison, attendance and family support for children and families	4

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

Budgeted cost: £ [120,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a lead practitioner and additional provision of Literacy & Numeracy amongst the T&L staff team Including additional 'Rapid reader+' training and resources for all T&L staff on a phased / ongoing basis. (Feb 2022)	<p>Continuity of high-quality approach delivered by all staff in all schools results in improved Literacy &amp; Numeracy outcomes for students. Evidenced by 'progress and attainment' data</p> <p>Improved literacy &amp; numeracy outcomes for targeted students identified as requiring such intervention. Evidenced by 'progress and attainment' data.</p>	1,2,3,4
Targeted Learning Mentor recruitment	Targeted 'Learning Support Mentoring' focussed on re-engaging disaffected students with their learning. Improved engagement with learning / minimised dis-engagement. Evidenced by student 'engagement in learning' tracking data and ultimately the 'progress and attainment' data and successful reintegration.	1,2,3,4
Further expand middle leadership expertise by encouraging participation in pertinent NPQ and I.T.T CPD opportunities	Mid to long term improvement in middle leadership staff expertise and the knock-on improvement to student success. Evidenced in the short term by uptake and in the medium to longer term by 'student outcome' data.	1
Increase teaching expertise by supporting instructors to gain QTS.	Mid to long term improvement in curricular subject delivery and student progress / attainment success rates. Evidenced in the short term by uptake and improved learning delivery tracking and in the medium to longer term by 'student outcome' data.	1,2,3,4
Continued commissioning of 1:1 therapeutic support to meet students' individual social and emotional regulation needs: - 'Supportive Listener' at and beyond our school.	Improved mental health, wellbeing, emotional regulation and engagement with learning. Evidenced by all student tracking data, especially 'Thrive Social & Emotional Wellbeing' progress data.	2

SaLT and Communication Interventions £600	'Junior Language Link' <a href="#">Speech and Language Link</a> All children from year 3-9 will be assessed by the end of the Spring Term 2022 Spelling Frame, Speech Link	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing provision of the successful daily 'Breakfast Club' ensuring that all children (including PP students) receive a positive nutritious start to each school day and are in the right frame of mind to access learning.	Improved health, wellbeing, emotional regulation and engagement with learning. Evidenced by all student tracking data	2
Continuing provision of mid-day meals at school for all students, ensuring that all receive appropriate nutritious food across each school day (in addition to breakfast club).	Improved health, wellbeing, emotional regulation and engagement with learning. Evidenced by all student tracking data	2
Continued provision of a broad range of short term (daily / weekly) and medium term (termly / half termly) incentives to enhance sustained engagement with learning and continue to improve progression, achievement and attainment for students £7000	Improved engagement with all learning opportunities and reduced behaviour / dysregulation. An improved understanding of the benefits of what high quality learning can give students to improve their future life opportunities. Evidenced by 'progress and attainment' data outcomes.	1,3,4
Continued commissioning of whole group curriculum enhancement opportunities (cultural / expressive music, creative expressive arts / drama, scientific, etc.).	Improved motivation and engagement with learning with alternative 'fun' activities and reduction in emotional dysregulation / improved behaviour. Evidenced by all student 'holistic progress' tracking data.	4
Outdoor Learning Sessions offered to all pupils across the school	All pupils, whatever their learning or physical needs, should have a positive outdoor experience, either through play or through more structured	1,2,3,4



	<p>sessions. Our rural setting means that we can offer opportunities to grow food and plants, observe wildlife and build structures, without going off site. Our orchard area offers a huge range of curriculum opportunities, including managing the environment, observing wildlife, observing the changing seasons and weather, sensory opportunities, picking apples, cooking with apples, making apple juice, community ventures, collaboration with other schools. Our various gardening areas allow pupils opportunities to work outside, preparing ground, 1, 2, 3, 4 7 weeding, planting, growing, harvesting, then cooking and eating. Pupils have opportunities to build structures using natural materials. All pupils can enjoy our wheelchair accessible treehouse. For some pupils who experience challenging behaviour, we have observed that working outside can have very positive outcomes. It also provides opportunities for pupils to explore risk taking in a safe, structured way, and to learn how and when to trust others.</p> <p><a href="https://www.cypnow.co.uk/features/article/specialreport-research-outdoor-learning-research-evidencestudy-1">https://www.cypnow.co.uk/features/article/specialreport-research-outdoor-learning-research-evidencestudy-1</a></p>	
Swimming opportunities	All KS 2 and 3 to attain 25m badge via qualified coach	4

**Total budgeted cost: £ 189,500**

## 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.

The 2020/2021 academic year was interrupted by a period of lockdown. Despite this we remained open on a RAG rated basis. This meant that some of our pupil premium supported activities were necessarily interrupted. However, most of our pupils came to school throughout the period and, where parents opted for a blended home/school learning package, staff were still supporting all pupils, either in school or out in the community. In March 2021, we were able to resume pupil premium supported activities in a Covid secure way. Our assessment and observations were that pupil wellbeing was not adversely affected over this period and that most interventions continued, albeit in a different way. Pupils continued to benefit academically, physically and emotionally from the ongoing support that was available to them. We applied the relational cornerstones of protection, connection, understanding and care throughout the pandemic and we are currently reaping the rewards.