

# 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	Bader Academy
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	52 / 105 students – 49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2023 to September 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Viki Drew- Headteacher
Pupil premium lead	Kirsty Lamb
Governor / Trustee lead	Claire Garbutt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,680
Recovery premium funding allocation this academic year	£34,298
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	£86,978

## 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.

We analyse all pupil information, with a clear focus on promoting social relationships, continuing to build trust with familiar adults and supporting pupils and their families to engage in all areas of the curriculum. We have recognised the need to continue to embed a nurturing, personalised and knowledge rich curriculum that supports all young people to develop skills required to enhance their future.

Our focus is to fulfil the highest aspirations of progress to achieve each pupil's full potential both academically and personally. Our focus is on 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 Foundation (EEF) suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching. The report recommends school take a tiered approach to Pupil Premium spending. It recommends that teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy, as well as strategies that relate to non-academic factors including attendance, behaviour and social and emotional support and this will be our aim moving forwards.

Our pupil premium strategy is rooted in our whole-school ethos. We appreciate 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 may face disparities in educational experiences, potentially leading to poor mental health, social anxiety, frustration and disengagement, contributing to behaviours which may challenge and missed learning opportunities.
2	Pupils who have experienced adverse childhood experiences may struggle with self-esteem, resilience and confidence, which can contribute to challenges in behaviour.
3	Sensory processing difficulties.
4	Attainment and progression of pupils in receipt of pupil premium, prior educational experiences linked to emotional difficulties, emotional awareness and emotional literacy, including understanding of social experiences.
5	Pupils may experience social and emotional challenges, requiring additional support to navigate these aspects effectively, as unaddressed issues can manifest in behavioural difficulties.

## 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 pupils' individual needs are addressed so that they make good progress compared to their peers	Outcomes for pupils will be so that progress and achievement have a positive comparison, and are in line with national averages.  Evaluation of gaps in learning to be reflected in Education Health and Care Plans through the annual review process and person centred reviews.

<p>To strengthen the support for those pupils whose social and emotional needs are having an adverse impact on their attainment and achievement</p>	<p>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.</p> <p>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 and Rainbows facilitators.</p>
<p>To continue to develop strategies across school that support staff to enable pupils to feel safe and regulated.</p>	<p>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.</p> <p>Restorative approaches to be embedded and used strategically.</p>
<p>To continue to support pupils with their SEMH needs.</p> <p>To support pupils in school who have experienced loss.</p>	<p>ELSA and support from services such as Unravel and MIND will be positively used to support wellbeing.</p> <p>As a Rainbows school, staff will support young people to work through their issues surrounding loss.</p>
<p>For all pupils to access a high-quality curriculum.</p> <p>For all pupils to access support, to achieve their academic potential.</p> <p>To develop the Library and Renaissance reading programme and instil a love of reading, to improve outcomes in reading.</p>	<p>All pupils have access to a high standard of teaching from experienced teachers within a personalised curriculum.</p> <p>Successful implementation of interventions across school, being accessed by a variety of pupils.</p> <p>Provision of extensive reading opportunities developing reading for pleasure.</p> <p>All staff are trained and confident in supporting pupils in learning across the curriculum.</p>

## 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: £9167

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA training; both internal and external including staff attending the Level 3 apprentice programme National College subscriptions. Teaching Assistants to attend Maths Hub and Communication/ Phonics course</p>	<p>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, self-esteem and mental health, and also to positive effects in terms of teacher morale and reduced stress.</p> <p>EEF - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1 2 4 5</p>
<p>Teaching CPD – improving quality teaching across a broad and balanced curriculum.</p> <p>Development of three ECT's across school. Interventions delivered across school.</p> <p>Training for staff to deliver ASDAN qualifications</p> <p>Training for whole school</p>	<p>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.</p> <p>Personalised and bespoke curriculums and qualification pathways will benefit all of our young people to achieve their full potential</p> <p>An understanding of the needs of our young people in terms of autism and PDA which will support the SEMH and academic outcomes.</p> <p><a href="#">Research – PDA Society</a></p> <p>EEF - <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p><a href="#">ASDAN Website   Resources</a></p>	<p>1 2 4 5</p>

staff on PDA and autism	<a href="https://educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>	
<p>Teaching of Phonics via the All Aboard Phonics System Reading for Pleasure across the school</p> <p>Development of the library</p> <p>Use of Renaissance reading scheme across school.</p>	<p>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 (4-7year olds) as they begin to 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.</p> <p>The impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year for those young people accessing the Renaissance programme.</p> <p>The Renaissance reading application is used at Bader Academy as an online reading resource. This programme has its own separate assessment tool that allows staff to be able to accurately assess the students reading age and break down skills that the student has mastered and need to focus on. This again is correlated with Earwig and used as an intervention tool in reading.</p> <p><i>EEF -</i>  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/phonics/</a>  <i>All Aboard Phonics - <a href="#">All Aboard Learning – Phonics teaching made easy and effective</a></i>  <i>SSP Teaching Programmes - <a href="#">Systematic synthetic phonics (SSP) teaching programme validation - GOV.UK (www.gov.uk)</a></i></p> <p><a href="#">Reading Programmes for Secondary Students Evidence Review.pdf?v=1700734163</a></p> <p><a href="https://www.renlearn.co.uk">Resources - Renaissance Learning (renlearn.co.uk)</a></p>	<p>1 2 4 5</p>

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

Budgeted cost: £34989

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Processing Occupational Therapy young people	<p>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.</p> <p>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.</p> <p><i>National Autistic Society - <a href="#">Why is occupational therapy important for autistic children?</a></i></p> <p><a href="https://www.rcot.co.uk/sensory-processing-and-enabling-occupation">https://www.rcot.co.uk/sensory-processing-and-enabling-occupation</a></p> <p><a href="#">RCOT Informed view - Sensory integration Feb 2021.pdf (elft.nhs.uk)</a></p>	1 2 3
Independent Travel Training	<p><i>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 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.</i></p> <p><i>Doncaster LA - <a href="#">Independent Travel Training - Doncaster Council</a></i></p>	1 2 4

<p>Provision of Targeted External Learning Experiences including hooks for learning, school residentials and weekly visits to Forest Schools.</p>	<p>Young people with SEND may require additional support not available within the standard curriculum offer, and alternative external learning experiences allows them to develop their abilities in a non-classroom based environment, either independently or as part of a small group; this also allows them to develop their social knowledge and skills, and links to outcomes contained within their Educational Health Care Plan.</p> <p>Embedding these approaches allows them to become successful and develops confidence to enable them to then access additional classroom based learning around the activities undertaken.</p> <p><i>Council for Learning Outside the Classroom - <a href="https://www.lotc.org.uk/plan-deliver-lotc/policy-and-curriculumplanning/">https://www.lotc.org.uk/plan-deliver-lotc/policy-and-curriculumplanning/</a></i></p> <p>Forest Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>1 2 3 4 5</p>
<p>Develop an assessment structure that allows efficient input and monitoring to support targeted interventions and track progress.</p>	<p>Earwig platform <a href="https://www.lended.org.uk/case-study/earwig-assessment-at-ickburgh-send-school/">https://www.lended.org.uk/case-study/earwig-assessment-at-ickburgh-send-school/</a></p> <p>Earwig assessment tool allows us as a school to be able to individual track students within subjects, breaking down each curriculum area into objectives. Each objective is then RAG rated according to the ability of the student to meet the stated objective. This is done on a regular basis as part of the ongoing assessment process in Bader that enables directed teaching.</p> <p>This allows staff to assess in detailed areas where students need specific intervention particularly around maths, reading and writing skills.</p> <p>Earwig also permits for data analysis, being able to filter results and in this case for children with pupil premium but also allows us to compare against students that do not receive pupil premium. This again interjects critical information into intervention programmes in school.</p> <p>Earwig will allow each child to have an individualised timeline of their learning for select dates showing an educational overview of celebration and also evidence to support this with examples of the students work whether this be written, visual or audio recordings.</p>	<p>1 2 4</p>



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

Budgeted cost: £42822

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Family and Behaviour (FAB) Team established to support attendance, early help, behaviour, and referrals to additional service both internal and external.</p> <p>Another member of staff to join the FAB team.</p> <p>One member of the FAB team to complete NPQ</p>	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2022/23, absence rates were reported as 13.1% in state-funded special schools (10.0% authorised and 3.1% unauthorised).</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>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 Abouchar 2003) found that parental involvement at home had a significant positive effect on children's achievement after adjusting for other factors influencing attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Behaviour-in-Schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3 4 5</p>

<p>ELSA approach in school, staff training</p>	<p><i>ELSA (Emotional Literacy Support Assistant) intervention was developed by Educational Psychologists to support the emotional needs of pupils from within schools. It recognises that children learn better and are happier in school if their emotional needs are also addressed. These sessions support and equip children with the language they need to support their needs.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>EEF - <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></i></p>	<p>1 2 5</p>
<p>Unravel – SEMH Support MIND counselling Support from Educational Psychologist and Rainbows Facilitators.</p>	<p>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.</p> <p>EEF - Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</p> <p><a href="http://rainbowsqb.org">RESEARCH DOCUMENTS - Rainbows Bereavement Support GB (rainbowsqb.org)</a></p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) GOV – SEN Support- A</p>	<p>1 2 5</p>

	<p>Rapid Assessment  <a href="https://www.gov.uk/government/publications/special-educational">https://www.gov.uk/government/publications/special-educational</a></p>	
<p>Trauma Informed Practice training</p> <p>Member of staff attending trauma informed conference</p> <p>Trauma informed training for all staff</p> <p>PACE and wine training</p> <p>Attachment training</p>	<p><i>Social and emotional learning, if embedded and supported with explicit teaching, ensures that pupil outcomes are improved and really matters for their outcomes.</i></p> <p><i>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 with social learning and in developing relationships for the future.</i></p> <p><i>EEF - <a href="https://www.eef.org.uk/EEF-social-and-emotional-learning">Social and emotional learning</a>   <a href="https://www.eef.org.uk/">EEF (educationendowmentfoundation.org.uk)</a></i></p> <p><i><a href="https://www.eef.org.uk/EEF-social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf</a> (<a href="https://www.eef.org.uk/">educationendowmentfoundation.org.uk</a>)</i></p> <p><i>GOV – SEN Support- A Rapid Assessment  <a href="https://www.gov.uk/government/publications/special-educational-needs-support-in-schools-and-colleges">https://www.gov.uk/government/publications/special-educational-needs-support-in-schools-and-colleges</a></i></p>	<p>1 2 3 4 5</p>

**Total budgeted cost: £86,978**

## 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

*Our internal assessment and quality assurance measures have indicated that the majority of disadvantaged pupils across KS1 – KS4 had made progress in Reading, Writing and Maths. However, for Maths that rate of progress was slower in KS3 for those pupils who are disadvantaged compared to all pupils. In Writing and Reading, disadvantaged pupils progressed at the same rate as all pupils.*

*Over the last academic year, pupils have gained GCSE's and all pupils scored on SATs, 100% passed the Phonics Screening and 2 out of 3 pupils passed the multiplication check.*

*Throughout the course of the school year, we have continued to develop our Care Designed to Support Learning offer. This includes: - Sensory Occupational Therapy provided by Sensory Footsteps, Mental Health support provided by Unravel, art therapy, counselling from MIND, Emotional Literacy Support Assistants and Trauma informed training and practices across school and support from an Educational Psychologist to support young people with their mental health and wellbeing.*

*In order to upskill staff, to improve outcomes for young people, staff have benefited from a thorough CPD schedule, including training on: Restorative Practice, Trauma informed and attachment, Rosenshine's Principles of Instruction, assessment using our new assessment platform, Renaissance whole school reading programme. This investment in high quality CPD for all staff can be seen throughout school and will continue to be embedded. As a school, we have also benefited from our subscription to National College.*

*In order to promote a love of learning, young people have accessed the community on a variety of occasions in order to kick start a topic or to consolidate their learning.*

*Our Pupil Premium strategy is starting to have an impact on the academic, social, and emotional well-being of our pupils. By focusing on targeted interventions, personalised support, and fostering a collaborative learning community, we are proud to report positive outcomes and progress towards our goal of ensuring every pupil reaches their full potential, regardless of their socio-economic background.*

## 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*

<b>Programme</b>	<b>Provider</b>
Unravel	Unravel
Sensory Occupational Therapy	Sensory Footsteps
Counselling	MIND