



**Student Premium 2020-2021 Review Report
Bents Green School**

Student Premium Allocation 2020-2021

Due to the Covid-19 Pandemic, a decision has been made to extend and expand on the previous year's target to ensure they were fully implemented.

SUMMARY INFORMATION

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| Type of special educational needs and disability | Speech, Language and Communication | Date of most recent student premium review: | N/A |
| | | Date of next review: | July 2021 |
| Total number of students: | 255 | Total student premium budget: | £77355 |
| Number of students eligible for student premium: | 81 | Amount of student premium received per child: | £955.81 |

BARRIERS TO FUTURE ATTAINMENT

Students at Bents Green School have a diverse range of needs deriving from their autism diagnosis and their learning difficulties. Attendance rates are high for the vast majority of students eligible for the PP funding and punctuality is generally not an issue as students arrive on LA transport. The majority of the students are diagnosed ASD but all have diverse needs and therefore diverse barriers to their future learning, progress and attainment.

Academic barriers:

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| A | <p>Student wellbeing</p> <p>Student Wellbeing is a priority for Bents Green as students will not make academic progress until their wellbeing needs have been met. This barrier has to be overcome for maximum learning to take place.</p> |
| B | <p>Student's special educational needs (SEN)</p> <p>Student's SEN must be taken into consideration to ensure progress in learning. For some students their SEN barriers have a significant impact on their ability and confidence to engage in the curriculum.</p> |

ADDITIONAL BARRIERS

External barriers

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| C | Many of our students have external agency involvement, for some students engaging with these services can at times be a barrier |
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INTENDED OUTCOMES

| Desired outcomes | | Success criteria |
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| A | <p>Student wellbeing</p> <ul style="list-style-type: none">• There is an improvement in engagement and attendance in lessons through increased emotional resilience as facilitated by the Intervention and disseminated to class teams to ensure continuity of provision.• There is an improvement in the ability of students to manage their behavior prior to, and when dysregulated, through the use of specific strategies as identified through the intervention team• Students are able to articulate and identify strategies to support their emotional wellbeing.• Staff feel confident in delivering interventions to support student wellbeing | <p>Students eligible for PP who are targeted for intervention in relation to their wellbeing including self-esteem will show they are relaxed when learning and in social situations, show increased engagement in learning and, for some, have a decrease in the number of low level and significant incidents</p> |
| B | <p>Student's SEN</p> <ul style="list-style-type: none">• Ninety percent of students eligible for the Student Premium funding make expected and better progress in all areas as measured through termly data capture• Staff trained in literacy and numeracy specific interventions e.g. Numicon, Dyslexia, Reading for Inference• Students will, to a level appropriate for them, understand their SEN and will implement strategies to support their learning | <p>At termly data capture, students eligible for the Student Premium funding will be on track to make expected and better by the end of the 2019-2020 school year. Students are able to talk about their SEN and how this affects them. Staff feel confident in delivering interventions to support literacy and numeracy</p> |

Planned expenditure

| Desired outcomes | Approach | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review? |
|--|--|---|--|------------|-----------------------|
| <p>Student wellbeing</p> <p>There is an improvement in engagement and attendance in lessons through increased emotional resilience as facilitated by the Intervention and disseminated to class teams to ensure continuity of provision.</p> <p>There is an improvement in the ability of students to manage their behavior prior to, and when dysregulated, through the use of specific strategies as identified through the intervention team</p> <p>Students are able to articulate and identify strategies to support their emotional wellbeing.</p> <p>Staff feel confident in delivering interventions to support student wellbeing</p> | <p>All Teaching Assistants trained in the delivery of specific interventions e.g.: Mighty Minds, Sensory circuits, Bereavement, TT10, Flower125, Intensive interaction, SCERTS</p> | <p>Many of the students eligible for the student premium funding are new to the school in September 2019 and more in September 2020 and a barrier to attainment for them is, understandably, becoming accustomed to a new school with new expectations and ways of working as well as forming relationships with staff and other students.</p> <p>Many of the students eligible for the Student Premium funding display high levels of anxiety and low wellbeing linked to their SEN needs</p> <p>EEF findings indicate that some programmes that develop PHSE type skills and knowledge have been scientifically evaluated and have been found to augment emotional wellbeing, behaviour and academic performance. Durlak et al (2011) found that the typical programme raised outcomes on social and emotional learning by around 11 percentile points.</p> | <p>Intervention tracker demonstrates that all trained staff are able to delivering specific interventions disseminating information to class teams.</p> <p>CPD schedule to ensure all staff trained in relevant interventions.</p> <p>The impact the intervention plans is reviewed termly by the Phase Lead and the Deputy Head Teacher through the use of tracker data.</p> <p>Termly data collection and CPOMS narratives to demonstrate the qualitative and quantitative impact of interventions</p> | <p>SLT</p> | <p>Termly</p> |

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| <p>Student's SEN</p> <p>Ninety percent of students eligible for the Student Premium funding make expected and better progress in all areas as measured through termly data capture</p> <p>Staff trained in literacy and numeracy specific interventions e.g. Numicon, Dyslexia, Reading for Inference</p> <p>Students will, to a level appropriate for them, understand their SEN and will implement strategies to support their learning</p> | <p>CPD and INSET in Numicon, Reading for Inference and Dyslexia including resources</p> <p>Reading tests for all students</p> <p>Staff trained in delivering reading tests</p> | <p>Students eligible to the Student Premium funding are currently making accelerated progress and out-performing students not eligible and the school seeks to continue this as a trend over time.</p> <p>EEF Guidance states on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to students' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> | <p>The class staff team know students well and understand their needs in terms of gaps in learning, misconceptions, barriers to learning and next steps.</p> <p>Data collection indicates progression in line with expectations.</p> <p>Reading ages improve across time</p> <p>Engagement in lessons and behaviour improves as monitored through the tracking system</p> | <p>SLT and Class Teachers</p> | <p>Termly</p> |
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Review of expenditure: 2020-2021

| Desired outcome | Chosen action | Impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) |
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| <p>Student wellbeing</p> <p>There is an improvement in engagement and attendance in lessons through increased emotional resilience as facilitated by the Intervention and disseminated to class teams to ensure continuity of provision.</p> <p>There is an improvement in the ability of students to manage their behavior prior to, and when dysregulated, through the use of specific strategies as identified through the intervention team</p> <p>Students are able to articulate and identify strategies to support their emotional wellbeing.</p> <p>Staff feel confident in delivering interventions to support student wellbeing</p> | <p>All existing staff Teaching Assistants trained in the delivery of specific interventions e.g.: Mighty Minds, Sensory circuits, Bereavement, TT10, Flower125, Intensive interaction, SCERTS</p> | <p>A significant number of students received interventions as logged on the intervention trackers.</p> <p>Students who have had interventions have seen a reduction in significant behavior incidents.</p> <p>These students are now able to participate in identifying their emotions and co-constructing strategies to manage their emotions.</p> <p>Parents have commented that their child feels safe in school and that behavior is good.</p> <p>Staff have grown in confidence in delivering interventions.</p> | <p>Staff require time to prepare resources to support these interventions.</p> <p>CPD calendar to reflect this for 2021-2022</p> <p>Intervention trackers to be linked to behavior tracker</p> |
| <p>Student's SEN</p> <p>Ninety percent of students eligible for the Student Premium funding make expected and better progress in all areas as measured through termly data capture</p> <p>Staff trained in literacy and numeracy specific interventions e.g. Numicon, Dyslexia, Reading for Inference</p> <p>Students will, to a level appropriate for them, understand their SEN and will implement strategies to support their learning</p> | <p>CPD and INSET in Numicon, Reading for Inference and Dyslexia including resources</p> <p>Reading tests for all students</p> <p>Staff trained in delivering reading tests</p> | <p>Students eligible for Student Premium funding. matched their peers not entitled to the funding in terms of progress.</p> <p>Due to school being suspended for most students and home learning taking place from March the last term of interventions didn't take place.</p> | <p>Data collection has been hampered by COVID so we haven't seen the impact of a year of interventions.</p> <p>We will not be surprised to see a dip in progress during the first term of 21/22 as a result of time off due to Covid and we are reviewing the COVID Cath Up funding to look at addressing this.</p> |

