



# **STUDENT PREMIUM STRATEGY STATEMENT**

**BENTS GREEN SCHOOL  
2022/2023 to 2025/2026**

## SCHOOL OVERVIEW

Detail	Data
School name	Bents Green
Number of students in school	302
Proportion (%) of student premium eligible students	123 (40%)
Academic year/years that our current student premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Laura Rzepinski & Aileen Hosty (Co-headteacher)
Student premium lead	Laura Rzepinski
Governor / Trustee lead	Mark Raynor

## FUNDING

### Funding overview

Detail	Amount
Student premium funding allocation this academic year	£121,155
Recovery premium funding allocation this academic year	£136,344
Student premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£257,499

This statement details our school's use of student premium (and recovery premium for the 2022 to 2023 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 and interventions 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.

Given the impact of the pandemic, issues such as securing high levels of attendance are prominent along with supporting students mental health, emotional resilience, and wellbeing. Student Wellbeing is a priority for Bents Green as students will not make academic progress until their wellbeing needs have been met. This barrier must be overcome for maximum learning to take place. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Therefore specific evidence needs to be considered to ensure we are best meeting the needs of our students.

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. Phonics/ Reading, communication strategies across school and interventions will be a focus for the school.

Teaching and learning needs to be a priority to ensure that the curriculum is designed, developed, and delivered as effectively as possible. Spending on developing high quality teaching may include investment in professional development, training, and support for early career teachers, along with recruitment and retention. There will be a focus on upskilling teachers and TAs to ensure all our students needs are met.

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. We will focus spending on resourcing and supporting a curriculum that addresses these needs.

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.

## 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>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 following 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> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. We may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <p>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</p> <p>The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p> <p>The EEF Toolkit has a strand on social and emotional learning and behaviour intervention</p>
4	<p>Students' ability to read. Studies show that disadvantaged students find engaging with reading more difficult. Pupils may require targeted academic support to assist language development and literacy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p>

	Supporting resources: The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. The EEF has dedicated web pages on effective approaches to support literacy and numeracy
5	Attendance following the pandemic has been very difficult for some of our most disadvantaged students. There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan for pupil premium (2025)**, 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, all staff develop in this area.</p> <p>Staff audit to monitor effectiveness of training – staff knowledge and identification of support has increased.</p> <p>Learning walks/lesson observations to monitor the impact of communication strategies being implemented across school successfully.</p> <p>Parent and student questionnaires to show positive feedback.</p> <p>Achievement of Communication Friendly Settings (CFSe) Award.</p> <p>Achievement of EHC plan termly outcomes with a focus on communication needs being met and developed.</p>
<p>Outdoor Learning</p> <p>Students will demonstrate an increase in their self-belief, confidence, learning 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 and ongoing teaching of the forest school curriculum.</p> <p>Investment in resourcing the outdoor learning curriculum at post 16. Post 16 students achieving well by the end of post 16.</p>

<p>Wellbeing</p> <p>Bents Green Staff across both sites trained in delivering high quality ELSA, Lego Therapy, Mighty Minds, Behaviour Box, TT10 and Trauma informed interventions.</p> <p>Additional staffing to provide small group and 1:1 interventions to be delivered to support student wellbeing and engagement.</p>	<p>All staff are trained in interventions across all sites.</p> <p>Calendared sharing of practice.</p> <p>Intervention trackers show an increase in successful intervention outcomes for students.</p> <p>Intervention slots on all students' timetables.</p> <p>Intervention workers in place on both sites (2022-2023).</p> <p>Senior leaders communicate strategic intervention plan to all staff.</p>
<p>Improved attainment for disadvantaged pupils in reading.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2025/26.</p> <p>All staff to feel confident supporting students with reading and phonics. This to be evidenced through surveys and staff conversations.</p>
<p>All students to have improved attendance and be engaging fully with school life.</p>	<p>All student's attendance figures to have improved in line with the LA KPIs and school SIP KPIs.</p> <p>A whole school strategy in place to support attendance.</p> <p>Strategies in place to build relationships between school and parents/carers to support improvements in attendance. Evidence of these relationships can be seen by improved attendance figures and parent/carer feedback.</p>

### 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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff audit to monitor effectiveness of training	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	1

<p>Learning walks/lesson observations to monitor the impact – Via our self-evaluation process.</p> <p>Parent and student questionnaires</p> <p>Communication Friendly Settings (CFSe) Award</p> <p>CPD schedule – supports CPD in this area.</p>	<p>from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>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.</p>	
<p>Forest School Gleadless Curriculum</p> <p>Development of the Post 16 outdoor learning curriculum.</p> <p>Lesson observations with a focus on outdoor learning.</p> <p>Levels of Engagement</p> <p>Forest School qualification and accreditation achieved.</p>	<p>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).</p> <p>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.</p>	2
<p>All staff training in teaching phonics.</p> <p>Investment in phonics resources</p> <p>CPD calendar to support staff development in this area.</p> <p>Whole school reading strategy implemented and resources in place to support this.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics improves the accuracy of the child’s reading but not necessarily their comprehension.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	4



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

Budgeted cost: **£125,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing to provide small group and 1:1 interventions (curriculum engagement worker / intervention managers x2)</p> <p>Ongoing investment of the CPD curriculum to support intervention training for all staff.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects.</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

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

Budgeted cost: **£70,000**

<p>Learning mentor in place to support all students where attendance is difficult. SLT support and strategic overview. Admin time to support attendance strategies.</p>	<p>Guidance report – working with parents to support children learning. Shows various ways that building and developing good relationships with parents and carers can support a child to access school.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>3</p>
<p>Further training for SLT linked to attendance and the support of parents/carers.</p>	<p>Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who experience significant and enduring challenges in attending school due to emotional factors.</p>	<p>5</p>

<p>Further training on the use of the EBSA approaches.</p>	<p>Over the past few years there has been considerable effort by Educational Psychologists and other professionals to shift the narrative around EBSA, moving away from the language of “school refusal” to a more compassionate and person-centred approach that also considers the wider environmental factors that could be contributing to the EBSA. More recent research has also focused on the Voice of Child, shining a light on children’s experiences of EBSA and how they believe their needs have been perceived and conceptualised by others. Sadly, a theme throughout these studies has been one whereby children do not always feel that their EBSA is truly believed or understood (Baker, 2015 &amp; Billington, 2018).</p>	
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**Total budgeted cost: £255,000**

## **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 2021 to 2022 academic year.

- 1) The school are part way through a training programme that is upskilling named staff and is currently being rolled out to all staff across our CPD programme. All classroom have displays that are informed by our ELKLAN approaches. The impact of these approaches on students are yet to be evidenced as the ELKLAN learning is embedded and adopted by staff across school.
- 2) Staff member part way through their Forest school training therefor impact of this can not be evidenced at this time. Review will take place following march 2023. The post 16 enhancement curriculum (outdoor learning) has been developed and this is ongoing. Steps towards achieving the long term strategic goals have taken place. The school curriculum has been enhanced with outdoor activities such as NCS and the development of the PFA curriculum.
- 3) Trauma informed approaches are becoming embedded across school. The trauma informed approach now underpins out behaviour policy and had significantly reduced FTS. All staff are upskilled in specific interventions to help support with emotional regulation and wellbeing.
- 4) The National Tutoring Programme supported students to achieve in maths AQA entry level, GCSE and functional skills. Students were able to achieve in line with expectations due to having additional support to fill gaps identified in learning due to missed school during the pandemic.