

## Pupil 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:	Spa School Bermondsey
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023
Date this statement was published	November 22
Date on which it will be reviewed	July 23
Statement authorised by	Steph Lea: Executive Headteacher
Pupil premium lead	Georgina Quigley: Head of School

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,280
Recovery premium funding allocation this academic year	£39,744
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£87.024

# Part A: Pupil premium strategy plan

## Statement of intent

Spa Bermondsey accepts responsibility for 'socially disadvantaged' pupils and the staff and trustees are committed to meeting their pastoral, social, and academic needs within a caring special school environment. This is an essential, integral part of the supportive ethos of the whole school community. As with every pupil on our roll, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his or her full potential, irrespective of need.

Spa Bermondsey's priority for Pupil Premium spending is to ensure that all pupils are engaged at school and that there is not a significant gap between the attainment of pupils eligible for Pupil Premium spending as compared to other pupils at Spa.

In making provision for socially disadvantaged pupils, the school recognises that not all pupils who receive free school meals will be socially disadvantaged. The school also recognises that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We know that our disadvantaged pupils might find it harder to engage in extracurricular activities outside of school, have gaps in the core skills and need additional support in their communication and fine and gross motor skills. Families may require support around housing, accessing advice and funding for respite and for communication aids.

Our strategy will be driven by the needs and strengths of each young person, based on careful analysis of individual pupil progress, trends across groups and age ranges and progress made towards EHCP outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessment, observations and discussions with our pupils and their families show that our cohort of disadvantaged pupils generally have fewer opportunities to access their local communities and therefore to develop cultural capital.
2	Our assessment, observations and discussions with our pupils and their families show that many in our cohort of disadvantaged pupils generally have higher sensory needs and less access to sensory regulation activities and resources outside of school
3	Our assessment, observations and discussions with our pupils and their families show that some of our cohort of disadvantaged pupils have increased anxiety which impacts on attendance and emotional wellbeing

4	Research shows that disadvantaged pupils generally make less progress from their starting points when entering the 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, especially in reading skills
5	Our assessment, observations and discussions with our pupils and their families show that our cohort of disadvantaged pupils make less progress towards their Preparation for Adulthood targets and are less prepared for their next steps

## 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 there is no academic gap between those who are and are not socially disadvantaged	Assessment analysis will show no difference between groups
To ensure there is no attendance gap between those who are and are not socially disadvantaged	Attendance analysis will show no difference between two groups
To ensure that all pupils who are socially disadvantaged have access and engage in a range of high quality extra curricula activities at school so that they can develop cultural capital	All PP pupils will have accessed sessions in Yoga, Street Dance, Karate as appropriate All PP pupils will have gone on at least one school trip in the Summer term
To ensure that pupils have access to and develop their sensory regulation skills so that they can better can access their local communities	Evidence from OT interventions, progress towards EHC Outcomes and behavioural analysis

## 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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teaching staff on developing reading skills	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes <a href="https://www.suttontrust.com/reports/what-makes-great-teaching-report/">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>	4

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

Budgeted cost: £82,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment: Yoga	Pupils with ASD can see improvements in body awareness, motor planning and control skills, self-regulation and resilience <a href="https://www.autism.org.uk/advice-and-guidance/professional-practice/yoga-schools">https://www.autism.org.uk/advice-and-guidance/professional-practice/yoga-schools</a>	1, 2,3
Employing Dyslexia Teacher to provide 1:1 support for those with additional literacy needs	Pupils who have engaged with 1:1 literacy support from our dyslexia teacher have made above expected progress at the end of the academic year. Pupils who have a mismatch between verbal and expressive language and reading and writing skills.	4

Occupational Therapist	Supporting pupils with sensory regulation and the implementation of sensory diets has a direct and measurable impact on the behavioural profile of a pupil and reduces barriers to learning	2
Employing Jobs Skill Coach to support pupils successfully complete work experience placement in School House Cafe	Prior to the employment of a jobs skill coach, fewer pupils achieved employability qualification, and skills were not embedded. Pupils are now making better progress as measured against EHCP Outcomes and more pupils have achieved ASDAN qualifications.	5
Employing Dance and Movement Therapist	<i>Effects of Dance Movement Therapy: Koch SC, Riege RFF, Tisborn K, Biondo J, Martin L, Beelmann A.</i> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6710484/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6710484/</a>	2, 3

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

Budgeted cost: £4,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential	Observation and feedback from families is overwhelmingly positive. Pupils report high satisfaction rates and is often the highlight of their year. Families report increased confidence, self-care and independence following attendance.	1
Street Dance	Engagement is high in these sessions. Families are not able to access similar sessions outside of school hours	1

**Total budgeted cost: £87,109**

## 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 academic analysis showed no meaningful gap between the progress of disadvantaged pupils and other pupils.

We were able to extend the range and reach of sensory diets and OT targets for specific pupils.

All pupil premium pupils had access to either Yoga or Mindfulness as appropriate to their needs. Engagement in Yoga was particularly high and teachers reported that pupils enjoyed the sessions and staff used breathing techniques to support pupil regulation outside of the sessions.

The Jobs Skills Coach worked with the AHT for KS5 to ensure our highest ever ASDAN accreditation award for Employability.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
n/a	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*