

Becton School Pupil premium & Recovery premium strategy statement

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	Becton School
Number of pupils in school	143 on roll (Oct 2021)
Proportion (%) of pupil premium eligible pupils	36% of roll (Oct 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	James Gibson, Executive Head
Pupil premium lead	Richard Hadfield
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,660
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,740

Part A: Pupil premium strategy plan

Statement of intent

Becton School is as unique as it is wonderful and as complex as it is caring. As a hospital school with a variety of provisions, our aim is to ensure that all children, whatever their medical needs and other needs, receive an outstanding education. Our pupils face multiple challenges and potential barriers to success, and socio-economic disadvantage is definitely a fundamental challenge, especially in terms of:

- Gaps in prior learning, low prior attainment and slower rates of progress
- Well-being, mental health, safeguarding and social and emotional aspects of learning
- Attendance
- Successful preparation for adulthood, including progression to future education, employment and training destinations

All of these challenges have been further exacerbated by the Covid-19 pandemic. The pandemic has had a disproportionate effect on the most vulnerable pupils, as detailed in numerous national studies published by a number of organisations (including the DFE and Ofsted).

Our ultimate objectives for our strategy are:

1. Improve educational outcomes and quality of adult life for all pupils
2. Provide an outstanding quality of education founded upon personalised, child-centred learning and development for all pupils
3. Provide outstanding personal development and “wraparound” care for all pupils

Our key principles for our strategy are:

1. Investing in the ongoing development of quality first teaching will have the most substantial impact on achievement for all pupils
2. Ensuring that our approaches are an integral part of our curriculum provision will achieve the maximum, sustainable impact on achievement for all pupils
3. Utilising the best and most up-to-date research and evidence to underpin our approaches will ensure that we achieve the maximum, sustainable impact on achievement for all pupils
4. Consulting a wide range of statutory and non-statutory frameworks and independent, high-quality guidance and reviews will ensure that we achieve the maximum, sustainable impact on achievement for all pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading: our assessments and observations indicate that pupils identified as disadvantaged are typically reading at a level below their chronological reading age. They have typically made less progress in the past, typically from lower starting points, and they typically lack the confidence and fluency in their reading that would improve educational outcomes and successful preparation for adulthood.</p>
2	<p>Functional literacy and numeracy: our assessments and observations indicate that pupils identified as disadvantaged typically suffer from cumulative dysfluency in their literacy and numeracy skills and knowledge. They have typically made less progress in the past, typically from lower starting points, and they are more likely to suffer from significant speech, language and communication difficulties. Better outcomes in literacy and numeracy would improve educational outcomes and successful preparation for adulthood.</p>
3	<p>Wellbeing, mental health, safeguarding and social and emotional aspects of learning: our assessments and observations and feedback from other professionals and agencies indicate that pupils identified as disadvantaged typically face multiple barriers to success and happiness, often interlinked with their identified or unidentified medical needs and/or Special Educational Needs and Disabilities. These challenges typically have substantial, negative impact upon pupils' personal development and also their health and future success. Overcoming these challenges would improve educational outcomes and successful preparation for adulthood.</p>
4	<p>Attendance: our analysis of attendance data and our observations and feedback from other professionals and agencies indicate that pupils identified as disadvantaged typically have rates of attendance significantly below their peers and national averages. Many are in persistent absence. Most have multiple and/or substantial gaps in their educational attendance over time. Some have attendance closer to 0% and some are simply not clinically well enough to attend school or engage in education at home. A significant minority are at risk of disengaging from the education system entirely. Better attendance would improve educational outcomes and successful preparation for adulthood.</p>
5	<p>Access to the world of work and other post-16 destinations: particularly since the Covid-19 pandemic, our analysis of destinations information and our observations and feedback from other professionals and agencies indicate that pupils identified as disadvantaged typically struggle to transition effectively to the world of work and other post-16 destinations. Typically, they have less access to experiences of work and sometimes fewer (or no) working adults in their own home lives. For many pupils, it is difficult to find and access post-16 destinations that can meet their needs and support them in their next steps. Better access to the world of work and other post-16 destinations would improve educational outcomes and successful preparation for adulthood.</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	Success criteria
Improved progress and outcomes in reading for all pupils.	At least 90% of pupils make expected (or better) progress in reading and develop the confidence and fluency for adult life.
Improved progress and outcomes in literacy and numeracy, including externally accredited qualifications, for all pupils.	At least 90% of pupils achieve aspirational and accredited outcomes in literacy and numeracy that prepare them for their next steps.
Improved outcomes in wellbeing and social and emotional aspects of learning for all pupils. Effective safeguarding and effective provision to support pupils' mental health.	At least 90% of pupils make expected (or better) progress in social, emotional and other non-academic aspects of learning. External audits of effective safeguarding. Recognition as an educational centre of excellence for mental health.
Improved attendance for all pupils.	At least 90% of pupils improve their prior attendance or sustain improved attendance at Becton School. Unauthorised absence is reduced and is at least broadly in line with national averages (for all schools). Attendance is increased and is above national averages for similar settings.
Improved access to the world of work and post-16 destinations for all pupils.	100% of pupils will secure and maintain a successful post-16 destination in Education, Employment or Training. A new Careers & Employability curriculum will be embedded, including full compliance with statutory guidance and ongoing specialist review and updates, using the Gatsby Benchmarks as a framework for excellence.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teaching and learning strategies focussed on metacognition and self-regulation.	<p>EEF Toolkit states very high impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</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: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p> <p>B Rosenshine - 10 Principles of Instruction Mayer's 'SOI Model' 1999 Helen Clarke - Spectacular Girls</p>	1-5
Additional external Speech & Language Therapy for whole staff training and also for specialist interventions.	<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>	1-5
Training for teaching and learning strategies focussed on closing vocabulary gaps for pupils.	<p>EEF Toolkit states very high impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Alex Quigley – closing the vocabulary gap</p>	1,2,5
Whole-school audit and strategy for further reading curriculum development and training.	N/A	1,2,5

Additional teaching and learning responsibilities (TLR roles) for subject leadership and further curriculum development in English and Mathematics.	N/A	1,2,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics and reading comprehension interventions.	<p>EEF Toolkit states high impact for very low cost based on very extensive evidence for phonics:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF Toolkit states very high impact for very low cost based on extensive evidence for reading comprehension:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p>	1,2,5
Targeted oral language interventions (especially SALT as detailed above).	<p>EEF Toolkit states very high impact for very low cost based on extensive evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,3,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mentoring, family support and multi-agency working to improve attendance.	<p>For parental engagement, EEF Toolkit states moderate impact for very low cost based on extensive evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1-5
Further development of our personal development provision through partnership with a local farm Trust.	<p>For social and emotional learning, EEF Toolkit states moderate impact for very low cost based on very limited evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3-5

Total budgeted cost: £65,000

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 the Covid-19 pandemic and its impact on our hospital and specialist settings, external evaluation of outcomes in the previous academic year was not possible.

Our internal monitoring and evaluation continued on a significantly reduced scale.

In line with our desired outcomes for 2020-21, student attendance, participation and engagement increased throughout the year, and virtually all pupils participated in an effective PSHE curriculum. This included weekly enrichment activities and resilience lessons, with strong progress assessed and recorded in non-academic elements of the curriculum. Pupils' progress in social and emotional aspects of learning is also evidenced in the very strong behaviour and attitudes to learning that are embedded throughout school. This is particularly impressive in the context of the pandemic.

A minority of highly anxious pupils were supported through the funding of a smaller, bespoke "nurture" group and this worked particularly effectively during the "lockdown" phases of the pandemic. A separate minority of highly anxious pupils were supported through 1-1 sessions with learning mentors, including home visits and online sessions (especially during "lockdown" phases of the pandemic). This led to stabilised and improved attendance and strong, effective relationships with families, as evidenced through parental feedback and community voice reports to Governors and Trustees.

The impact of Accelerated Reader on pupils' progress in reading was mixed and this approach is being reviewed during the 2021-22 academic year.

Some of the (ongoing) desired outcomes from last year's pupil premium strategy plan have been incorporated into our new, three-year strategy.

