

Pupil Premium Strategy Statement



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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Thomas Bewick School
Number of pupils in school	283 (277 fte)
Proportion (%) of pupil premium eligible pupils	40% (113 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	17 December 2021
Date on which it will be reviewed	1 December 2022
Statement authorised by	
Pupil premium lead	Daley Barber-Allen
Governor / Trustee lead	Lorcan McCloskey

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,105.00
Recovery premium funding allocation this academic year	£37,700.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£184,805

Part A: Pupil Premium Strategy Plan

Statement of intent

Thomas Bewick School is a specialist school for autistic children and young people aged 3-19 years and all pupils have an Education, Health and Care Plan.

All pupils at Thomas Bewick School face particular challenges linked to their autism and have varying levels of difference in the areas of communication, social understanding, flexibility of thought and sensory processing, which in turn creates some significant barriers to learning.

Within our specialist setting, it is not possible to identify the degree to which achievement is affected by socio-economic background due to each pupil's complex needs and learning difficulties. Those who attract the pupil premium funding do not therefore stand out as 'lower attaining', however we do acknowledge that those who are most disadvantaged due to socio-economic background may not always have the same opportunities, experiences and outcomes as their non-disadvantaged peers. Whilst our strategy prioritises our most disadvantaged pupils, the intention is to use our pupil premium funding allocation to improve outcomes for all pupils in the school, through the implementation of a range of whole school interventions and initiatives.

Our curriculum is unique in that it provides opportunities for personalisation so that we can address the learning barriers that each individual pupil faces. In forming our strategy, we have considered very carefully any additionality that we may need to provide to aid a pupil's achievement and/or development alongside our existing provision, which is already specifically focused on the needs and barriers to learning that autism presents.

Although Thomas Bewick School has remained open throughout the Covid-19 pandemic, all of our pupils have experienced a huge amount of disruption to their learning and experience of school since March 2020. In addition, many of our pupils already lead quite isolated lives outside of school, so the situation over the past 20 months or so has only served to exacerbate this issue. Our strategy and wider plan for 'education recovery' therefore incorporates a focus on supporting the social, emotional and mental wellbeing of pupils alongside more academic curriculum initiatives.

Challenges

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

Challenge number	Detail of challenge
1	All pupils have an EHCP with autism identified as their primary need. This requires the implementation of a broad and balanced curriculum which is accessible, appropriate and responsive to the needs of all pupils

2	The ongoing Covid-19 situation and disruption to familiar routines has resulted in heightened anxiety for many pupils
3	Cultural capital - many pupils have experienced increased social isolation and reduced participation in community activities due to the Covid-19 situation
4	Communication difficulties are a significant barrier to learning (e.g. non- verbal pupils, pupils with limited verbal language ability, pupils who require the use of assistive technology or specialist input etc.)
5	Reading and writing difficulties restrict access to the wider curriculum
6	All pupils require high quality teaching and support from staff who are trained in a range of ASD specific strategies and approaches. There are therefore ongoing training needs for staff to ensure that they have a comprehensive understanding of autism and the specialist skills required to undertake their jobs.
7	Limited interactions with families due to majority of pupils being transported to school on dedicated school transport. This can impact on a parent / carer's ability and confidence to support learning at home

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
All pupils will make progress in reading and writing	<ul style="list-style-type: none"> Monitoring, evaluation and development activities (e.g. learning walks, observations, teacher feedback, progress meetings) show an increase in the number of pupils making progress from baseline assessments in reading and writing BSquared assessment data evidences progress being made Some pupils progress onto more advanced English curriculum pathways
Pupils will be engaged and interested in learning by accessing a relevant and personalised curriculum that is culturally rich with a range of extra-curricular activities	<ul style="list-style-type: none"> Developmentally appropriate curriculum pathways in place for different cohorts of pupils Individual Progress Plan (IPP) in place for every pupil, informed by EHCP outcomes A range of creative and cultural activities and experiences ensure that learning is meaningful, hands on and multi-sensory where appropriate, which in turn helps pupils to commit learning to memory

	<ul style="list-style-type: none"> • Pupils are better prepared for later life through developing their understanding and interest in the wider world
Positive mental health and well-being of pupils will improve by being supported through tailored individual support and access to mental health support / counselling services	<ul style="list-style-type: none"> • Whole school positive mental health and wellbeing strategy in place • Counsellor employed through Kalmer counselling • Identified pupils have access to individual counselling • Identified staff trained in Mental Health First Aid (MHFA)
Staff knowledge, skills and expertise will be developed through participation in targeted CPD to support individuals or groups of pupils	<ul style="list-style-type: none"> • Staff have access to tailored in-house CPD programme • Staff attend and participate in relevant training and courses linked to the development of specialist skills
Targeted pupils will have the opportunity to engage in off-site outdoor learning opportunities in a safe but challenging environment	<ul style="list-style-type: none"> • Pupil enjoyment, confidence and self-esteem is increased, as evidenced through discussion and feedback from pupils • Pupil are better prepared for later life through increased opportunities for independence
Pupils will have access to therapeutic interventions to improve speech, language, communication and sensory regulation skills	<ul style="list-style-type: none"> • Pupils access rebound therapy • Pupils have individualised sensory pool programmes • Pupils have access to music therapy to support communication and social interaction skills, and emotional wellbeing
Improved parental engagement will secure better social and educational outcomes for pupils	<ul style="list-style-type: none"> • Parents and carers have access to a programme of school based support and guidance relating to home learning and wider services from within health and social care

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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for staff training in ASD specific teaching strategies and approaches £7500	<p>Research into Intensive Interaction training https://www.intensiveinteraction.org/</p> <p>Research into Attention Autism training https://ginadavies.co.uk/parents-services/professional-shop/professional-online-courses/</p> <p>Research into Picture Exchange Communication System (PECS) training https://pecs-unitedkingdom.com/training/pecs-level-1-online/</p>	1, 4, 6

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

Budgeted cost: £90,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of teaching and pupil progress in English £2650	<p>Research into the implementation of the Read Write Inc literacy programme, and the benefits of continued external support https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>EEF research - Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 4, 5
Ensure that pupils have access to	Research into appropriate staffing levels	1, 2, 4, 5, 6

appropriately trained staff and receive individual or small group targeted support to enable progress	https://learning.nspcc.org.uk/research-resources/briefings/recommended-adult-child-ratios-working-with-children https://pubmed.ncbi.nlm.nih.gov/32627579/	
£87,612		

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

Budgeted cost: £87,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase access to specialist interventions in school to develop physical, sensory and emotional regulation skills (2x Activity Officers to deliver Rebound Therapy and Sensory Pool / Halliwick sessions), plus funding for one day of music therapy	Rebound therapy research https://www.reboundtherapy.org/about/benefits	1, 4, 6
	Halliwick hydrotherapy research https://halliwick.org.uk/about-halliwick-ast/halliwick-concept/ Research into music therapy https://www.nordoff-robbins.org.uk/locations/england/newcastle-and-north-east/newcastle-centre/ https://www.autism.org.uk/advice-and-guidance/professional-practice/music-therapy EEF Research into Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
£44,700		

<p>Improve emotional wellbeing, confidence and self-esteem through outdoor learning opportunities</p> <p>£1,300</p>	<p>Research into the benefits of outdoor learning for children with ASD https://www.autism.org.uk/advice-and-guidance/professional-practice/outdoor-learning</p> <p>https://www.fenews.co.uk/skills/study-finds-benefits-of-outdoor-learning-on-children-with-autism/</p> <p>Research into Clarty Commandos – a local provider offering outdoor learning opportunities for children and young people with SEND</p> <p>https://www.facebook.com/lonetreehilloutdoorexperience/posts/clarty-commandos/2585679425036997/</p>	<p>2, 3</p>
<p>Provide targeted mental health / counselling support to improve emotional health and wellbeing</p> <p>£4095</p>	<p>Research into school based counselling services</p> <p>https://kalmer-counselling.co.uk/</p> <p>EEF research into Social Emotional Learning (SEL)</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>2, 6</p>
<p>Improve parental engagement and access to specialist support and advice, through the appointment of a Family Liaison Worker</p> <p>£36,948</p>	<p>Research into the impact of parental engagement approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Research into National Autistic Society parent training programmes, with a view to key school staff becoming licensed to deliver training</p> <p>https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/earlybird/earlybird</p> <p>https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/earlybird/earlybird-plus</p> <p>https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/earlybird/teen-life</p>	<p>7</p>

Total budgeted cost: £184,805

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Music therapy support - £8500

Covid-19 caused a huge amount of disruption in 2020-21 as for a large part of the year, many pupils were only accessing school part-time and many had to self-isolate at various points. As we were working in bubbles, our music therapist could only work with one bubble per half term. For those pupils who did access music therapy, it provided an enriching experience and an opportunity to work on communication and interaction skills through music.

Activity officer (swimming) - £21,500

There was a period of time during 2020-21 when our sensory pool was out of use for Covid safety reasons. We were able to restart sessions in the spring and summer terms with reduced numbers in the pool, so some pupils did access some targeted support through this facility.

Rebound therapy training - £1500

12 staff were trained in rebound therapy during the summer term of 2021. This has increased our capacity to deliver bespoke rebound therapy programmes for children across the school.

Funding for staff training in ASD specific teaching strategies and approaches - £6500

All staff received Intensive Interaction training in June 2021, which was delivered online. However we now have a lot of new staff, so we feel an annual training session will be useful to ensure that our most complex pupils continue to receive the specialist communication and interaction support they need.

Additional staff support in classrooms and targeted support for identified pupils - £80,125

All of our pupils require access to one to one or small group teaching at times, so high staffing ratios in each class are an essential part of providing a high quality education. Support staff are required to deliver targeted communication work, sensory and occupational therapy strategies, speech and language therapy interventions and some are required to lead Read Write Inc / English groups. This ensures that all pupils have access to the personalised support they need to access learning.

Read Write Inc literacy programme - £3825

Our English curriculum was completely redesigned in 2020-21 and Read Write Inc was used as a basis for our curriculum model. New progression routes are in place for different cohorts of pupils and there is now more consistency in teaching across the school. Observations,

assessments and external reviews have provided evidence that pupils are making good progress in reading.

Funding for a TLR3 to lead on Remote Education – £2833

This role was instrumental in ensuring that we have a well-coordinated and managed remote education offer in place that is aligned with our in-school curriculum.

Purchase of 10 laptops for classroom staff to use for delivery of remote education - £5000

This ensured that teaching staff had the technology needed to deliver remote education from home during periods of partial school closure.

Funding for an activity officer (Rebound Therapy) - £21,150

One of our support staff has been trained and appointed as our full time Rebound Therapy Activity Officer ready for Sep 2021, which means that individualised programmes are now overseen and monitored by a named member of staff.

Funding for sessions at Clarty Commandos outdoor learning provision - £1300

In the latter spring and summer terms of 2021, secondary pupils were able to access a fantastic outdoor learning facility in Northumberland after a period of being unable to participate in off site visits due to Covid. Pupils were given the opportunity to develop confidence, self-esteem social and independence skills.

Funding for Kalmer Counselling services - £4000

Some of our older pupils in secondary identified how the Covid situation has impacted on their own mental health, so one to one support through Kalmer Counselling is now available in school.

Further information (optional)

All of our projects and interventions funded through the Pupil Premium and Recovery Premium are evidence informed. As a school we try to ensure that our day to day practice is informed by current research, so whilst developing our strategy we have considered and drawn upon research that relates specifically to children and young people with autism. For example, we have considered Ambitious for Autism's 'Coronavirus and Lockdown: the impact on autistic children and young people' survey, which reflects the experience of some of our own young people over the past 20 months or so, and highlights the need for a continued focus on supporting the social, emotional and mental health needs of our pupils.

Research conducted by the National Autistic Society is also a valuable and reliable source of current research for us as a school, and we have also referred to the Teaching and Learning Toolkit created by the Education Endowment Fund (EEF)

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> to help us develop this strategy.