

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	114
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	November 24
Date on which it will be reviewed	July 25
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	£45,478
Recovery premium funding allocation this academic year	£0
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	£45,478

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 continues to 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	Attainment: 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	Attendance: Our analysis shows 23% of our pupils entitled to FSM are also on attendance and punctuality action plans, meaning that regular meetings are held with parents and carers to address poor attendance and offer support to improve it.

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 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 additional enrichment sessions such as Street Dance or Karate
To ensure that pupils have access to and develop their sensory regulation skills so that they can better 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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and resources to support phonics teaching	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)	4
Autism Best Practice: Autism Accreditation	Improving the autism best practice of all staff across the school will ensure better outcomes for all out pupils	4

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

Budgeted cost: £40,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
Karate	Providing access to pupils for enrichment activities that they would not be able to access in the community.	1
Additional TA support	Additional TA support for our classes with the most complex needs will support those pupils to make better progress towards their EHC outcomes The TA will focus on delivering additional sensory support for pupils with a high level of sensory regulation and sensory integration needs.	2, 3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Enrichment sessions including Family Karaoke, Variety Show and Summer Fair	Families increased sense of community within the school has an impact on pupil attendance, pupil happiness and information sharing from families which facilitates early help identification for those who need it.	1, 5
Street Dance	Engagement is high in these sessions. Families are not able to access similar sessions outside of school hours	5
Increased curriculum enrichment	Increased budget for enrichment activities to increase community access and cultural capital. Families report they find it difficult to take their children out into the community as often as they would like. This will include commissioning groups to provide activities onsite.	5

Total budgeted cost: £45,478

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 2023 to 2024 academic year.

Teaching: staff training and specialist resources for phonics:

All of our pupils made progress expected towards their phonics outcomes. The quality of teaching and learning in Reading lessons as demonstrated by formal and informal observations.

Analysis showed that there was no significant difference between the progress made by those entitled to free school meals and those who are not. In Writing, FSM pupils slightly outperformed those who are non-FSM. Analysis showed that FSM was not an indicator of attainment.

The employment of a specialist teacher for one term had an impact on the progress those 21 pupils made. The specialist materials used were continued with pupils once the intervention finished with all making progress.

Our Dance and Movement Therapist worked with pupils with more complex needs; the majority of pupils with complex needs in KS3 and 4 made expected progress in all core subjects.

We were able to provide Karate lessons to 6 classes, all of whom enjoyed and engaged well. This is an activity that our pupils cannot access in the community with their families.

The pupils in the two classes who had an additional teaching assistant all made progress that was expected. Both of these classes were able to attend enrichment trips and our KS4 class was able to access regular community lessons, which would not have been possible without the additional support.

As a result of this investment, 100% of our KS3 pupils made progress that was expected in Reading and Writing with 93% making progress that was expected in Writing. In KS4, 100% of pupils with complex needs made expected progress in Writing and in Maths.

Our family enrichment was very important to our families. We held a family karaoke session, our variety show and our summer fair. Attendance was very high, especially for our Summer Fair. Families commented that it was nice to be able to attend a social

event in which they would be able to relax and have fun. Pupils become excited around these events and it was important to lots of them to visit with their families.

We were able to offer the more enrichment sessions than ever before, including Drama workshops onsite and a visit from the animal man and from owls. Pupils benefit hugely from these bespoke experiences and are often what the pupils talk about most fondly when completing their end of year reviews.