

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	113
Proportion (%) of pupil premium eligible pupils	73.7%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 23
Date on which it will be reviewed	July 24
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	£57,960
Recovery premium funding allocation this academic year	£41,952
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	£99,912

# 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 that 51% of our attendance and punctuality action plans are for pupils entitled to FSM. 11.5% 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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff on the use of age-appropriate phonics strategies</p> <p>Purchase of Toe by Toe sets</p>	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes</p> <p><a href="https://www.suttontrust.com/reports/what-makes-great-teaching-report/">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p>	4

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

Budgeted cost: £94,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing Literacy teacher to provide small group support for those with additional literacy needs	Pupils who have engaged with small group literacy support from our literacy teacher have made increased 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 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

Karate	Providing access to pupils for enrichment activities that they would not be able to access in the community. <i>2 classes per term (6 classes in total across the year)</i> £2,280	1
Teaching Assistant Support for those with higher needs	Pupils with complex needs including very high needs around communication, sensory integration and emotional regulation require a higher staff: pupil ratio. An additional teaching assistant for our most complex class in KS3 and in KS4.	2,3

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

Budgeted cost: £4329.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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: ££99,912**

## 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 2022 to 2023 academic year.

Attainment and Progress: Our analysis shows no meaningful gap between the progress of pupils entitled to FSM and those who aren't. Pupils entitled to FSM in KS3 made slightly better progress in Reading and Maths than their peers.

All of our pupils with needs have had access to our OT and sensory diets and circuits are in place. This has resulted in a reduction of disengaged behaviours and more engagement with teaching and learning.

All pupil premium pupils had access to Yoga appropriate to their needs. Engagement in Yoga was particularly high and teachers reported that pupils enjoyed the sessions.

The Jobs Skills Coach continued to work with our DH and all pupils were successful in their ASDAN accreditation award for Employability.