



# **STUDENT PREMIUM STRATEGY STATEMENT**

**BENTS GREEN SCHOOL  
2023/2024 to 2026/2027**

## SCHOOL OVERVIEW

Detail	Data
School name	Bents Green
Number of students in school	292
Proportion (%) of student premium eligible students	
Academic year/years that our current student premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
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	£159,030 (clarify with JP total funding for academic year?) as this is April to April?)
Recovery premium funding allocation this academic year	£46,232
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	£205,262

This statement details our school's use of student premium (and recovery premium for the 2023 to 2024 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.

We have students that require support and help in relation to their attendance, along with supporting students to access a sensory curriculum and support for 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>The majority 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 continues to be 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 (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Increased staff confidence in how to provide the best support for children with SLCN.</b></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>6 establishing better links with SALT and Educational psychologists, developing a new referral system and ways to ensure resources are used in the most cost effective and productive way.</p>
<p><b>Outdoor Learning</b></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>Investment in resourcing the outdoor learning curriculum and all outdoor learning spaces. All students engage well in the outdoor learning curriculum.</p> <p>Develop links with outdoor learning providers to ensure staff can develop and receive CPD in this area.</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><b>Wellbeing</b></p> <p>Bents Green Staff across both sites trained in delivering high quality ELSA, Lego Therapy, Mighty Minds, Behaviour Box, TT10 and any other appropriate interventions.</p> <p>Intervention team staffing and development to provide small group and 1:1 intervention 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.</p> <p>Senior leaders communicate the strategic plans for interventions across the school.</p> <p>Ongoing development of staff to ensure they continue to support student to achieve their EHCP outcomes.</p>
<p><b>Improved attainment for disadvantaged pupils in reading.</b></p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/27.</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 staff to understand whole school reading strategy.</p> <p>Have a well-resourced reading materials that benefit the individual needs of the students.</p>
<p><b>All students to have improved attendance and be engaging fully with school life.</b></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.</p> <p>Evidence of these relationships can be seen by improved attendance figures and parent/carer feedback.</p> <p>All staff to be EBSA trained.</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: £ 35,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff audit to monitor effectiveness of training.</p> <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>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.</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>1</p>
<p>Continued development of the outdoor learning curriculum at Gleadless.</p> <p>Lesson observations with a focus on outdoor learning.</p> <p>Teachers/ TAs to receive CPD in outdoor learning techniques. (Thornbridge – outdoor learning cards setting training OEAP)</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>	<p>2</p>
<p>All staff training in pre phonics/ phonics and fluency.</p> <p>Investment in phonics and reading resources</p> <p>CPD calendar to support staff development in this area.</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</p>	<p>4</p>



Whole school reading strategy implemented and resources in place to support this.  Trailing of a new phonics programme.	phonemic awareness and their knowledge of letter sounds and patterns (graphemes).  Phonics improves the accuracy of the child's reading but not necessarily their comprehension.  <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
---	---	--

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

Budgeted cost: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to provide small group and 1:1 interventions (curriculum engagement worker / intervention managers x2)  Ongoing investment of the CPD curriculum to support intervention training for all staff.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects.  There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.  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.  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,3 &5

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

Budgeted cost: **£90,000**

Learning mentor in place to support all students where attendance is difficult.	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.	3

<p>SLT support and strategic overview.</p> <p>Home tutor one day a week – teacher.</p> <p>L3TA allocated time to support non attending students.</p> <p>Admin time to support attendance strategies.</p> <p>Further training for SLT linked to attendance and the support of parents/carers.</p> <p>Further training on the use of the EBSA approaches.</p> <p>Increased behaviour team capacity on all sites.</p>	<p><a href="#">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></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>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>	<p>5</p>
--	---	----------

**Total budgeted cost: £205,262**

## **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 2022 to 2023 academic year.

- 1) The school has completed a training programme that has successfully upskilled staff. All classrooms have displays that are informed by our ELKLAN approaches. The school has been awarded an ELKLAN school award. We anticipate longer term improvements to be seen in areas of academic achievement and behaviour due to better communication with students.
- 2) The outdoor learning curriculum has been developed in our post 16 provision. New equipment has been bought and the school now has access to an allotment. Students at the Ringinlow site continue to access outdoor learning with a dedicated HLTA.
- 3) Trauma-informed approaches are embedded across school. Whole school intervention strategy is being implemented. Class teams have intervention timetables and have an understanding of how interventions should support a child to progress in line with EHCP outcomes as well as any other reason. Staff have received training and are able to action their learning, fixed term suspension has significantly reduced.
- 4) Reading has been a priority across school. Students have responded well to our phonics program and are making progress. Staff have received training and are aware of the whole school reading strategy.
- 5) Attendance strategy has been rolled out across school. Staff have started to receive EBSA training. An attendance team is in place and new policies and procedures are being followed to ensure maximum support for students and their families. Positive outcome from parents' questionnaire about attendance support. A reduction in the number of students who are severely absent has been achieved.