

The Birches Specialist Support School - Pupil premium strategy statement **2023 - 24**



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	The Birches
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	90 pupils see *
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2024 see **
D*ate this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	R.O'Hara Headteacher
Pupil premium lead	Annie Williams
Governor / Trustee lead	Alistair Dawson

***** This is the number of pupils recognised as being in receipt of Pupil Premium in our October 2023 census – this figure may go up or down during the year.

****** This is the new format for our Strategy Plan as introduced by the DfE for 2021/22 where they recommend using a 3-year plan for reporting purposes.

For this third year we are continuing to use of an annual plan as previous where we can report impact over the 2023 – 24 academic year. However, we will keep all of the wider educational impact measures the same over a 3-year time frame, however the curriculum focus will be adapted / added to on an annual basis- hence a slightly amended plan to reflect annual circumstances.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 131,645 A
Recovery premium funding allocation this academic year	£ 48,140 B
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 20,000*
Total budget for this academic year	£ 179, 785 A + B

**Please note, the £20,000 carried forward has been ring fenced for development of ICT resources identified on last years plan.*

Part A: Pupil premium strategy plan

Statement of intent

All pupils at The Birches School have an Education Health Care plan indicating a broad spectrum of barriers to learning. As a school we are committed to both raising targeted academic achievement as well as supporting the wider needs of all our disadvantaged pupils.

Pupils come to the school with a wide and diverse range of additional needs. The broad spectrum of needs, as well as varying individual circumstance, means pupil outcomes are not so easily attributed to socio-economic disadvantage as a single causal factor.

As many of the pupils can experience multiple barriers to learning, (cognitive, physical, communication or sensory needs) although our plan seeks to reduce any identified gaps in academic achievement between different groups of pupils, of equal importance is the support to the whole school community for these wider holistic barriers.

Following the adverse effects of education interrupted by COVID 19 and national lockdowns we are focusing on a range of initiatives to support the wider needs of:

- *Engagement in learning*
- *Communication*
- *Social Interaction*
- *Developing the above through Outdoor Learning & play*

Although there appears to be less statistical studies to show how children with complex additional needs have been effected by the pandemic (as we never have 'normalised' starting points). School is mindful that in 2023 – 24, pupils and their families are still experiencing 'post pandemic' impact upon their learning, where all the above criteria are still an important focus in how we enable our children to counteract the negative effects brought about by significant periods of national lock-down.

The school recognise that strong links between school and home are fundamental to pupil success and development. This is even more important following a time where direct parental access to school was reduced. Therefore, continuing to develop and enhance parental training opportunities, alongside access to shared learning for parents and carers to support overall parental engagement, will also feature in this

For 2023 – 24 we seek to continue with the work established in Maths development, whilst also adding in general ICT provision as an important aspect of how our pupils access learning. Whilst generally when reviewing our data report, there were no significant differences identified in progress between pupil premium and non – pupil premium pupils. However, following the Autumn 2023 data report, there are some differences in progress in Maths strands (number

and geometry) between pupil premium and non- pupil premium pupils and therefore this will feature in this year’s plan.

The format of this year’s Strategy Plan is based on the EEF Autumn 21 Guide with consideration of a tiered approach to school improvement. Hence, we recognise that high quality teaching is the fundamental driver to raising outcomes across all groups and all pupils regardless of disadvantage.

Through this tiered approach we have identified a mix of interventions at both individual and whole-school level. Whilst we wish to target pupils identified as disadvantaged, it is our strong belief that whole-school approaches equally serve to benefit all pupils within the school, and so wherever possible we will target spending on a wider cohort of pupils than just those who attract the funding.

Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils attending the school come from Central Manchester wards (Gorton, Longsight, Levenshulme). Hence we serve a demographic with high proportion of families on low income and associated socio-economic disadvantages.
2	School population and that of disadvantaged pupils shows a very diverse range of additional needs including: Autism / Severe learning difficulties / Profound and multiple learning needs
3	Through assessment and observation, a large proportion of our pupils show difficulties with sensory regulation and processing needs
4	Through assessment and observation, a large proportion of our pupils show difficulties with communication as a fundamental barrier to learning. This will include communication and expression of their needs and wants, in both verbal and non-verbal form.
5	Through assessment and observation, particularly post lockdown a large proportion of our pupils show an increased need for developing opportunities for social interaction.
6	Observation and discussion with families indicates that the wellbeing and emotional development of many of our pupils has been greatly impacted by the pandemic. National studies show this impact is more significant for disadvantaged families. Equally through lockdown a disproportionate number of our children spent time with little or no access to outside spaces, so the development of these opportunities across school is a key factor in our plan this year.
7	Our progress data from Summer 2023 did not identify a notable trend in different levels of academic progress between disadvantaged and non-disadvantaged pupils. Within the Autumn 2023 pupil progress report, there was a 20% difference between pupil premium and non- pupil premium pupils who achieved outstanding progress in number. Hence, we have chosen to continue from last year with a focus on Maths as an area that will benefit all pupils, specifically number and geometry. This year we will also include Literacy, with a particular emphasis on reading and phonics. We also seek to develop our global ICT

	provision as an important means of access to learning for all our pupils and supporting their understanding of safe ICT access, and developing diverse learning behaviours through the use of ICT.
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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
<i>Improved attainment for disadvantaged pupils in Maths and Literacy, relative to their identified starting points.</i>	Through continued whole-school focus on Maths & Literacy and specific targeted whole school events, our year end assessments show greater numbers of pupils evidencing improved performance in Maths & Literacy, particularly within reading, phonics and number.
<i>Improved access for disadvantaged pupils to appropriate ICT resources in order to access learning opportunities suitable to their need.</i>	Improved ICT provision across classes to better enable learning across all groups and improve ICT literacy.
<i>Pupils are better able to use a range of communication systems and strategies to develop both their receptive and expressive communication skills</i>	All pupils make recognisable achievement within communication targets and identified EHCP targets. Evidenced through individual case studies & global impact statements
<i>Disadvantaged pupils show increased confidence and independence within their social communication. In particular through development of access to Outdoor learning and Play.</i>	Evidenced through observations, discussions and individual case studies inc. feedback from pupils and families
<i>Disadvantaged pupils achieve greater access to a range of holistic therapies and interventions to positively effect their sensory regulation and positive wellbeing.</i>	Through observations, discussions and individual case studies inc. feedback from pupils and families informally and through EHCP meetings.
<i>All families across school (inc. those of disadvantaged pupils) have better access to school, both from discrete parental workshops and family learning events.</i>	Through observations and feedback from pupils and families to quantify stronger relationships between school, parents and families. Collaborative working will also support the holistic needs of pupils.

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: **£ 44,485**

Activity
<p>Development of maths Teaching across school with 1 teacher (HD) engaging with the local Maths Hub on Mastering Number Programme. (Completing year 3 of the program)</p> <p>Training above adapted to school needs and rolled out to all teachers /HLTAs to develop the quality of maths teaching through internal CPD.</p>
<p>Development of Literacy Teaching across school with 2 teachers (HC & BJ) engaging with the local SEN Literacy network to develop Reading & Communication pathways across school</p> <p>Training and feedback rolled out to teachers / HLTAs develop the quality of all Reading strands (inc. Sight Readers and Communication pathway) and clearly defined progress pathways</p> <p>Phonics training delivered by external providers and associated resources</p>
<p>Maths team to deliver Strand specific workshops throughout the year (geometry focus)</p> <p>Literacy team to deliver specific Reading events throughout the year to promote love of reading and reinforce phonics. Development of library area</p>
<p>Retention of a TA4 to deliver Forest School activities across all groups in school.</p>

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

Budgeted cost: £ **80,523**

Activity
<p>Purchase of an additional 2 days per week of Speech and Language Therapist (SALT) time, and additional hours of Higher Level Teaching Assistant in Communication Support Advisor role – 1 day per week (KS)</p>
<p>Purchase of an additional half day per week of Occupational Therapist (OT) time, and additional hours (1 day per week) of Higher Level Teaching Assistant to support with sensory processing needs (KS)</p>
<p>Appointment of a school Parent Support Advisor (PSA) to deliver a comprehensive programme working with parents and carers to develop a better understanding of SEN through targeted parental workshops.</p> <p>Plus additional time to facilitate improved transition work for new parents</p>
<p>Additional cover supplied to facilitate parents supported to access learning events to develop shared learning experiences in school.</p>

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

Budgeted cost: £15,229.25

Activity
Strand specific competitions (cohort/whole school) – for Maths & Literacy to increase enthusiasm and pleasure in the subject Sharing success – certificates linked to subject progress each half term
Purchase of One Education Music Therapy & Nordoff Robins Music Therapy to promote increased opportunities for pupils to engage in both 1:1 and group Music sessions to support emotional development, social interaction, communication and wellbeing

Total budgeted cost: £ Budgeted cost: **£154,563**

Additional improvement focus **YET TO BE ALLOCATED - £25,222**

TOTAL **- £179,785**

Part B: Review of outcomes from LAST 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.

Our internal assessments of Progress data during 2022/23 indicated that disadvantaged pupils academic and wider development outcomes were widely in line with progress made by pupils not in receipt of Pupil Premium. However, there were some slight differences in progress made between pupil premium and non- pupil premium children. These were for the areas of geometry (2% difference) and writing (5%) difference. Therefore, this will be an area to work upon with next academic years plans.

Our assessments and observations suggested that for many pupils, the disruptions of previous years being out of school, uncertainty and concern over their future and on-going social challenges, meant that whole school initiatives, not directly targeted at individual groups was a stronger ethical choice. We used pupil premium funding to help provide wellbeing support and targeted interventions across whole school to good effect.

Pupil premium vs Non-pupil premium Note: Specifically in writing, language and communication and geometry, the year end shows that across all three strands, the percentages of pupils in receipt of Pupil Premium making good progress are marginally better than those not in receipt of Pupil Premium. However, with such small sample sizes and marginal percentage differences it is very difficult to ascertain a significant statistical conclusion from this.

Case studies for Forest School impact have also been collated for pupil premium children with a clear articulation of their starting points and progress since they had started.

Review: aims and outcomes

Activity	Outcome
<p>Development of maths Teaching across school with 2 teachers (HD, MY) engaging with the local Maths Hub on Mastering Number Programme.</p> <p>This then rolled out further to all teachers / HLTAs lead to develop the quality of maths teaching through internal CPD via training schedule</p>	<p>HD & MY (Maths Coordinators) took part in Year 2 of the 4 year Maths Mastery course run by the Maths Hub. This will support whole school mastery approach to number. A whole school teacher meeting and wider staff meeting has taken place to ensure all staff understand the principles of MNP and it's delivery. Sharing of resources, sequencing and adaptive teaching methods for learners has been shared.</p> <p>Within the summer term data, 91% of pupils pupil's across KS1 and KS2 made outstanding progress within number.</p>
<p>Maths team to deliver Strand specific workshops – for Measurement & Geometry at start of each half term</p> <p>Strand specific resources to be ordered as part of workshops and to act as a hook to new learning</p> <p>Development of strand specific language mats – with the support of Maths Working Party (tbc) that will directly impact on classroom practice</p>	<p>In response to PP data, Measurement was a focus across school last year. Maths workshops ran every half term that from observation supported positive engagement from all pupil groups. These introduced new teaching ideas an engaged learners through the purchase of new motivating resources and supported all teachers in adapting their teaching practice to support engagement. Within the summer data report, 90% of pupils overall made outstanding progress in geometry.</p> <p>Pupils received aided language mats during workshops which really supported pupils understanding of key concepts. This was then fed forward into teaching and learning within the classroom following the workshops</p> <p><i>See Maths Action Plan – for evidence of Maths impact</i></p>
<p>Development of TA4 Forest school lead to directly impact upon personal development and pupils PPP targets.</p>	<p>VL has continued to develop practice within the Forest School to enhance the provision for the diverse range of learners we support. The resource space has developed considerably to allow pupils to develop curiosity, take measured risks, emotional literacy, social communication and an understanding of the world around them. The majority of classes have taken part in Forest school sessions. Pupil case studies show the impact of the provision on pupil personal development given then starting points and also progress within PPP targets derived from their EHCP.</p> <p><i>See VL for evidence of individual and group impact</i></p>

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

Activity	Outcome
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<p>Purchase of an additional 2 days per week of Speech and Language Therapist (SALT) time, and additional hours of Higher Level Teaching Assistant in Communication Support Advisor role – 3 days per week (JL)</p>	<p>Both additional external SaLT and internal Communication support role provided greatly enhanced Therapeutic interventions across the year.</p> <p><i>See SaLT Summary for evidence of SaLT impact</i></p>
<p>Purchase of an additional half day per week of Occupational Therapist (OT) time, and additional hours (½ day per week) of Higher Level Teaching Assistant to support with sensory processing needs</p>	<p>Both additional external commissioning of OT and internal HLTA support role provided greatly enhanced Therapeutic interventions across the year. Through this a number of our complex pupils were supported in the use of sensory regulation programmes to allow them to effectively access and engage in their learning.</p> <p><i>See OT Summary for evidence of OT impact</i></p>
<p>Appointment of a school Parent Support Advisor (PSA) to deliver a comprehensive programme working with parents and carers to develop a better understanding of SEN through targeted parental workshops.</p> <p>Plus additional time to facilitate improved transition work for new parents</p>	<p>Feedback from parents regularly shows the impact the PSA has on supporting parent and families. PSA was instrumental in supporting parents through specific individual interventions as well as workshops, a number of which were focused specifically on new families to better aid transition in to school. New workshops from Riding the Rapids and Grow & Rise made significant positive impact on parents and families.</p>
<p>Additional cover supplied to facilitate parents supported to access learning events to develop shared learning experiences in school.</p>	<p>Shared learning activities were planned for the year with positive feedback from parents – to be continued and extended to ensure we increase parental engagement in learning activities</p>

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

Activity	Outcome
<p>Enhanced ICT provision to allow all pupils (inc. those disadvantaged) greater access to learning opportunities provided by a broader curriculum through enhanced ICT resources and provision.</p>	<p>To be carried forward to 23-24</p>
<p>Strand specific competitions (cohort/whole school) – for Maths & Literacy to increase enthusiasm and pleasure in the subject</p> <p>Facilities for promoting subjects in World Maths Day and World Book day in 2022-23</p> <p>Sharing success – certificates linked to subject progress each half term</p>	<p>A range of subject specific event days were planned and delivered throughout the year – a number of Maths specific events, Science and reading events with all pupils engaging</p>
<p>Purchase of On Education Music Therapy & Nordoff Robins Music Therapy to promote increased opportunities for pupils to engage in both 1:1 and group Music sessions to support emotional development, social interaction, communication and wellbeing</p>	<p>A wide range of music events were provided across 22-23 – this range to be re-considered for 23-24. Numerous pupils engaged in this delivery</p> <p><i>See Music Overview for evidence of impact</i></p>

Service pupil premium funding (optional)

The school does not currently receive any additional funding for Service Pupil Premium

Further Information (optional)

Use this space to provide any further information about your pupil premium strategy.

Part C: Review of outcomes from THIS 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.

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Review: aims and outcomes

Activity	Outcome

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

Activity	Outcome

* [See additional info for School-Led Tutoring Grant](#)

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

Activity	Outcome
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Service pupil premium funding (optional)

The school does not currently receive any additional funding for Service Pupil Premium

Further Information (optional)

Use this space to provide any further information about your pupil premium strategy.