



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	Batchwood School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	65%
Current year that our pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Jonathan Kemp, Headteacher
Pupil premium lead	Jonathan Kemp
Governor	Richard Gathard, Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,485
Recovery premium funding allocation this academic year	£17,980
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£75,465

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil premium strategy is to:

1. Improve the rates of **progress** across all key stages for students eligible for PP
2. Identify any attainment gaps and put in place appropriate **interventions** to support rapid progress
3. Improve **Attendance** for all students eligible for PP
4. Put support in place for students with mental health or **wellbeing** concerns

Challenges

Barriers to future attainment
In-school barriers
Well-being: Our cohort has a number of complex Social & Emotional needs. These are often issues surrounding Mental Health and well-being that contribute significantly to underachievement
Prior attainment: over 80% of students enter Batchwood School with low PA, therefore the challenge is to enable students to achieve their Expected Levels of progress. Whilst data suggests this is difficult, nevertheless we will put in place a number of strategies to 'bridge the gap' and work with students so that ELP are achieved.
Aspirations & Motivation: For many of our disadvantaged students, there are issues surrounding long term aspirations
Organisation: A number of our disadvantaged students have a lack of organisational & self-management skills
External barriers
Attendance rates for students eligible for PP are significantly below the school target for all students. This reduces their school hours and contributes significantly to underachievement
40% of parents/carers do not attend key events at school such Information Evenings and Parents Evening

Intended outcomes

These are 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
Improve the rates of progress across all key stages for students eligible for PP	Students will achieve their target grades and there are no 'in house' gaps between PP and non-PP students
Identify any attainment gaps and put in place appropriate interventions to support rapid progress	KS4 students will make rapid progress towards their target grades through identified interventions and increased staff support, particularly in the core subjects

Improve Attendance for all students eligible for PP	Whole school attendance reaches school target of 89%
Put support in place for students with mental health or wellbeing concerns	All students will access the appropriate therapeutic support to enable the development of both their wellbeing and academic growth

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure gaps in students learning are identified and that staff resources are used effectively to facilitate 'catch up' so that all students are able to raise their levels of achievement with appropriate extra support	<ul style="list-style-type: none"> Sutton report concludes that this a moderate impact, high cost strategy, however Batchwood students need the support in class to bridge gaps from Covid and missed learning as well as engendering confidence to work independently. 4 x TA's is a significant investment in ensuring identified students have their learning needs met strategically Appoint 4 extra Support Staff to work with identified group of students/students Support staff work with identified classes where 'catch up' is required Students make ARE progress 	1 and 2

Targeted academic: Budgeted cost: £47,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide a wide range of Therapeutic strategies to support students with mental health or wellbeing concerns	<p>Sutton Report concludes this is a high impact, low cost strategy.</p> <p>High engagement in Therapeutic and Counselling sessions (30 students a week)</p> <p>Content in RSHE lessons surrounding Emotional Intelligence/Resilience</p>	4

	<p>Continued employment of:</p> <ul style="list-style-type: none"> • Assistant Clinical Psychologist (£31250) • Psychiatric Nurse (£8192) • Counsellor 1 (£3972) • Counsellor 2 (£3972) • Working with 29 identified students a week 	
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Wider strategies: Budgeted cost: £7480

Activity	Evidence that supports this approach	Challenge number addressed
To appoint an Attendance Officer to improve the attendance of all students so that whole school attendance is at the national average	<p>March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stages 2 and 4. The findings for both Key Stages show that in general, the higher the absence rate, the lower the likely level of attainment. At KS4 the study reports that:</p> <p>'... pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics, than pupils missing 15-20% of Key Stage 4 lessons.'</p> <ul style="list-style-type: none"> • Student attendance reaches school target of 89% • No 'in house' variances for any vulnerable groups • Students are motivated through attendance league tables • Student achievement is raised so that 90% of KS3 reach ARE • Attendance officer appointed 	3

Total budgeted cost: £134,866

Please note, we may not receive the full amount due to changes in cohort/partial funding but we will still be spending the above amount as we are committed to closing gaps in attainment and achievement for disadvantaged students as well as ensuring they receive appropriate provisions. The shortfall of £59,401 will be met through the school indicative budget.