

Bure Park Specialist Academy

Pupil Premium Strategy Statement

2022-23

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This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bure Park Specialist Academy
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	June 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Hayley Ross Headteacher
Pupil premium lead	Hayley Ross
Governor / Trustee lead	Clare Jones

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,840.00
Recovery premium funding allocation this academic year	£8949
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39789.00

Part A: Pupil premium strategy plan

Statement of Intent

As a special school for boys with complex social, emotional and mental health difficulties it is perhaps unsurprising that a large proportion of our pupils are eligible for pupil premium funding. However, it is worth noting that this year's total of 86% of pupils is noticeably higher than the usual average of two thirds of our pupils. It is also important to note that pupil premium funding does not add a great deal individually to a pupil's funding at Bure Park due to the very high levels of funding we receive for each of the boys.

For these reasons our strategy is always to look at the entirety of our pupil premium funding and to look to maximise its impact on the greatest number of pupils. For this reason the areas we have identified as being supported by pupil premium funding have 75% of their overall cost funded by this means. Our approach is that we have to ensure there is no gap between those pupils receiving pupil premium funding and those who are not. Any gap would mean the vast majority of our pupils are disadvantaged in a context where our pupils are already substantially disadvantaged in comparison to their peers.

The challenges faced by our pupils are multiple, complex and interlinked. They are socio-economic but also educational, medical and linked to life experiences. The Covid pandemic has added another complexity to this profile. It is of course the case that as a relatively newly opened school Bure Park did not exist during the national lockdowns. However, it is very clear that pupils who have been admitted to the school have missed even more school than would have previously been expected. Due to the challenges presented by the pupils they were often not able to access any meaningful amounts of face to face education. This has had a serious impact on not only educational attainment but also speech and communication as well as 'classroom readiness'. As such the priority throughout this first year has been not only to integrate the pupils into Bure Park but into the whole concept of full time education.

Challenges

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

Challenge Number	Detail of challenge
1	Our assessments show that our pupils have severely depressed levels of attainment upon entry to the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic attainment tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our observations and discussions with pupils and their families is that our pupils have significantly poorer experiences of education than their peers. They have frequently experienced significant disruption to their education and have rarely accessed full time education.
3	Our assessments, observations and discussions with pupils show that our pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that our pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that our pupils often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with pupils and families demonstrate that the wellbeing and wider aspects of development of many of our pupils have been impacted by the pandemic to a greater extent than for other 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 academic outcomes for pupils through the continuing development of the curriculum and assessment models of the school.	Attainment data shows a narrowing gap between our pupils and those of their peers.
To achieve a whole school attendance figure of 95% modified due to factors such as Covid	To achieve a whole school attendance figure of 95% modified.
That the majority of outcomes identified in pupils' EHCPs are showing good levels of progress	Progress demonstrated in annual EHCP reviews
That all pupils access activities that enhance their cultural experiences in order to broaden their horizons	That all pupils take part in at least one activity related to this outcome each term.
That all pupils demonstrate progress in a range of independence skills including personal health, travel and preparedness for adult life.	That all pupils take part in activities that directly relate to these outcomes. Pupils are able to access post 16 provision on a sustained basis

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: £23,500 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Project week, CE, Residential and Year Group Camps	Secondary pupils take part in weekly curriculum enhancement days. These broaden pupils' experiences and build on their cultural capital. The residential camp and project week is an integral part of the Bure Park experience. It is a core part of building the social and emotional skills that form a significant area of need for the pupils. These include independence, teamwork, resilience to challenge and failure. It ensures a wider understanding of the nature of the UK taking children well outside of Norfolk.	2,3,4,5,6

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

Budgeted cost: £5000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative Provisions	<p>These are a variety of specialist provisions who generally work 1-1 with pupils outside of school. They work in a bespoke way to meet the needs of the children they work with.</p> <p>Boys will be able to access a vocational course that would otherwise be unavailable to them at Bure Park. This allows a more bespoke as well as broader</p>	1,2,3,5,6

	<p>curriculum for those pupils.</p> <p>It also allows further social and educational integration with a wider peer group than is available at Bure Park and develops associated social skills such as independence.</p>	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Interventions	<p>Due to the significant social, emotional and mental health needs of the pupils at Bure Park there has been a significant need to develop the therapeutic intervention available. Significant continued investment has been the of trained Thrive practitioners within the school who will work with a range of pupils on a structured assessment based therapeutic programme.</p> <p>Therapeutic intervention is a core part of meeting our pupils social, emotional and mental health needs. By investing in high-quality assessment-based interventions we expect to see many of the behaviours associated with these needs be more effectively managed and met over time as part of the wider work of the Academy.</p> <p>We have also sources play, dance and clinical therapists this year to target pupils who require further support beyond our core offer.</p>	2,3,5,6
Speech and Language Therapy	<p>Many of our pupils have communication needs which require support beyond our core offer. We have employed a speech and language therapist (SALT) to meet the needs of pupils who require further</p>	1, 2, 3, 6

	intervention with aim to bring about equity in the classroom and their ability to access our curriculum and the wider world. Some of this is funded by the National Tutoring Programme (NTP), with the remainder being funded by PP.	
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Total budgeted cost: £39,500 (estimated)