



STUDENT PREMIUM STRATEGY STATEMENT

**BENTS GREEN SCHOOL
2021/2022 to 2024/2025**

SCHOOL OVERVIEW

Detail	Data
School name	Bents Green
Number of students in school	285
Proportion (%) of student premium eligible students	39%
Academic year/years that our current student premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sacha Schofield, Executive Headteacher
Student premium lead	Sacha Schofield
Governor / Trustee lead	Mark Raynor

FUNDING

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£117995
Recovery premium funding allocation this academic year	£ £35,955
Student premium funding carried forward from previous years	£0
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	£153950

This statement details our school's use of student premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

PART A: STUDENT PREMIUM STRATEGY PLAN

Statement of intent

Our aim is to use student premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum

Our students have experienced significant disruption due to the COVID 19 pandemic and this has affected their mental health, emotional resilience and school readiness. 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.

All of our students have speech, language and communication needs (SLCN) as identified in their EHCP. These must be supported to ensure progress in learning. For some students their SLCN have a significant impact on their ability and confidence to engage in the curriculum.

Many of our students do not have the opportunity to experience outdoor and practical activities due to their vulnerability in the community. Outdoor activities help support the social, emotional, spiritual, physical and intellectual development of their learners whilst also encouraging a positive relationship with the outdoor, natural world..

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school and ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for students that have been worst affected, including non-disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>All of our students have speech, language and communication needs (SLCN) as identified in their EHCP. These must be supported to ensure progress in learning. For some students their SLCN have a significant impact on their ability and confidence to engage in the curriculum.</p> <p>Through reviewing their EHCPs, consulting with our speech and language therapist assessments, observations and discussions with students is apparent that disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.</p>
2	<p>Many of our students do not have the opportunity to experience outdoor and practical activities due to their vulnerability in the community. Outdoor activities help support the social, emotional, spiritual, physical and intellectual development of their learners whilst also encouraging a positive relationship with the outdoor, natural world.</p> <p>Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.</p>
3	<p>Our students have experienced significant disruption due to the COVID 19 pandemic and this has affected their mental health, emotional resilience and school readiness. 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> <p>Through conversations with families during the pandemic and in annual reviews, coupled with our own observations and discussions with students we are aware that the education, wellbeing and wider aspects of development of many of our disadvantaged students have been impacted by the pandemic to a greater extent than for other students. These findings are backed up by several national studies.</p>
4	<p>Our assessments, observations and discussions with pupils and families demonstrate that the education of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p>

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
<p>Increased staff confidence in how to provide the best support for children with SLCN</p> <p>Teachers understand what is meant by a communication-friendly classroom and demonstrate this in their practice</p>	<p>4 x TAs across sites to complete either Speech and Language Support for Students with Severe Learning Difficulties (SLD) and/or Communication Support for Verbal Students with ASD ELKLAN accredited e-learning course/s at Level 3</p> <p>2 Teachers to access non-accredited ELKLAN e-learning sessions prior to going on to become Lead Communication Practitioners and completing their Level 4 training through STEP 2.</p> <p>CPD for all staff with a language and communication focus with SLCN</p> <p>Staff audit to monitor effectiveness of training</p> <p>Learning walks/lesson observations to monitor the impact</p> <p>All students have a communication target and can evidence their progress against their target.</p> <p>Feedback from parent and student questionnaires</p> <p>Communication Friendly Settings (CFSe) Award</p> <p>Achievement of EHC plan termly outcomes</p>
<p>Outdoor Learn-ing</p> <p>Students will demonstrate an increase in their self-belief, con-fidence, learn-ing capacity, enthusiasm, communication and problem-solving skills and emotional well-being through being stimulated by the outdoors experience.</p> <p>Students develop healthier lifestyles</p> <p>Students learn how to under-take a range of practical activities and carry out small achievable tasks.</p> <p>Students develop an appreciation of the environment and life-long relationship with nature.</p>	<p>Additional staff member at Gleadless trained as a Forest School provider (2 years) with outdoor first aid qualification</p>
<p>Wellbeing</p> <p>Bents Green Staff across both sites trained in delivering high quality ELSA, Lego Therapy,</p>	<p>Staff trained in interventions across all sites</p> <p>CPD sessions</p> <p>External training sessions</p> <p>Calendared sharing of practice.</p>

Mighty Minds, Behaviour Box, TT10 and Trauma informed interventions. Additional staffing to provide small group and 1:1 interventions to be delivered to support student wellbeing and engagement.	Intervention trackers Senior leaders to ensure that a strategic approach is applied.
Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£7935**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff audit to monitor effectiveness of training Learning walks/lesson observations to monitor the impact All students have a communication target and can evidence their progress against their target. Parent and student questionnaires Communication Friendly Settings (CFSe) Award CPD schedule	Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. EEF studies report that studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1
Forest School Gleadless Curriculum Lesson observations Levels of Engagement Forest School qualification and accreditation	Dr Janine Coates of the School of Sport, Exercise and Health Sciences and Dr Helena Pimlott-Wilson of the Department of Geography have conducted preliminary research in two primary schools in Nottinghamshire, one early years foundation class (4-5 years) and a Year 4 class (8-9 years).	2

	Their initial findings suggest that engaging in a Forest School can contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ £35,955**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: **£110060**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff trained in interventions across all sites CPD sessions External training sessions Calendared sharing of practice. Intervention trackers Senior leaders to ensure that a strategic approach is applied.	As a Trauma Informed School, student wellbeing is at the heart of the curriculum at Bents Green. Ensuring that our staff have a plethora of skills, resources and approaches will ensure that our students have access to focussed, personalised interventions. According to the EEF Research interventions focussing on Social and Emotional Learning can increase attainment by +4 months progress.	3

Total budgeted cost: £153950

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

Despite a robust high quality remote learning offer in line with DFE guidelines and resources provided by the Oak National Academy many of our students struggled to engage with online learning due in part to their compartmentalised view of home and school.

Our internal assessments during 2020/21 indicated that students eligible for Student Premium funding matched their peers not entitled to the funding in terms of progress however, this data has been hampered by COVID so we haven't seen the full impact of a year of a year of academic interventions.

Our assessments and observations suggested that for many students, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used student premium funding to help provide wellbeing support and targeted interventions where required.

A significant number of students received wellbeing interventions as logged on the intervention trackers. Students who have had interventions have seen a reduction in significant behaviour incidents. Many are now able to participate in identifying their emotions and co-constructing strategies to manage their emotions. Parent surveys have indicated that they feel their child feels safe in school and that behaviour is good. Staff have grown in confidence in delivering interventions.

The impact of all of these challenges was greatest on our disadvantaged students, as has been evidenced across the country, and they were not able to benefit from our student premium funded improvements to teaching or targeted interventions to the degree that we intended.