

Pupil premium strategy statement – Beaufort Special 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	94
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 PP numbers vary each year, making it difficult to plan 3 years ahead.
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nova Harvey
Pupil premium lead	Joanne Prince
Governor / Trustee lead	Barry Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,120

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is aimed at improving outcomes for pupils from socio-economically disadvantaged backgrounds. Pupil Premium funding is paid to all eligible pupils in school to enable the provision of resources to meet the individual needs of children so that they can flourish. Evidence shows that socio-economically disadvantaged children are more likely to face additional challenges in reaching their potential at school and pupil premium funding will allow for specific interventions to be put in place to support them to make progress. To support disadvantaged pupils further, additional recovery premium funding will help schools to deliver evidence-based approaches for supporting disadvantaged learners: High quality teaching, targeted support and other wider strategies.

Our approach to improving outcomes for disadvantaged pupils starts with high quality teaching built upon a foundation of developing wider strategies, such as, developing effective communication skills and/or overcoming sensory processing difficulties. Effective assessment and data will identify pupil need, enabling the provision of an exciting and engaging curriculum alongside targeted academic and therapeutic interventions. As a result, our disadvantaged pupils will have more opportunities to develop a readiness to learn through their increasing levels of independence and engagement whilst learning how to effectively communicate, self-regulate and implement positive behaviour for learning.

We are a special school catering for a broad spectrum of learners: Profound and Multiple Learning Disability (PMLD), Severe Learning Disability (SLD) and Autism Spectrum Condition (ASC). At Beaufort School we are committed to providing the highest quality education for our pupils and our staff pledge to meet the academic, therapeutic, social and pastoral needs of our pupils and to overcome any barriers to learning to ensure an inclusive environment for all. Our aim is to be able to provide an evidence based holistic, education which provides tailored learning requirements of each pupil. By focusing on overcoming barriers to learning, we will be able to improve their outcomes now and in their journey to adulthood.

Although our Intent primarily focuses on our pupils in receipt of pupil premium, there will be a benefit to our pupils who are not in receipt where funding is spent across school. Exceptional teaching, targeted support and wider strategies are paramount to implementing effective strategies and achieving the intended outcomes. The intention is that improved progress will also be shown for both pupils who are in receipt of fun and are not at Beaufort School. Our commitment to all our pupils will be driven by the needs and strengths of our pupils as individuals to ensure that we provide them with the independence and life skills to prepare them for secondary education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Communication, Speech and Language Needs.
2	Sensory Integration challenges/difficulties.
3	Social, mental health and wellbeing.
4	Behaviour for learning.
5	Complex Special Educational Needs and all pupils with an EHCP.
6	Attendance & persistent absence
7	Parental and family engagement

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
Communication and language Pupils will be using a communication system specific to their individual needs to develop their expressive and receptive communication skills in a functional manner.	Communication EHCP Overview targets linked to EHCP long term outcomes. Whole class/individual assessment by SaLT Regular target reviews with SaLT/teacher. Consistent use of communication system. Pupil progress in communication. Reduction in behavioural incidents. Intensive Interaction.
Sensory Integration Pupils will be able to manage sensory challenges/difficulties and self-regulate so that they are ready to learn through accessing an exciting and engaging curriculum.	Access sensory circuit activities. Individualised, engaging curriculum. Improved pupil progress. An increase regulation and positive behaviours. Ability to self-regulate.
Social, Mental, Health and Wellbeing Pupils will be able to build positive relationships with peers to improve emotional wellbeing and involvement in all aspects of the school and wider curriculum through high quality teaching. Mental and physical wellbeing is enabled through an engaging, appropriate curriculum which supports the journey into secondary school and beyond.	Children engaged together in play activities. School council to enable pupil voice. Communicating positively with each other. An increase in positive behaviours. Building resilience, independence and self-esteem. Extra-curricular and enrichment activities. Resources to support the wider curriculum.

Behaviour for Learning Pupils to be able engage in positive behaviour management strategies which enable them to demonstrate a readiness to learn.	Using individualised communication systems effectively. Increase in positive behaviours. Key worker system in class to build trusting relationships. Positive rules and behaviours consistently taught. Individual behaviour analysis plans consistently applied by staff. Strategies implemented by behaviour specialist.
Phonics and Reading To develop and embed the reading strategy through continued phonics teaching across the school. Use assessment data to implement challenging targets to enable all pupils to make progress.	Termly assessment of phonics and reading to show consistent improvement. Feedback from parents. Pupil progress meetings. Continued CPD for staff to enhance phonics knowledge and skills. Staff consistently support the teaching of phonics and reading. Develop a reading club. Implement a reading challenge.
Attendance & persistent absence To improve attendance and persistent absence to maximise learning opportunities for pupils at school.	Attendance levels to be in line, or better, with pupils not in receipt of Pupil Premium. Reduction in number of pupils PA. Pupil attendance increases following meetings with professionals. Training for key staff. Attendance workshops for parents. Develop an attendance reward system.
Parental engagement To involve parents/carers in their child's education to improve outcomes at home and school	Regular, relevant workshops for parents. Regular positive communication via Class Dojo, phone calls and parent meetings. Sharing of half termly topic plans to support learning. Pastoral support to improve outcomes for pupils and families.

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: £

Speech and Language Therapy 1.5 days per week in school Including 3 x CPD sessions for staff to underpin high quality teaching	children who have difficulties communicating. Therefore, it is imperative that their expertise is purchased and shared with staff to improve communication outcomes for pupils.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: Sensory Circuit Resources required to equip sensory circuit across school to manage regulation and prepare children for a readiness to learn.	To meet the ever increasing, individual sensory integration needs of the children, It has been identified by NHS that ongoing specialist staff support, OT equipment and resources can help children achieve optimal levels of alertness through: • Dedicated sensory circuit areas around school • Sensory area/circuit in classrooms • Well-equipped sensory room • A range of equipment to Alert, Organise and Calm A guide to sensory circuits (bridgewater.nhs.uk) Staff CPD	1,2,3,4,5.
Targeted intervention support Raising attainment in phonics and early reading through a recently introduced phonics scheme.	To further embed phonics and develop a love of reading, children are now following an appropriate phonics scheme and reading books appropriate to their reading level. Staff CPD EEF state that 'Phonics has an overall positive impact (+5 months) with very extensive evidence and is an important component in the development of early	1, 5.

	reading skills, particularly for children from disadvantaged backgrounds.' Phonics EEF (educationendowmentfoundation.org.uk)	
Targeted intervention support Behaviour specialist	Bespoke staff support to promote positive behaviour strategies for pupils. Providing support and confidence for staff to implement effective strategies which enable behaviour for learning. Collaboration with SaLT and OT to provide joint reports/strategies to promote positive behaviour. Staff CPD.	1,2,3,4,5.

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy 1 day per week	Music therapy may help pupils reach goals regarding wellness, stress management, improved communication, and expression of emotion and feeling, therefore used regularly with SEN pupils. The Role of Music Therapy in Special Education (behaviorist.com)	1,2,3,4,5.
Behaviour Specialist 1 visit fortnightly	A behaviour specialist will focus on supporting pupils who may have additional behavioural, emotional, or social challenges, often providing targeted strategies and interventions. The behaviour specialist will identify specific behavioural issues and support the staff to develop individualised plans. The behaviour specialist will implement behaviour management techniques and train and advise staff. They will track and monitor progress and liaise with parents to offer support and guidance. This will help school to foster a more inclusive learning environment for pupils.	1,2,3,4,5.

Phonics and Reading Specialist 1 visit fortnightly	A phonics and reading specialist will play a vital role in helping pupils develop their literacy skills, particularly in reading and phonics, which are foundational for academic success. The phonics specialist will Identify Individual needs and use Diagnostic tools to create tailored phonics and reading programs. They will support staff to set achievable goals and adapt methods for different needs, to help build reading fluency and to focus on comprehension. Intensive support will be provided for struggling readers and the staff will be trained to use evidence-based programs to track and measure progress. Training and advice for classroom teachers will be provided. Advise and support will be provided for staff to engage with parents. In summary, the phonics specialist will play a crucial role in delivering structured, evidence-based phonics programs that significantly boost early reading proficiency. Their expertise ensures that instruction is both effective and responsive to the diverse needs of learners (EEF)	1,2,3,4,5
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Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have been able to continue to employ a number of external professionals (SALT, OT, Music Therapist and Behaviour Consultant) and since the summer term 2023 we have increased the SALT provision. Our SALT and OT have jointly implemented a whole class approach to communication and sensory strategies, and, in addition, we have worked closely with our Educational Psychologist and Behaviour Consultant to support our staff to work with pupils and implement their individualised and targeted strategies. Taking a joint and whole class approach to the wider strategies has enabled more of our pupils to benefit alongside our children in receipt of Pupil Premium.

Due to the continued rising numbers in children that have joined Beaufort School with sensory processing disorders the sensory circuit room continues to be a necessity, as well as individual classrooms/outdoor areas requiring their own circuit resources to meet pupil need. This therapeutic intervention will be extended throughout the school into all classrooms and relevant spaces, under the guidance of the Occupational Therapist (OT) to ensure appropriate resources are in place for the cohort. The sensory circuit has had a positive impact upon those that have started to access it and has enabled some of our most disadvantaged pupils to regulate and demonstrate a readiness to learn alongside beginning to have a positive impact upon behaviour. The focus upon Occupational Therapy to enable children to regulate sensory needs through sensory circuit will continue.

Speech and Language Therapy (SALT) was secured on a regular basis from the summer term and all our pupils are now beginning to feel the benefit. Behaviour is becoming more positive as more pupils begin to have an effective communication system in place based on their individual needs. Classroom environments are becoming more communication friendly which is enabling a more conducive learning atmosphere for all pupils. Our SALT provision is now stable, and our therapist will continue to work with staff and all pupils to build upon the positive foundation that has been laid to improve outcomes further.

Our external behaviour consultant continues to support staff with individual and whole class advice regarding the classroom environment and strategies to implement positive behaviour and engagement for specific and groups of pupils. There has also been training support and most staff are now trained in Team Teach, positive handling techniques. We drew upon advice from a range of professionals through a Multi-Disciplinary approach, termly, whereby a group of professionals discussed nominated pupils to provide strategies to staff to manage behaviour (EP, SALT, OT, nursing team, behaviour consultant, Therapeutic Lead). This approach worked extremely well and will continue to have a positive impact upon both disadvantaged and non-disadvantaged pupils.

Bug Club, a phonics scheme, was implemented and phonics groups according to phase were set up. A phase leader with phonics experience has delivered CPD sessions to increase phonics skills across school. Reading record books and bags were purchased, and books shared with parents at home to support pupil progress and develop a love of reading. The majority of our cohort are at the very beginning of their phonics journey and we now need to

develop our phonics provision further to reflect this to ensure disadvantaged pupils develop their phonic knowledge alongside a love of reading.

Our EYFS provision for our disadvantaged pupils has improved dramatically through support from external EYFS professionals. The quality of provision through teaching, a communication rich environment, sensory circuits built into the daily routines and an overhaul of the planning and assessment process has had a positive impact on disadvantaged pupils emotionally, socially and academically. The whole approach to the EYFS has also benefitted our non-disadvantaged pupils, too.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.