

Pupil premium strategy statement

This statement details our school'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	The Edith Borthwick School
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	17/9/21
Date on which it will be reviewed	17/7/22
Statement authorised by	Dan Woodman
Pupil premium lead	Lisa Solvey
Governor lead	Ruth Sturdy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,245
Recovery premium funding allocation this academic year	£23,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£32,104
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	£159,839

Part A: Pupil premium strategy plan

Statement of intent Challenges

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

Challenge number	Detail of challenge
1	Leadership capacity to drive the disadvantaged strategy.
2	Ensuring ALL learners access high quality teaching and learning at ALL times
3	Ensuring ALL learners access necessary therapeutic strategies when required/
4	Ensuring families have appropriate support and strategies to enable their children to thrive.
5	Specific learners struggling to access an experience rich curriculum

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
High quality leadership which promotes ownership of the strategy across the school	Leaders at all levels can articulate and exemplify the strategy.
High quality teaching and learning for all, including specific cpd to develop and retain staff	All teaching is good or better
Integrated, universal therapy strategies providing all learners with the support they need	Learners regulate well and can communicate appropriately.
Support to access an 'experience-rich curriculum' within and beyond school	No learner is excluded from accessing curriculum experiences
Targeted family support to enrich and improve experiences and opportunities outside of school	Families feel empowered to support their children.

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.

High quality leadership which promotes ownership of the strategy across the school

Budgeted cost: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to NPQ programmes	Strong leadership results in high quality support and monitoring to drive school improvement	1, 2
Further develop leadership at all levels through additional training (e.,g. Aspiring Leaders)	Strong leadership results in high quality support and monitoring to drive school improvement	1,2
Support leaders to be as efficient as possible through external coaching	Coaching enables leaders to become more autonomous	1,2
Focussed TLRs to drive curriculum improvement	Strong leadership results in high quality support and monitoring to drive school improvement	1,2, 4, 5

High quality teaching and learning for all, including specific cpd to develop and retain staff

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop schedule for lesson visits and assessment to ensure effective support for teaching and learning to continually improve, including learning walks, governor monitoring and peer lesson visits	High quality teaching has the biggest positive impact for disadvantaged learners.	2, 3, 5

Focussed group and individual CPD planned linked to school and individual development priorities	Continually improving teaching and professional development aids teacher retention and quality of teaching has the biggest impact for disadvantaged learners.	1,2,3,5
--	---	---------

Integrated, universal therapy strategies providing all learners with the support they need

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed CPD and monitoring cycle to be led by therapy team	Well selected and consistently applied support strategies, including communication and sensory integration, ensure learners are more likely to engage and progress.	2,3
Complete 'The Balanced System' project to further improve therapeutic offer	Balanced System has improved speech and language/communication outcomes in 6 Local Authorities across the country.	3

Support to access an 'experience-rich curriculum' within and beyond school

Budgeted cost: £10,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to identify and offer financial support to disadvantaged learners to access specific activities, e.g. karate, swimming, residential.	Disadvantaged learners lack wide range of experiences.	4
School to identify and offer additional therapeutic experiences, e.g Manna's Ark, horse riding, music therapy.	Disadvantaged learners are more likely to experience mental health difficulties and require additional therapeutic input.	4

Targeted family support to enrich and improve experiences and opportunities outside of school

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to access additional training to run team around family meetings efficiently.	Strong communication and open communication will improve opportunities and support.	5
Family worker team to evidence impact of their intervention support work.	Time specified, focussed interventions are more likely to have positive impact.	5

Total budgeted cost: £159,839

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 2019 to 2021 academic years.

PRIORITY 1 HIGH QUALITY LEADERSHIP WHICH PROMOTES OWNERSHIP OF THE STRATEGY ACROSS THE SCHOOL					
Member of staff responsible: Dan W					
Objectives	Actions to be taken	By whom	By when	Resources	Progress
Restructure leadership team to create greater capacity to embed strategy	<ul style="list-style-type: none"> *Create restructure proposal and share with governors *consult with affected parties *Go through formal consultation *Create clear roles and responsibilities within new structure *recruit to positions *Induction for appointee staff 	<ul style="list-style-type: none"> Dan Dan Dan Existing SLG Dan Dan 	<ul style="list-style-type: none"> December 19 Jan 20 Jan-Feb 20 Feb 20 March 20 Summer term 20 		<ul style="list-style-type: none"> Complete and consultation process finished. Interviewing for AH posts March 13th 2020 Team recruited and in post to start Sep 20 Leadership team driving strategy with class team.
Clear monitoring and support processes planned and embedded	<ul style="list-style-type: none"> *Whole school monitoring timetable drawn up, consulted upon and put into practice. *Monitoring template created and agreed processes for recording and storing. *Monitoring to inform next steps 	Dan & wider staff team	April 2020	Time	This has been delayed due to COVID taking priority.
		Dan & SLG	April 2020	Time	Quality of T&L monitoring process in place with ½ termly pupil progress meetings.
		SLG	July 2020	£1,000	

Ownership of strategy embedded into PMR for all	<ul style="list-style-type: none"> *Clearly articulated PMR goals for all staff linked to PPG strategy *Share Disadvantage strategy at staff meeting & display in school. *SLG to promote routinely through staff meeting/phase meeting/climate walk 	SLG	July 2020	Blue Sky (training & PMR tracker) Time for PMR £500	Bluesky is in place and being used for PMR.
---	---	-----	-----------	---	---

PRIORITY 2 HIGH QUALITY TEACHING AND LEARNING FOR ALL, INCLUDING SPECIFIC CPD TO DEVELOP AND RETAIN STAFF

Member of staff responsible: MAGGIE

Objectives	Actions to be taken	By whom	By when	Resources	Progress
1. Develop individual improvement and development plans	<ul style="list-style-type: none"> *Research and identify a software package to support teacher PMR *Blue Sky training for senior team *Planned roll out and training for teaching team *Planned roll out and training for TAs & support staff *Introduce T&L tracker to support development *Develop and deliver induction program 	<ul style="list-style-type: none"> Dan & Becky Becky Becky Deputy 	<ul style="list-style-type: none"> Feb 2020 July 2020 Sep 2020 Apr 2021 	<ul style="list-style-type: none"> Software package circa £1,000 	<ul style="list-style-type: none"> Identified Blue Sky & have accessed webinar Training taken place. All teachers using BlueSky. T&L tracker in place and reviewed termly. Induction program successfully implemented and evaluated
2. Whole school CPD planned, delivered and evaluated to reflect key strategy – high quality teaching	<ul style="list-style-type: none"> *Monitoring, SEF, Blink feedback & individual improvement plans to be used to shape required CPD. *Plan yearly cycle of whole school & individual CPD *Evaluate training and impact 	<ul style="list-style-type: none"> SLG Dan & Becky SLG 	<ul style="list-style-type: none"> June 2020 June 2020 Ongoing 		<ul style="list-style-type: none"> Teacher CPD planned and shared (Sep 20) NQT and RQT increased training to rapidly upskill in place.
3. Staff retention and morale is strong	<ul style="list-style-type: none"> *See above targets *Staff survey focused on CPD to measure impact *Staff experience group to be formed & meet regularly *Staff insurance package to include quick access to counselling/physio. 	Dan	Oct 2020	<ul style="list-style-type: none"> Welbee survey £180 	<ul style="list-style-type: none"> Welbee survey shows positive improvement of morale. Positive feedback from staff re accessing counselling.

PRIORITY 3 INTEGRATED, UNIVERSAL THERAPY STRATEGIES PROVIDING ALL LEARNERS WITH THE SUPPORT THEY NEED

Member of staff responsible: SJ / EMMA

Objectives	Actions to be taken	By whom	By when	Resources	Progress
1.All learners core therapeutic needs are met	<ul style="list-style-type: none"> *Embedded universal strategies are carried over from class to class and professional to professional in exemplary fashion. *Checklist of whole class and individual strategies available. *Clear therapeutic expectations created for whole school & individual class *Therapy climate walk planned in phases (termly) *Teachers complete referral for new learners/learners presenting need as appropriate 	<ul style="list-style-type: none"> Therapy team to facilitate Teachers DH, AH & therapist Teachers DH, AH & therapist Teachers 	<ul style="list-style-type: none"> April 2020 July 2020 July 2020 Sep 2020 Ongoing 	<ul style="list-style-type: none"> Time & CPD costs Time Time Time Time £15,000 	<ul style="list-style-type: none"> Universal strategies embedded within proactive behavior support, guidelines and super 7. Training for all interventions drawn up and accessible for all teachers. Therapy training timetable in place. Sep therapy climate walk complete. Referral process in place.
2.Specialist therapeutic input has a positive and timely impact	<ul style="list-style-type: none"> *Climate walks/focused observations linked to individual strategies. (termly) *Referral process to therapy team for individuals *1/2 termly impact evaluation between therapy team & phase leadership (DH & AH) 	<ul style="list-style-type: none"> Becky SJ/Emma DH,AH, Therapist 	<ul style="list-style-type: none"> July 2020 In place July 2020 	<ul style="list-style-type: none"> £45,000 	<ul style="list-style-type: none"> Did not take place due to COVID, to reintroduce in Sep 20. Referral process in place. ½ termly update system in place.

3. Teacher and TA practice incorporates strong therapeutic strategies	*Universal strategy expectations shared with staff.	SLG	July 2020		Therapy team embedded within the school. Induction has therapy specific thread for all. Elklan completed by teaching staff – offer for wider team when Libby B returns.
	*Induction for new staff includes specific guidance on universal strategies	SLG	In place		
	*Planned CPD for specific individuals and classes.	DH	July 2020		
	*Accredited courses offered to staff (e.g. Elklan)	SLG	Ongoing		

PRIORITY 4 SUPPORT TO ACCESS AN 'EXPERIENCE-RICH CURRICULUM' WITHIN AND BEYOND

Member of staff responsible: AMANDA

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress
1. All learners access the full curriculum	*Financial support to be offered to individuals to access activities, e.g. swimming. *Equipment specific to individual....	Amanda	Ongoing	Cost of support £1,000	Learners are able to access all curriculum activities.
2. Planned SMSC and enrichment activities are well planned throughout school life	*Yearly planner to incorporate SMSC events for all *additional therapeutic experiences tailored to individual	AHs	July 2020	Cost of visits/visiting professionals £1,000	Yearly planner shows planned enrichment and wide range of opportunities.
3. Residential experiences are sequentially planned and are accessible for all	*Residential aims and policy to be produced. *Clear residential pathway evident throughout the school	SLG	October 2020	Cost of residential £4,000	

PRIORITY 5 TARGETED FAMILY SUPPORT TO ENRICH AND IMPROVE EXPERIENCES AND OPPORTUNITIES OUTSIDE OF SCHOOL

Member of staff responsible: TASHA H

Objectives	Actions to be taken	By whom	By when	Resources	Progress
------------	---------------------	---------	---------	-----------	----------

<p>1. Families are supported to establish positive routines and experiences for learners.</p>	<p>*Family worker team to target specific individuals and families to embed specific routines/rituals, e.g. bedtime, eating or transitions. *Regular monitoring and review of impact (1/2/ termly)</p>	<p>Tasha & Pastoral lead Pastoral Lead</p>	<p>July 2020 October 2020</p>	<p>Family worker team Time £23,250</p>	<p>Family worker team support over 50% learners. Lisa S to lead FW team and monitor impact.</p>
<p>2. Family information and training sessions support learner progress</p>	<p>*Parent survey to identify areas of support required. *Plan parent information, training and workshops events. *Evaluate impact of programme</p>	<p>Adam Adam Adam & Pastoral lead</p>	<p>Dec 2019 April 2020 Ongoing</p>	<p>SurveyMonkey/ Leadership matters Time & cost of external training/refreshments Time £1,275</p>	<p>Complete Parent workshop timetable in place.</p>
<p>3. Team around the Family (TAF) process is developed and embedded.</p>	<p>1. Pastoral team to access TAF training 2. Teachers updated re TAF process</p>	<p>Lisa S & Family workers</p>	<p>Feb 2021 March 2021</p>	<p>Time for training Time for meetings</p>	<p>Team completed training and TAF meetings running in school. Quicker input for families when they need support.</p>