Pupil premium and recovery strategy statement Bader Academy

This statement details Bader Academy'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	Bader Academy
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Viki Drew
Pupil premium lead	Sharon Wainwright
Governor / Trustee lead	Jacky Tattershall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21047.71
Recovery premium funding allocation this academic year	£6000
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	£27047.71

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use pupil premium to improve disadvantaged pupils' attainment, the needs of all pupils in the school are evaluated. The funding is then allocated with the aim of making maximum impact in the school, whilst embracing the Change Maker Principles that underpin our philosophy of education, and ensuring that our ethos of 'Be Kind, Be Safe and Be Ready' are promoted across school. Every decision made has the child at the heart and centre of it.

As a new school, only opening in September 2020, we were not required to produce this report as we had no funding from April 2020 to March 2021 financial year.

Despite this, we continued to analyse all pupils, with a clear focus on promoting social relationships, building trust with unfamiliar adults and in support pupils and their families to engage in educational context. Through this analysis we recognised the need to embed a nurture curriculum that supported all pupils to develop skills needed for future learning.

Our focus is to fulfil the highest aspirations in progress to achieve their full potential both academically and personally. Our focus is in developing the whole child so that they become well rounded individuals, preparing them for the next stage in their education. In line with the DfE guidance the funding is not only spent on eligible pupils.

Research by the Education Endowment Fund (EEF) suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching. The report highlights that improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from a disadvantaged background – evidence demonstrated the equivalent of 1.5 years' worth of learning. Our pupil premium strategy is rooted in our whole-school ethos. We know that if you provide high-quality teaching that is effective for disadvantaged learners, then you are providing effective teaching for all.

Challenges

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

Challenge number	Detail of challenge
1	Pupils wellbeing, social isolation linked to COVID-19 and being out of education for some young people

2	Low levels of resilience, leading to low expectations, poor independence skills and inability to problem solve / connect areas of learning
3	Sensory processing difficulties
4	Attainment and progression of pupils in receipt of pupil premium, prior educational experiences linked to language delays, comprehension and understanding of social experiences
5	Many pupils have social and emotional needs that impact on relationships, learning and progress

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 strengthen key systems to ensure disadvantaged pupils' individual needs are addressed so that they make good progress compared to their peers	Outcomes for disadvantaged pupils will be so that progress and achievement for disadvantaged and non-disadvantaged children have a positive comparisons, and are in line with national for disadvantaged children. Evaluation of gaps in learning to be reflected in Education Health and Care Plans through the annual review process and person centred reviews.
To strengthen the support for those pupils whose social and emotional needs are having an adverse impact on their attainment and achievement	Increased number of pupils in receipt of pupil premium are offered the opportunity to access social and emotional support through Early Help, SEND systems in school and external agencies involved with school. In time this will provide social and emotional education for children, ensuring that there is less impact on attainment and achievement, working towards progress and attainment for disadvantaged children. Pupils will access support through the service of Unravel and via school ELSA trained practitioners.
To strengthen engagement of pupils in receipt of pupil premium, with a focus on support for parents to support pupils through the work of Family Partnership and Behaviour Team	Increased number of parents in school for engagement opportunities. Outcomes (progress and attainment) for disadvantaged pupils will be raised by securing positive engagement with school and improving attendance where necessary targeting disadvantaged students on attendance.

	Early Help referrals completed timely and support given to families in evaluated and linked back to SDP.
To continue to develop strategies across school that support staff to enable pupils to feel safe and regulated.	PACE and WINE strategies used in school to proactively support young people using a Trauma Informed approach to enable shared experiences with young people. Incident reports will be reduced and the number of incidents will continue to decrease.

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: £1,493.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA training – external Increased Teaching Assistant hours across school for staff training	Evidence suggests that TAs can have a positive impact on academic achievement. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. EEF - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/	1 4 5
Teaching CPD – improving quality first teaching across a broad and balanced curriculum	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF - https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 3 4 5
All Aboard Phonics Systematic Synthetic Phonics	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to	1 2 3 4

| Reading for Pleasure across the school | read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasized that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.

EEF - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/

All Aboard Phonics - All Aboard Learning – Phonics teaching made easy and effective

SSP Teaching Programmes - Systematic synthetic phonics (SSP) teaching programme validation - GOV.UK (www.gov.uk) | |

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

Budgeted cost: £37,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	1 4

	EEF -https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ EEF - One to one tuition | EEF (educationendowmentfoundation.org.uk)	
Unravel – SEMH Support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning, if embedded and supported with explicit teaching, ensures that pupil outcomes are improved and really matters for their outcomes. There is a need for some young people to have targeted support in developing social and emotional learning skills for their future. Whilst embedding this as a part of daily practice, external support ensures that those most at risk received the support needed to engage in their learning, make progress in social learning and in developing relationships for the future. EEF - Social and emotional learning | EEF (educationendowmentfoundation.org.uk) EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) GOV - SEN support: A rapid evidence assessment (publishing.service.gov.uk)	1 2 5
Sensory Processing Occupational Therapy – young people	Occupational therapy is important for children's development, health and wellbeing. Occupational therapists enable young people with physical, learning and mental health needs to participate and successfully manage the activities that they need or want at home, at school and in the community. Occupational therapists have the skills and expertise to identify the personal, task, environmental factors that support or inhibit children's development, participation and achievements. Occupational Therapists have the ability to provide targeted interventions on a 1:1 basis, in small groups and in supporting staff to embed strategies into daily practice so that young people continue to receive the additional support that they need to succeed. NHS - Occupational therapy: unlocking the potential of children and young people | Document summary | Evidence search | NICE Royal College of Occupational Therapist - https://www.rcot.co.uk/file/4180/download?token=5l93_4_o	1 2 3

Speech and Language Therapy	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress over the course of a year. Some evidence suggests that improved language development has seen improvements in classroom environments and in behavioural issues. It is important that spoken language activities are matched to pupils' current stage of development, so that it extends their learning and connects with the curriculum. The Speech and Language Therapist has been working with staff to identify current levels in relation to speech and language and provide interventions based on level of understanding. Support from speech and language therapists has ensured that staff role model language expectations and ensure that they develop children's oral language and vocabulary development. Approaches that focus on oral development have seen an increase in children's attainment across the curriculum. EEF - Oral language interventions	EEF (educationendowmentfoundation.org.uk) Early language	EEF (educationendowmentfoundation.org.uk)	1 2 3 4
Trauma Informed Practice training	Adverse Childhood Experiences are highly stressful and potentially traumatic events that occur in early childhood or as children develop through the stages. Evidence has shown that adverse trauma and experiences can have a long lasting impact on children and young people's mental health and in forming relationship with others. Trauma-Informed Care is a strengths based framework that is grounded in an understanding of, and responsiveness to, the impact of trauma, that emphasises physical, psychological and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment. (Hopper et al, 2005). NHS - Adversity and Trauma-Informed Practice. A short guide for professionals working on the frontline	Document summary	Evidence search	NICE Research in Practice - Trauma-informed-approaches-with-young-people-Frontline-briefing.pdf (researchinpractice.org.uk)	1 2 3 4 5
Independent Travel Training	For young people with SEND developing the skills to travel independently within their community enables them to develop the confidence and self-esteem they need in order thrive within their own society. It allows young people in the SEND community to have lived experiences that enable them	1 2 4

| | to develop the social knowledge to be successful, developing skills needed for the futures. Embedding this approach in young people's EHCP transitions allows young people to be supported by trusted adults to develop new skills and solidify existing skills and knowledge.

Doncaster LA - Independent Travel Training - Doncaster Council | |

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

Budgeted cost: £1,911.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family and Behaviour Team introduced to support attendance, early help, behaviour	Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). A review published over 15 years ago (Desforges and Abouchaar 2003) found that parental involvement at home had a significant positive effect on children's achievement after adjusting for other factors influencing attainment. EEF - Attendance interventions rapid evidence assessment	EEF (educationendowmentfoundation.org.uk) Parental engagement	EEF (educationendowmentfoundation.org.uk)	1 2 3 4 5

	EEF_Parental_Engagement_Summary_of_recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)	
ELSA approach in school, staff training	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional learning skills are linked with poorer mental health and lower academic attainment. Social and emotional literacy interventions in education are shown to improve social and emotional literacy skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF - Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	1 2 5

Total budgeted cost: £41,379.61

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.

Bader Academy opened in September 2020 and 2020-2021 was the first academic year, no funding was received. This section is not applicable.

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
None	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)