

Pupil Premium strategy report 2021-24

This statement details Blossom House’s use of pupil premium 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 impact for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	16% - this includes pupils eligible for PP, FSM or who are post-adoption
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September January 2024
Statement authorised by	Joey Burgess (Principal)
Pupil premium leads	Fiona Roberts (DSL), Vikki Langford (Senior Manager- Accountability) and Kellie Todd (Office Manager)
Governor / Trustee	Jill Bainton (Safeguarding Lead on Advisory Body)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0 (as of Jan 2023)
Recovery premium funding allocation this academic year	£12,500 (Achieving for Children and Surrey)
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.</i>	£ 13,987.95

<p><i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>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></p>	<p>£ - n/a – the school does not receive Pupil Premium payment from all Local Authorities for its’ eligible pupils. The school has only received Recovery Premium from 2 Local Authorities</p>

Part A: Pupil premium Strategy plan

Statement of intent

Blossom House School is an outstanding special school for pupils with speech, language and communication difficulties. The main school is based at Motspur Park, with smaller additional premises at Wimbledon and Euston. The majority of pupils are supported by an Education, Health and Care Plan, funded by up to 32 Local Authorities in and around London.

As a non-maintained school, Blossom House **does not** receive Pupil Premium for all pupils who are eligible for support. However, the school ensures that pupils are not disadvantaged regardless of whether the school receives a premium for them or not. Equally, the school does not receive Recovery Premium from all Local Authorities for its' eligible pupils. Importantly, the school accepts that the majority of our pupils are at great disadvantage, given that all of our pupils present with SEND and that the majority are supported by an Education, Health and Care Plan. Some of our pupils have additional medical vulnerabilities and all have some degree of speech, language and communication difficulties.

Our mission statement says: We promote our holistic vision for the educational, therapeutic and pastoral care of all our pupils, through the age range (3-19) and across all of our additional premises. We are committed to enabling our pupils to reach their academic and social potential, so that they leave school with the ambition and security to live happy, fulfilling and rewarding lives. Above all, we promote and support the wellbeing and happiness of our pupils to equip them with the tools to take responsibility for themselves, their learning and to understand and value their roles in the wider community and their onward lives.

Challenges

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

Challenge number	Detail of challenge
1	The mental health needs of our pupils increased dramatically following the Covid period. For a few pupils, mental health related issues continue to affect school attendance
2	Most new pupils begin their starting point from a low basepoint of cognitive/speech abilities. Some have relatively new diagnoses.
3	Due to their SEND, pupils often present with low self-esteem and challenges with their confidence; some have had negative experiences in their previous school settings and do not trust staff

4	Some pupils experience sensory or other difficulties which can affect sleep patterns, eating habits and diet
5	Some pupils can easily become dysregulated and require one-to-one support to enable them to manage their behaviours and engage with their learning
6	Many pupils have long journeys to make to school each day, being transported via transport provided by Local Authorities. This means that pupils can become exhausted by the end of the day or can be anxious around travelling in with either older or younger pupils. This frequently disadvantages them in comparison with their peers with relatively shorter journeys. Some pupils have homelives that lack stability, and are considered vulnerable for this reason
7	Some pupils' parents/carers are unable to fund trips, or purchase specialist equipment/uniforms

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
As the needs of different cohorts vary, we will have ensured that all of our Learning Support assistants have been fully trained to work with our unique cohorts of pupils in each phase. This may include procuring Learning Support Assistants from external agencies for. This will include a training induction for agency staff	Phase leads will report that different LSAs are suitably matched to groups based on their skills sets LSAs will be fully able to apply principles of Restorative Justice to deal with support for significant behaviour incidents
Pupils will be confident in the use of Assistive Technology, relevant to their phase and programme of study	All pupils will access specific and effective forms of assistive technology, tablet or laptop which meets their needs
Improved academic outcomes for pupils; this includes a new KS4 programme at our additional premises in Euston which will introduce and secure relevant qualifications for the year 2024-5	Pupils will be matched with an increasingly relevant and adapting curriculum to enable them to achieve potential; whether standard Blossom House curriculum, adapted curriculum, Employability or outdoor and community learning programme. We will have established full and effective programmes in these areas The school is currently acquiring additional premises from which to offer

	and Outdoor Learning provision for Sep 2023
Enhanced opportunities for parental engagement and involvement	We will have established more opportunities for parents to obtain information and socialise, for example, more coffee mornings across sites, workshops etc. Parents will have attended meetings and reviews via remote (Teams or Zoom) if they can't attend in person
Improved social and emotional stability for pupils	Pupils will have greater access to pastoral support which is matched to their needs; a Pastoral Support team will be fully established with staff with specific responsibilities

Activity in this academic year

This menu of approaches details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above. This includes all identified pupils for which the school receives no funding, ensuring that they are not further disadvantaged:

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school will secure a strong relationship with an external supply agency who will dispatch suitably experienced Learning Support Assistants	Classrooms need to be fully staffed and supported to maximise learning, even in our environment of already small class sizes. As the school has grown, the complexities of our cohorts have increased, including those with medical needs	1,2,3,4,5,6
Extending Group Times to extend pastoral support; providing extracurricular clubs and activities	Since Covid, many pupils have required extra pastoral support and reassurance. We have found that extending the first (registration) period of the day helps settle pupils and get their day off to a more productive start	1,3,5,6
Supporting outstanding teaching	The school is supported by 32 funding Local Authorities, many of	1,2,5

and learning; new staff and trainee teachers will be further supported by the Learning and Teaching/Therapy Support team, to include mentoring and buddying	whom receive funded transport to enable their attendance. The school has been assessed as Outstanding by Ofsted	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support for pupils with dysregulation/behaviour difficulties	We have seen that modified and adapted timetables, sometime reduced, are an affective way of securing engagement and attendance	1, 5, 6, 7
Pupils will be equipped and supported to use technology/assistive technology for learning, overseen by specialist staff	Assistive Technology is vital to assist our pupils with communication skills, including those who are non-verbal; KS4 pupils are trained to use technology as part of Access Arrangements in their following of curriculum and pursuit of qualifications	2, 3, 7
Investment in phonic, maths and reading materials	One-to-one provision from the SpLD team enables pupils to access class learning more effectively	2, 3, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club provision, extra-	Pupils from disadvantaged backgrounds have arrived at school without eating breakfast.	1, 3, 4, 6, 7

curricular activities, Sibs groups	Some of our pupils have lengthy journeys to school	
Pastoral/behaviour Lead appointed 2022- 23	Pupils have a range of increasingly complex emotional and behavioural needs, sometimes requiring extra support and timetable modifications. We have found that deploying these strategies has secured engagement and progress. A pastoral care team supports pupils and reassures staff	1, 2, 3, 4, 5, 6
Whole staff training in Restorative Justice, and Zones of Regulation	We have added extra areas/zones to provision to provide places of calm and respite for pupils experiencing upset and dysregulation. Training all staff in RJ has led to a more unified approach to behaviour management. The OT team have developed and maintain a programme of Zones and Regulation, which pupils understand and which is used by all teachers and therapist to support learning	3, 5, 6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

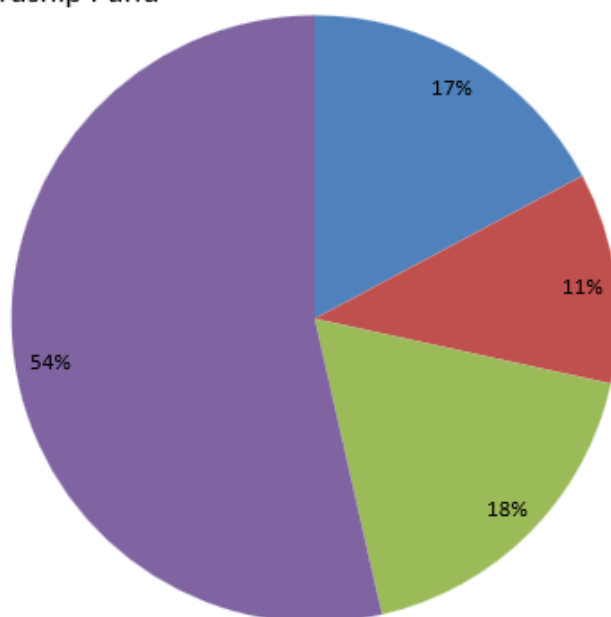
A summary of our main 2021-22 outcomes:

- All year 11 pupils attained qualifications in their subjects, including GCSEs, Entry Levels, Functional Skills, BTEC and Duke of Edinburgh. All P16 pupils achieved qualifications in their course of study, with some attaining additional qualifications at their college
- A P16 programme in Employability Skills was set up, with all pupils moving onto their second year of their programme for 2022-23
- There were no exclusions
- All pupils with an EHCP received further funding for 2022-23, except for those who left at Yr 11/14 or who moved on to other schools
- All pupils were able to access supportive/assistive technology such as laptops, regardless of whether their parents have purchased a laptop through the school scheme
- Some pupils were supported through transport or finances to attend college part-time as part of P16 provision
- All identified pupils were able to access therapy at school from the Arts Therapies team, or access to our CAMHS Clinician/ Family Therapist who was able to work with families
- All pupils were able to access curricular/residential trips, which sometimes included the purchase of clothes/equipment, for example, for the Duke of Edinburgh Award

Allocation of funding for the year was drawn against our four main categories of funding stream (as shown below).

Pupil Premium Spending 2021-2022

- Extra Curricular Support and Activities
- School Learning Resources and Specialist Equipment
- Professional Support
- Hardship Fund



Some examples of our use (per finance category) in relation to the menu of approaches is as follows:

Menu of approach:	Funding stream:	How funding spent:
High quality teaching	School Learning Resources	Purchase of iPad for assistive tech
Wider strategies	Hardship Fund	Provision of lunches/breakfast
Wider strategies	Professional Support	Hosting support groups for siblings/families
Targeted support	Professional Support	Supervision for staff supporting behaviour
Wider strategies	Hardship Fund	Funding for residential trips
Targeted support	School Learning Resources	Purchase of personal occupational Therapy equipment
High Quality teaching	School Learning Resources	Purchase of props/toys to secure learning engagement
Wider strategies	Hardship Fund	Summer creche provision
High quality teaching	School Learning Resources	Specialist equipment for BTEC cooking skills

High quality teaching	Extra-Curricular Support and Activities	Duke of Edinburgh enrolment
Targeted support	Extra-Curricular Support and Activities	Riding and climbing activities

Service pupil premium funding (optional)

The school has no pupils whose parents are in the Armed Forces and receives no Service Premium

Further Information (optional)

There are three termly review meetings to discuss and review Pupil Premium and Attendance each year. There are additional meetings if and when necessary. Any relevant information concerning disadvantaged pupils is discussed where necessary at Heads of Curriculum and Therapy meetings which include members of the Senior Management Team