

Pupil premium strategy statement – Booker Park 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	244
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Bradley Taylor, Principal
Pupil premium lead	Marianne Murphy, Head of School
Governor / Trustee lead	Becky Belardo, Pupil Premium lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,990
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£16,609
Total budget for this academic year	£159,599

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding, to help us improve outcomes for our disadvantaged pupils. In the context of our school setting, we define disadvantage to also include pupils who may be time deprived at home due to family circumstances.

All of our children & young people have complex learning difficulties and therefore socio-economic disadvantage is not always the primary challenge they face. Our assessment data has identified the following key areas of challenge for our disadvantage pupils:

- Attainment - meeting individual targets
- Fewer opportunities to develop cultural capital outside of school
- Attendance
- Well-being, mental health and safeguarding

Our strategy is underpinned by ensuring that we are providing high quality teaching and maximising the impact of classroom support staff; providing targeted support based on assessment of individual pupil needs; helping pupils access a broad and balanced curriculum; and engaging with families in order to achieve greater consistency in pupil support strategies between home and school and to improve attendance further.

Although our strategy is focussed on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching.

Our strategy is informed not only by our own experience but also by independent evidence for example: evidence summaries published by the Education Endowment Fund (EEF); the practice of other schools.

Our strategy is driven by the needs of our students, based on formal and informal assessments. This will help us to ensure our approach to pupil premium spending helps us balance our approaches to improving teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Engagement with families, in part due to challenges of the majority of pupils coming to school via LA transport.
2	Develop leadership expertise in relation to facing the challenges of an ever-growing cohort of children with very complex needs
3	Recruitment & retention of staff in current economic climate, trained to meet the needs of the changing cohort
4	Pupil attendance impacting on engagement in education
5	The curriculum needs development for the benefit of all pupils

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
To improve attendance and reduce further persistent absentee data. Where medical reasons impact on attendance, support is in place	92% attendance target to be met (2023-24 attendance figure was 89%) Case studies demonstrate improvement to attendance.
To improve communication with parents and overcome any home/school issues with the additional help of our Family Support Officer	Parents feedback through annual survey positively about weekly communications and role of Family Support Officer (75% state good or better). Case studies demonstrate support given.
To ensure senior and middle leaders make a positive impact on the school	Staff feel well supported by leaders and demonstrated through staff surveys and end of year outcomes from appraisal process (75% or better positive response)
To recruit and retain a full complement of staff. Staff trained to deliver high quality teaching and learning.	HR metrics on recruitment and retention show 90% or more staff retained beyond 6 months; staff response to training is 75% or more positive from survey

To ensure the curriculum effectively meets the needs of the children in the school	Quality of education is judged to be at least good
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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: **£87,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and Coaching for middle and senior leadership team to improve quality of T&L	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	2
Mentoring & coaching for new teachers	https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf	3 and 5
Provision of agency staff to provide additional training for staff, allowing them to be released from class	https://www.taylorfrancis.com/chapters/edit/10.4324/9780203712658-14/professional-identity-early-years-educators-england-implications-transformative-approach-continuing-professional-development-sarah-lightfoot-david-frost	3
Review & delivery of induction programme for new staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3
Makaton training for staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	3
External consultancy regarding quality of education, including curriculum development	Development of the curriculum has an impact on all https://www.gov.uk/government/speeches/the-importance-of-the-curriculum	5

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

Budgeted cost: £25,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music therapy for targeted students	https://www.bamt.org/resources/research	5

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

Budgeted cost: £45,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed to increase family engagement and improve attendance. Supporting and signposting families to appropriate support.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement EEF Working with parents to support children's learning recommendations. <ul style="list-style-type: none"> - Tailor school communications to encourage positive dialogue about learning - Offer more sustained and intensive support where needed - Early intervention has a significant impact on student attendance, outcomes and attainment. - Engagement with families improves the outcomes for students https://www.nuffieldfoundation.org/news/relationship-between-poverty-and-child-abuse-and-neglect	1 & 4
Further members of staff trained as Adult Mental Health First Aiders to support Mental Health in school; buy in counsellor periodically	https://mhfaengland.org/individuals/adult/2-day/ An in-depth understanding of mental health and the factors that can affect wellbeing Practical skills to spot the triggers and signs of mental health issues Confidence to step in, reassure and support a person in distress Enhanced interpersonal skills such as non-judgemental listening	3

Promotion across school staff & signposting/ sharing resources Support to others as required	Knowledge to help someone recover their health by guiding them to further support - whether that's self-help resources, through their employer, the NHS, or a mix	
Training to support supervision in schools	https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Executive%20Summary_3.pdf	3
One off events that provide a broader experience to our pupils	https://hthunboxed.org/breadth-and-depth-can-we-have-it-both-ways/	5

Total budgeted cost: £159,151

Part B: Review of the previous academic year

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

The outcome of the analysis of the previous year's data indicates that there has not been a gap in progress between pupils who are eligible for pupil premium and those who aren't. Therefore, there has not been a specific approach taken towards closing the gap. The focus has been on developing high quality teaching for all pupils.

Additional classes for smaller class groups. Being able to run additional classes, rather than having a smaller number of classes with a higher average number of pupils, does make a difference to the quality of teaching from feedback from staff across the school. The ability to work in smaller groups and provide further 1:1 further supports the ability of children to make progress.

Coaching – Bradley and Marianne have met regularly with both assistant headteachers since they started at the school, focused around supporting their transition into the school and helping to overcome any issues. This has proved effective in supporting both individuals in their new roles to ask questions, share concerns, and work through any problems.

New teachers have been supported by Team Leaders and Assistant Headteachers. One Early Career Teacher (ECT) came to the end of her two-year introduction to teaching and passed successfully. One other ECT is one year through and will continue into next year. Several teachers joined us from overseas and were supported by senior leaders to understand the education system. Two of these are now working towards their Assessment Only Route to gain QTS as recognised in England, with a further two similarly working towards this goal later.

Attendance – a new Family Support Officer (FSO) was appointed in year and has established very good relationships with families, supporting parents where attendance has been identified as a problem. For the most part, medical challenges account for individual children with low attendance, but the FSO has also worked with other families and supported them through individual plans or specific support.

Makaton training – we now have eight licences that our signing team across the federation can use in support of their work. There was a specific focus over the course of the year in relation to core vocabulary, and ensuring all staff are using these words appropriately

Forest School/outdoor learning - two staff members undertook the training to be Forest School Leads in the previous academic year, and their work has been enhanced by training sessions for staff and the resourcing of the area.

Home/school communications – over the course of the year there were regular updates to parents via the parent newsletter, led by the head of school, in addition to a half-termly newsletter. This is in addition to the weekly staff bulletin which provides updates and links to anything and everything staff need to know about.

Performances – all children from Year 1 to Year 6 had the opportunity to attend a pantomime performance in school of Jack and the Beanstalk by M&M Productions. This took place over three performances with approximately 70 pupils attending each performance. For many pupils, the opportunity to attend a theatre production within the familiar school environment is a positive one, and something that they may struggle to access outside of school. For some children this specific performance was quite loud and they may need something more tailored and delivered in a smaller group setting.

Over the course of the year a number of meetings were held with the Mulberry Bush School, in relation to developing a programme of supervision for our staff in the academic year 2025-26. All planning has now been done, and the roll out to leaders will take place in the autumn term 2024.

Our evaluation of the approaches delivered last academic year indicates that many aspects of the strategy are effective and worthwhile. We consider it important to emphasise the recruitment and retention of staff, which has a knock on impact to pupil outcomes through consistency, with an emphasis on training, particularly for those at the TA level. A new staffing structure has been introduced over the course of the last academic year which provides a pathway for staff to progress through from entry level right through to teacher. Training programmes, based around a 3-year cycle, have been developed, also to be rolled out from the autumn term 2024. The wider impact this has on all is recognised, and will be a feature of the current plan.

Externally provided programmes

Programme	Provider
Music therapy – over the year 28 pupils have had a block of sessions with the music therapist. For some pupils this has been individual, for some in pairs, and for some in a small group. The aims of the sessions have been about focusing on children's engagement levels and interaction skills. The group sessions for pupils with PMLD needs worked well and enabled techniques and strategies to be used by staff at other times also. For some children, there was progress made regarding their attention and focus within the sessions.	Chiltern Music Therapy