

Pupil premium strategy statement – Batchwood 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	111
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	R Whitaker
Pupil premium lead	R Whitaker
Governor / Trustee lead	D Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£59,850

Part A: Pupil premium strategy plan

Statement of intent

At Batchwood school, we are committed to providing every pupil, particularly those who are eligible for Pupil Premium funding, with the opportunities, support, and resources they need to thrive academically, socially, and emotionally. Our focus is on improving outcomes, enhancing well-being, and ensuring that all students are equipped to achieve their potential in a supportive and inclusive environment. Our intention is for all pupils eligible for PP funding to make strong progress in their:

- Overall attendance
- Academic outcomes
- Mental health and well-being.
- Progression to high-quality further education routes

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In summary, our intent is to create a holistic and supportive environment for our Pupil Premium students that goes beyond academic achievement. By addressing attendance, academic progress, and mental health together, we will equip students with the skills, knowledge, and emotional well-being they need to succeed both inside and outside the classroom.

Challenges

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

Challenge number	Detail of challenge
1	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
2	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
3	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.
4	Aspirations & Motivation: For many of our disadvantaged students, there are issues surrounding long term aspirations

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
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: £ 20,000

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"> Qualifying teachers – ensure teachers are working towards QTS to ensure high quality teaching in all subject areas. 'National Foundation for Educational Research (NFER) 2020' Support staff work with identified classes where 'catch up' is required Students make ARE progress	3 and 4

On going staff CPD	<ul style="list-style-type: none"> • Provide staff with the necessary skills and knowledge to support pupils in the classroom and also in wider context of the school including mental health and well-being. 	1, 3 and 4
--------------------	--	------------

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

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</p> <p>Content in RSHE lessons surrounding Emotional Intelligence/Resilience</p> <p>Continued employment of:</p> <ul style="list-style-type: none"> • Mental Health and well being lead • Psychiatric Nurse • Counsellor x 2 • Well being mentor 1 • Well being Mentor 2 <p>Working with 29 identified students a week</p>	1
One to One English 'That Reading Thing Intervention'	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit." (Education Endowment Foundation, 2021). One to one tuition allows for greater communication, relationship building and will address gaps in knowledge for individual pupils.	2
One to One Spelling 'That spelling thing'	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit." (Education Endowment Foundation, 2021). One to one tuition allows	2

	for greater communication, relationship building and will address gaps in knowledge for individual pupils.	
--	--	--

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

Budgeted cost: £ 29,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To appoint an Attendance Officer to improve the attendance of all students so that whole school attendance is at the national average</p> <p>Appoint a home liaison worker to help provide targeted individualised, early intervention for pupil absence</p>	<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 <p>Attendance officer appointed</p>	3
Breakfast and Snacks available for all pupils	Our own research has seen an improvement when breakfast has been provided to pupils.	1
Residential trip for year 9 pupils	Increased sense of belonging and well-being. As a result of confidence building and team building activities	1 and 4

Total budgeted cost: £ 76,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that pupils eligible for pupil premium funding broadly attain at the same levels as non-pupil premium pupils at the school. All Year 11 disadvantaged pupils secured placements to their college placements of choice with the exception of 1 this is in line with the cohort as a whole.

The well-being and mental health outcomes were positive with 30 pupils a week regularly accessing the level of intervention required. The well-being interventions are well established and embedded and will continue to develop with the guidance of our new Mental health lead.

Attendance remains a concern with the whole school attendance at 80.1% and PP students 75.5% for the last academic year. This is something we are hoping to address with early intervention in the new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider