

# Pupil premium strategy statement 2022 2023 – Bluebell Park School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	56.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	J Campbell
Pupil premium lead	M Slater
Governor / Trustee lead	S Donnelly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,420
Recovery premium funding allocation this academic year	£74,330
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£183,750</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Bluebell Park is a 201 place school providing Early Years, Primary, Secondary and Post-16 provision for students with severe and complex learning needs comprising of pupils mainly from the Knowsley area but including some from other parts of Merseyside. All of our pupils have an Education Health Care Plan. All of our pupils are categorised as being 'vulnerable pupils' by OFSTED. We currently have 220 on role as a result of creating a satellite provision in a local primary school. We are under increasing pressure to grow further.

We have taken guidance from the EEF Pupil Premium report which advises a tiered approach to a pupil premium strategy which it says can help a school *'balance approaches to improving teaching, targeted academic support and wider strategies'*.

At Bluebell Park, the needs of our pupils means that we aim to deliver a curriculum to remove any barriers to learning as a result of an individual's learning difficulty. Consequently, those eligible for Pupil Premium do not feature as clearly due to the complex needs of our pupils. We utilise our Pupil Premium funding to support our pupils in achieving their full potential through targeting the key areas such as independent skills, physical social and emotional development, communication and interaction and functional skills acquired through local community based education. We do this to ensure that our pupils are fully prepared for adulthood. Evidence of the impact of this is seen through case studies and qualitative information as well as quantifiable outcomes such as our progress meetings. We value this holistic set of information as a more detailed picture of how well our pupils are progressing.

- Evidence and research from: Education Endowment Foundation June 2019;  
The Sutton Trust 2019;

## Challenges

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

Challenge number	Detail of challenge
1	Enabling all pupils to communicate at their appropriate level through a variety of methods including objects of reference, symbol / picture exchange, AAC, supportive singing or verbal communication. This is because our pupils need support to communicate to their fullest potential.
2	Sensory or environmental features that can impact on a pupil accessing the curriculum. We know this through our internal data analysis and observations.
3	Ensuring that pupils can access real life learning in community based settings because this is important for them and is part of preparing them for adulthood.

4	Appropriate specialist support to enable pupils to access the curriculum as all of our pupils have individual needs.
5	Supporting pupils with transitions at all scales, from within the learning environment to moving on at year 14 because observation and analysis of data shows us that transitions are important.
6	Access to enhancement activities outside school because this is important for our pupils in widening their experiences.
7	Overcoming the impacts of COVID and the resultant barriers because children with disabilities have been disproportionately affected by covid as noted in Government reports.

## 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.

<b>Tier 1 Approach – Teaching</b>	
<b>Intended outcome</b>	<b>Success criteria</b>
Creating the right classroom environment to support readiness for learning in connection with sensory diets	Identified resources are purchased for classes to support meeting sensory targets
Enhance teaching provision around pupils mental health and well being	PHSE / SRE curriculum is updated to ensure that relevant and appropriate learning resources are available for different curriculum pathways
Pupils are supported with their individual communication method to ensure that each pupil can communicate at their appropriate level	Communication strategy and resultant resources are available to support each pupils individual communication method

<b>Tier 2 Approach – Targeted Academic / Pastoral Support</b>	
<b>Intended outcome</b>	<b>Success criteria</b>
Pupils are able to access targeted interventions across a number of areas including therapeutic, physical development and emotional wellbeing as required	Impact of interventions shows improvement in relevant criteria according to need and intervention.
Pupils who choose to or are referred to can access specialist support with emotional literacy	Family Support Worker supports pupils whose social and emotional barriers to learning impact on their academic and social progress
Creation of a new behaviour support role which enables quick access to support and advice	TA4 is able to provide support and training advice for staff

<b>Tier 3 Approach – Wider Strategies</b>	
<b>Intended outcome</b>	<b>Success criteria</b>
Support for pupils in EHCP process and transition work	Increased number of families who have access to quality EHCP process with all completed within the identified timescales
Staff will have received the appropriate training to support the pupils in their care to ensure that their individual learning needs are met through bespoke strategies and interventions along with focused support in classroom teaching	Pupil progress meetings will show that pupils are achieving well and CPD impact assessments will show positive impact within the classroom
Updated training for staff in teamteach to ensure that intermediate trainers are able to support school staff in meeting the needs of pupils with behaviour that challenges	3 identified staff will complete their intermediate training

## 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: £ 62,100

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Sensory diet and environmental targeted resources for individuals, groups and classes to support access to the curriculum	It is important for our pupils to utilise sensory regulation strategies in order to help engagement for learning. We have observed the positive impact of using this strategy to support pupils.	
Support time for TLR to further develop SRE curriculum and support staff	Focused support for our Independence and Life Skills TLR will enable staff to receive support from	
Wellbeing and mental health focus work to support pupil anxiety	Much research points to the impact on pupils with send as a result of Covid (e.g. <a href="#">The impacts of the Covid-19 pandemic on the family, education, development and wellbeing of children with SEND   Frontiers Research Topic (frontiersin.org)</a> ) We want to work to reduce these barriers.	
Contribution to reading and communication resources that support	Reading and communication are core skills for our pupils and ones that each of our pupils needs support in the most suitable	

communication across the whole school	manner. We are furthering our work in this area.	
CPD provision as part of whole school approach with a focus on quality of education and teaching	As the majority of work in our sector involves bespoke, niche approaches it is essential that the quality of education and teaching is continually supported through CPD	
<p>Highlight menu of approaches areas that are being met.</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils *</p> <p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning *</p> <p>Mentoring and coaching *</p> <p>Recruitment and retention of teaching staff *</p> <p>Technology and other resources focussed on supporting high quality teaching and learning *</p>		

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

Budgeted cost: £ 94,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of TA4 roles which enable interventions to take place	Our impact measure show that the specialised support of experienced staff improves outcomes for pupils with SEND. We continue to value this approach and the impact it has.	
Continuation to family support worker role supporting families	We have already seen a positive impact from the relatively new role of family support worker. It is a crucial role to supporting families to in turn support their children	
Creation of behaviour support role to enable immediate and effective behaviour management support and advice to be given	During a trial period, we were able to see the effectiveness of this role in supporting individual pupils and staff to identify and manage challenging behaviours	
<p>Highlight menu of approaches areas that are being met.</p> <p>Interventions to support language development, literacy, and numeracy *</p> <p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND *</p> <p>Teaching assistant deployment and interventions *</p> <p>One to one and small group tuition *</p> <p>Peer tutoring</p>		

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

Budgeted cost: £27,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to minibus running costs for community use	We continue to value our work within the community and it is an aspect that we build towards through our curriculum. It is a key skill that case study and impact data evidence proves to be beneficial for pupils	
Contribution to facilitation of EHCP administration processes	It is important that all of our pupils have relevant, detailed and accurate EHCPs to ensure that subsequent provision from a person centred approach is available to support provision and services	
Contribution towards DoE award scheme	The DoE provides our pupils with opportunities that they may otherwise not have experienced. We have a strong track record of supporting pupils through this	
Pupils have increased access to outdoor learning opportunities in a safe environment	Much research points to the benefits of outdoor learning being of benefit. One piece of Europe wide research involved our school. We value this approach	
Support for pupils to attend MSLD network activities	As a collaboration of 15 schools, we are committed to activities across the network.	
Contribution towards breakfast for schools programme	Evidence based support for pupils which is part of a national programme.	
<p>Highlight menu of approaches areas that are being met.</p> <p>Supporting pupils' social, emotional and behavioural needs</p> <p>Supporting attendance *</p> <p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips *</p> <p>Extended school time, including summer schools</p> <p>Breakfast clubs and meal provision *</p> <p>Communicating with and supporting parents *</p>		

**Total budgeted cost: £183,750**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

To assess our pupils performance we use a range of information due to our pupils complex needs. We use progress meetings on a termly basis to ensure that our pupils are on track to achieve. Our data shows that the interventions are having an impact. In line with Government guidance for pupil premium we are looking over a three year period.

DfE warns against comparing data over recent years due to the impact of covid. Our annual report of progress provides more detail on how we measure this.

The after effects of Covid are still being found and further show the importance of the activities and approaches being delivered.

## Further information (optional)

*We have had to contribute additional funding to meet the requirements outlined. We have seen impact in recent years from identified approaches and are committed to supporting our pupils needs.*

[Children and young people with SEND disproportionately affected by pandemic - GOV.UK \(www.gov.uk\)](https://www.gov.uk)