

Pupil Premium Strategy Statement



This statement details our school's use of Pupil Premium for the 2023 to 2024 academic year to help improve the attainment of all our students.

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	Bowden House School & Bowden Primary School
Number of students in school	33
Proportion (%) of Pupil Premium eligible students	57.58%
Academic year that our current Pupil Premium strategy plan covers	2023/2024
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Neil Wells Headteacher
Pupil Premium lead	Tracey Van-Tongerren
Governor	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,611.25
Recovery premium funding allocation this academic year	£17,748
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,359.25

Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a variance in outcomes for our students across the school particularly in terms of:

- academic attainment
- progression to further and higher education
- employability
- social opportunities

At the heart of our approach is high-quality teaching supported through a programme of Speech & Language Therapy to enable students to fully access the curriculum and improve their literacy skills across the academic and social spectrum. We consider that all of our students are disadvantaged and therefore require the most targeted support based on robust diagnostic assessment of need and in helping them to access a broad and balanced curriculum whilst widening their literacy (vocabulary, reading, etc) skills.

Speech & Language Therapy benefits all our students as they are considered to be disadvantaged as a result of poor school attendance; limited social skills; lack of progress academically and socially and SEMH difficulties due to acute deprivation.

Our students are supported in the development of their independent life and social skills and where opportunities for work experience, careers guidance and further and higher education guidance is available.

Challenges

This details the key challenges to achievement that we have identified among our student cohort.

Challenge number	Detail of challenge
1	Our assessments show that our students need considerable, on-going support to aid progress throughout their school career. Whilst the types of barriers to learning and the difficulties our students experience vary, their overall academic progress tends to be lower in some subjects compared to their peer group in mainstream settings.
2	Our assessments and observations of our students show that our students are generally more likely to have language comprehension difficulties compared to students in other educational settings.

3	Our assessments and observations of our students show that they generally have greater challenges around communicating and expressing their needs than their peers in mainstream settings, including non-verbal, limited language and social interaction difficulties.
4	Through observations of students and their families, we find that our they generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments and observations of our students indicate that they often require additional support to develop their confidence and personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our students are improved by this additional funding

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
Improved language comprehension for our students so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of students' language comprehension shows improved levels of word power, expression and comprehension
A new Vision for Reading Policy outlines a whole school approach to engage students in the joy of reading and extend their interests in a wide range of books	Regular reviews and observations
Our students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with students and their families.
Our students feel better prepared for career progression and/or further education opportunities through mentoring, college attendance and work experience.	All our students are able to access work experience (internal and/or external) and careers mentoring.

Activity in this academic year

This details how we intend to spend our Pupil Premium this academic year to address the challenges listed above.

Budgeted cost: **£53,077.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist (SALT) across both schools including a literacy programme embedded within a whole school approach in developing language and communication skills.	Bowden House School employs a SALT (3 days a week) who undertakes an initial assessment for every student upon admission. She designs an individual programme of speech and language therapy and has introduced a cross-curricular literacy programme. The Speech & Language Therapist now provides a service to Bowden Primary School	
Within the literacy programme, every student receives regular sessions on language comprehension in a cross-curricular approach	Understanding the meaning of a text requires a combination of word recognition and language skills	

Targeted support for work experience opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a cross-curricular approach to careers leading to external work experience	Careers Day planned for 2024 attended by external providers	
External work experience – exploring a range of local volunteering options	Learning how to work with others; follow instructions and engage with members of the public	

Targeted academic support – 1:1 and structured interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 support for all students when required Support from the Highly Specialist CAMHS Practitioner	Assessments including risk assessments and particularly for new/younger students to help them settle into school life Self-referrals or from staff/families	

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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 students in the 2022 to 2023 academic year.

Pupil Premium continues to provide the school with additional funding for the most vulnerable students in our school.

The use of nurture support and 1:1 support both in and out of class benefits the younger students who need targeted intervention to assist with learning and social development.

The continued value of Speech & Language therapy across both schools ensures that student outcomes are maximised through confidence in reading/word power and communication skills

Speech and Language Therapy at Bowden House School & Bowden Primary School 2023-24

Speech and language therapy provides treatment, support and care for children and adults who have difficulties with communication.

This report remains the brief and approach of the Speech & Language Therapist.

Speech and Language Therapy is provided at Bowden House School by Jane Richards four days a week. Jane is a self-employed, independent, highly specialist Speech and Language Therapist with over 25 years experience. She is a registered member of The Royal Association of Speech and Language Therapists and of HCPC.

Many children and young people who have behavioural difficulties, including those with social, emotional and mental health needs (SEMH), also have speech, language and communication needs (SLCN). These needs often go unrecognised because behaviour can mask a child or young person's difficulties with communication. At Bowden House 85% of our students have significantly impaired speech, language and communication skills.

The speech, language and communication needs of our students include difficulties:

- understanding what others say
- expressing themselves clearly
- with social communication.

SLCN might be masked by other 'labels' or 'diagnoses', such as learning difficulties or SEMH difficulties.

Speech and language therapists play a key role in supporting young people with behavioural issues: Understanding the links between communication and behaviour problems and SEMH by identifying their SLCN, advising their families and professionals working with them on how to respond appropriately, and providing direct therapy to those children and young people who need it.

The impact of SLCN on the abilities a young person to behave appropriately and access education include:

- **Understanding**

Young people with SLCN often have problems understanding what others say to them – for example, understanding instructions. They may also have difficulties understanding indirect requests. They may then appear to be uncooperative, disobedient or oppositional, when in fact they have not understood an instruction or the broader context.

- **Expressive language**

Children and young people with SLCN can have a variety of expressive language difficulties, such as: stammering; selective mutism; difficulty finding the right words; and problems constructing sentences or a clear narrative, all of which can be misinterpreted negatively. It can be harder for them to learn new words and words for thoughts and feelings.

- **Memory and concentration**

Children and young people with SLCN often have poor working memory abilities, meaning they are more prone to distractions and require repetition of information.

- **Emotional regulation**

Language is important for emotional regulation. Young people with SLCN may have difficulties finding the words which describe their own feelings, and can find it hard to cope with their emotions and calm themselves. Language skills are also needed to understand our own and other peoples' thoughts and feelings, which are important for behaving in the expected way.

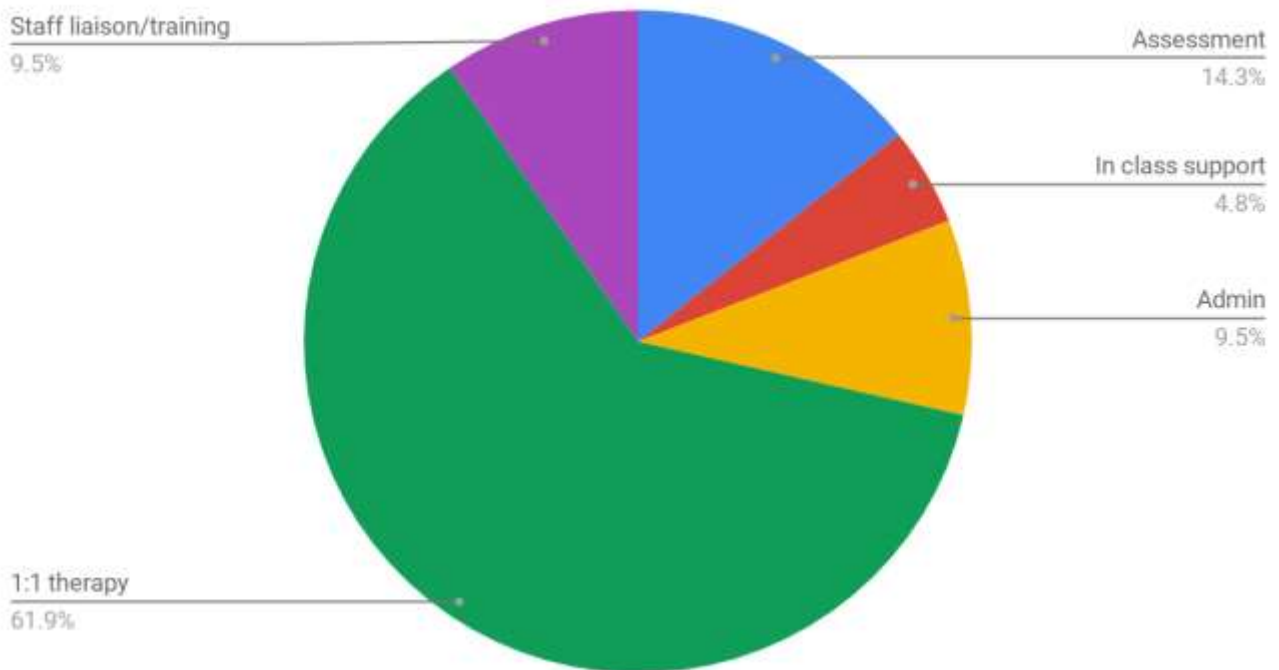
- **Social interaction**

Young people with SLCN may struggle to understand jokes, idioms (for example 'get a grip') and sarcasm, all of which are important for social interaction. They may also have difficulties understanding the rules of conversation, including how to repair misunderstandings when they occur. This can be partly due to slow processing, which leads them to miss cues and means their turn taking is mistimed.

- **Literacy skills**

Young people with SLCN often have significant difficulties reading and writing because the underlying skills required to communicate verbally are also involved in learning literacy.

Division of Therapists time



Assessments Full Speech and Language assessments are carried out on all new students. The assessment includes formal testing in a quiet 1:1 setting using a range of standardised tests and informal assessment by observation in and around school. Assessment is carried out on vocabulary, auditory memory, receptive and expressive language skills, reading and spelling and cognitive abilities and social use of language and social skills. A detailed report is written and a summary sheet "Pen portrait" is produced and distributed to all school staff.

The standardised assessments are repeated annually in the summer term to track progress of students and continually advise staff about how to differentiate work. This information is used to contribute to reports for initial reviews, annual reviews, CLA and PEP's and when applying for readers and scribes in exams.

1:1 Speech and Language Therapy 1:1 speech and language therapy is provided for the students with the most severe speech and language difficulties and for students identified as failing to make progress in school.

Therapy targets many different areas including:

- Attention and Listening Skills
- Vocabulary and Word Finding Difficulties
- Auditory Memory Skills
- Auditory Processing of Language
- Sequencing of sounds/ words and ideas to form Sentences and Narrative

- Communicative Confidence
- Comprehension Monitoring
- Social Use of Language
- Articulation and Phonology of Speech
- Fluency
- Improving reading and reading comprehension
- Improving spelling ability

In Class Support sometimes the Speech and Language Therapist will support a student in class to help them generate the skills they have learnt in their 1:1 sessions, to assess how they cope in class and/ or offer advice to teaching staff about how best to differentiate the teaching.

Staff liaison/ Training Written and spoken advice is provided to teaching and care staff on all students following assessment and throughout the school day as required, for example advising that a boy's ability to understand what is said is equivalent to that of a 6 year old and as a result staff need to keep instructions short and simple, complex language will need to be explained and/ or reinforced with visual prompts (demonstrations, key words written down etc.)

Formal training sessions on speech, language and communication skills are delivered to teaching and care staff periodically.

This year initiatives to promote language development across school include:

- **Word Power** - where students are praised for using imaginative words throughout the school.
- **Word of the Week** - where a new word is introduced each week and promoted in lessons these words are subject specific vocabulary and are inline with the "word aware" approach.
- **Weekly Oracy Target** – A whole school oracy programme where aspects of speaking and expressive language; listening and receptive language; and social communication skills are targeted across the whole school in every lesson. Each week there is a different target with advice and activities for staff to integrate into their lesson plans. These targets range from "Demonstrate good listening" to "use vocabulary to describe emotions" and "know when I haven't understood and ask for help". Students earn "oracy superstar" stickers towards trips out at the end of term.

Admin. Admin sessions are for report writing, planning therapy sessions, marking work and liaising with staff and families. This time has also been used to work with colleagues developing the new tracking system.

Progress Tracking The Speech and language therapist plays a key role in recording and tracking the significant progress of all students in terms of reading, spelling and vocabulary levels.

