

## Pupil premium strategy statement 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Buxton Community School
Number of pupils in school	906 (excluding sixth form)
Proportion (%) of pupil premium eligible pupils	26.2% (237 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Samantha Jones
Pupil premium lead	Christina Warrington
Governor / Trustee lead	Judy Vale

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,292
Recovery premium funding allocation this academic year	£16870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262,162

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all aspects of the curriculum. We also want to remove the barriers to progress for these students to ensure that school is a positive experience for all our students. For the year 2023/2024 we have 237 PP students on our roll, this excludes our Sixth Form which counts for an additional 12.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will also consider the challenges faced by vulnerable pupils who do not sit under this title. The activities outlined in this statement intend to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach across all subject areas and driven by an evidence informed approach using the EEF guidelines. Expert teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school development plans, notably our whole school development focus on Teaching and Learning which has a strong emphasis on Embedding Formative Assessment; the progress of boys, disadvantaged students and the most able and finally; disciplinary literacy. The school remains committed to a programme of targeted academic support through the school led tuition recovery fund which still exists as a covid legacy to support those pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Ensure that disadvantaged students have access to a wide range of opportunities to support their academic outcomes and personal development.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students in their lessons and outcomes by raising their expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
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1.	<p><b>Attendance:</b> PP attendance is a significant barrier to PP progress. Last academic year PP attendance was 81% compared to non-PP attendance of 88%. School wide attendance needs to improve significantly but especially for students that are PP. This needs to be our focus. Any in school strategies to address the gap between pp and non-pp students will fail if attendance does not improve. Public First undertook a landmark study which stated that <i>There has been a profound breakdown in parental attitudes to the idea of full-time school attendance in the years since the Coronavirus pandemic</i>  <a href="https://www.publicfirst.co.uk/public-first-research-finds-parental-support-for-fulltime-schooling-has-collapsed.html?utm_source=ASCL+Briefing%3A+22+September+2023&amp;utm_campaign=347accb7f1-EMAIL_CAMPAIGN_2023_09_22_11_00&amp;utm_medium=email&amp;utm_term=0-347accb7f1-%5BLIST_EMAIL_ID%5D">https://www.publicfirst.co.uk/public-first-research-finds-parental-support-for-fulltime-schooling-has-collapsed.html?utm_source=ASCL+Briefing%3A+22+September+2023&amp;utm_campaign=347accb7f1-EMAIL_CAMPAIGN_2023_09_22_11_00&amp;utm_medium=email&amp;utm_term=0-347accb7f1-%5BLIST_EMAIL_ID%5D</a></p> <p>Access - Attendance figures lower for PP students apart from Year 7 (1 Sept 2023 – 27<sup>th</sup> Sept 2023) Significantly more persistently absent students from pp cohort.</p> <p>Year 7: 96% pp Vs 98% non – pp  Year 8: 90% pp Vs 97% non – pp  Year 9: 88% pp Vs 94% non-pp  Year 10: 81% pp Vs 93% non-pp  Year 11: 84% pp Vs 94%  PP lates higher than non pp: 5.65% compared to 3% non-pp.</p>
2	<p><b>Parental engagement:</b> Lower for PP students with regard receiving messages, communicating with school, and attending parents’ evenings.</p>
3	<p><b>Lower aspirations and access to cultural capital</b></p>
4	<p><b>Cost of living:</b> PP students increasingly need greater support to access basic equipment, uniform and access to trips. This is not exclusive to PP students – increase in household support applications for a greater number of students across the school.</p>
5	<p><b>Attainment outcomes:</b> Significant gaps evident between PP and non-PP students in Year 11 2023 summer outcomes with a gap in A8 data of 15.35.</p> <p>Students achieving:</p> <p>PP students achieving 9-7 in English and Maths – 0. Gap of 8.2%  9-5 in English and Maths – 17.8% Gap of 25.4%  9-4 in English and Maths – 31.1% gap of 29.6%  5 standard passes inc EM – gap of 4.9%  Progress 8 score -0.97 for PP Vs -0.26 for non-PP. Gap of 0.71</p>
6	<p><b>Exclusions:</b> 25 fixed term exclusions since 1<sup>st</sup> September 2023, fewer than the same period in 2022. 48% PP students compared to 79% for same period last year. No permanent exclusions in this time. 36% from onsite inclusion centre.</p>
7	<p><b>Bespoke Support:</b> Significant issues in terms of attendance and access to mainstream lessons for an increasing number of students. Increasing need for access to Heads Up Personal and Academic Development Centre primarily due to the impact of trauma and undiagnosed neurological conditions</p>

## 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 attendance and exclusion figures for PP students	The gap between non-PP and PP students to have closed for attendance, unauthorised absence, late marks and exclusions.
Improved parental engagement with the school	Improved attendance to parents' evenings and parent partnership classes. Parents feel more included in the school community and better equipped to support their child/children at all stages. More PP parents and carers accessing key messages on Class Charts
Improved support for disadvantaged learners in lessons and with access to extra-curricular opportunities	Students engaging with their learning and teaching staff aware of how-to best support throughout lessons. PP students accessing trips and opportunities in line with their peers.
Improved attainment in Maths and English for PP students	Greater percentage of PP students making expected progress in English & Maths. PP Students securing higher grades in Maths and English to lessen the gap between the predicted and target average points score in English and maths.
'Reading to learn' to be embedded across the curriculum	Improved reading age scores for all students including PP students. Recognition of improved engagement during lessons and when completing work outside of the classroom. Students presented with more challenging texts and supported in being able to access them.
Improved attainment outcomes at the end of Year 11.	Students know more and can do more. Will be visible in student discussions and outcomes. Students will be more confident in their learning and Progress 8 scores move in line with expectations.
Heads Up Personal and Academic Development Centre provides appropriate packages of support for our most vulnerable students, reducing the risk of disengaging with education.	Students engage with bespoke programme of support provided by Heads Up. Staff develop a deep understanding of the barriers facing students and work with the student to help them overcome these. Students build positive relationships with key staff. Students have access to relevant and appropriate therapeutic services. Students needs are identified and addressed via relevant referrals and a bespoke plan of support. Student attendance is improved. Students engage in some mainstream learning and wider activities available to the school community. Student behaviour ratio improves.

	<p>Parents/Carers are consistently engaged with school in working collaboratively to support their child's education.</p> <p>All staff receive relevant training and guidance in relation to supporting these students in the mainstream school setting.</p>
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### 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: £13,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading Plus:</b></p> <p>Online database of over 32,000 book quizzes to ensure comprehension of books read. Provides instant feedback and reports for monitoring. Helps create a culture of reading and promotes reading for pleasure.</p>	<p>The randomised controlled trial of Accelerated Reader, funded by the Education Endowment Fund (EEF) and evaluated by Durham University, found that in just 22 weeks: The reading age of all pupils increased by 3 additional months and the reading age of low-income pupils improved by an additional 5 months.</p> <p>“Children and young people who use Accelerated Reader continue to enjoy reading more, are more likely to have a favourite book and read more frequently than those who do not use AR.” Dr Christina Clark, National Literacy Trust</p> <p>25 licenses – Fresh Start ex cohort Year 8</p> <p>Specialist T&amp;L assistant</p>	3 & 5
<p><b>Appointment of AAHT for reading</b></p>	<p>Appointment has led to structured and systematic monitoring of literacy provision across the school. The school now generates far more diagnostic data using the NGRT reading assessment to enable the targeted intervention of students. Training of a range of ‘Reading Leaders’ across the school has helped to promote</p>	2, 3 & 5

	<p>reading and provide support. As a result, we now have over 30 Year 7 students getting one2one reading support. Reading workshops at KS3 has led to greater awareness and involvement from parents. More students are utilising the BCS digital library and hub that previously. All students in KS3 and KS4 now engaged with school led reading. Qualitative data from stakeholders indicates that this is starting to have an impact. 31% of KS3 students stated that they read more now than they had done previously. 22% of</p> <p>students felt that they were a stronger reader as a result of whole school approach. BCS is slightly ahead of the national average for % of students reading at chronological reading age. Nationally 51% of KS4 students – BCS 57%</p>	
<b>AHT Progress PP</b>	<p>An AHT role has developed to be responsible for progress and outcome and within this is line management of a Director of Progress for PP. This person acts as a champion for this group of students across the school. They monitor progress of the cohort of students and ensure access to academic support along with social, emotional and economic. A range of methods are being adopted to best spend the PP funding using the evidence from the EEF to guide and support.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1, 2 & 5
<b>Classroom based activities</b>	<p>All activities are supported by the educational research. The Chartered College of Teaching state that retrieval practice is a well-known psychological phenomenon whereby people remember things better.</p> <p><a href="https://impact.chartered.college/article/firth-assessment-as-learning-role-of-retrieval-practice-in-classroom/">https://impact.chartered.college/article/firth-assessment-as-learning-role-of-retrieval-practice-in-classroom/</a></p> <p>Feedback enables students to make 5+ months of progress. Evidence suggests that Low attaining pupils tend to benefit more from explicit feedback than high attainers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>The school is committed to Embedding Formative Assessment within all lessons to enable learners to make progress. This can allow students to make at least 2 months more of progress when implemented effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a></p>	1, 2, 3 & 5

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

Budgeted cost: £252,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tuition <b>£16870</b>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2,3 & 5
Heads Up Personal and Academic Development Centre	<p>Trauma, attachment and relationship aware centre providing bespoke provision for students who fall into one or more of the below categories:</p> <ul style="list-style-type: none"> <li>• Have experienced or are experiencing high levels of trauma</li> <li>• Looked After</li> <li>• High risk of permanent exclusion</li> </ul> <p><b>The need for BCS to provide bespoke provision</b> - Students that stop attending school either due to emotionally based non-attendance, or via permanent exclusion face a lengthy wait for an alternative package of education. This is due to long waiting lists for health services such as CAMHS, and insufficient places in alternative provision settings. The only alternative provision available to local authority schools in Derbyshire has now become part of a Multi-Academy Trust. There are 2 private alternative provision providers, however these are only suitable for temporary, part time provision. An additional two members of staff have been employed to work in the facility taking the total number of staff to 4.</p> <p><b>UK Trauma Council - Eamon Mcrory 2022</b></p> <p>Mcrory and colleagues have developed a “neurocognitive social transactional model”, which suggests that maltreatment can impact the development of the brain, influencing a child’s ability to form and maintain positive social relationships”</p> <p><a href="#">Uk Trauma Council Research Round Up 3</a></p> <p><b>The ICTC</b> states that “Trauma has the potential to impact a person’s physical, emotional, social and cognitive abilities throughout his or her life. A likely long-term effect of trauma is dropping out of school.”</p> <p><a href="#">Look through their eyes</a></p> <p><b>The EEF</b> states that “Pupils who are experiencing challenging situations at home and/or the community will then find that</p>	1, 5 & 7

	<p>difficulties with learning or coping in the school environment may be more profound... Interventions for targeted populations of students with more behavioural issues are often highly effective when they are tailored to the needs of the individuals involved, rather than attempting to implement the same strategies for all individuals”.</p> <p><a href="#">EEF Improving Behaviour in Schools</a></p>	
Heads of Pastoral Care	<p>Each year group has a dedicated Head of Pastoral care to support with emotional, behavioural and social support.</p> <p>The British Educational Research Association (2019) says that ‘pastoral care can:</p> <ul style="list-style-type: none"> <li>•improve students’ attendance and retention rates</li> <li>•foster an orderly atmosphere in which all students can access opportunities, and enhance their academic achievements</li> <li>•promote tolerance, especially in students and teachers with due regard for protected characteristics</li> <li>•subdue racism and inequality</li> <li>•teach respect for self and others.</li> </ul> <p><a href="https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners">https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners</a></p>	1, 2, 3, 4, 5, 6.
Director of Progress	<p>DoPs in place for this academic year focusing on the progress of distinct groups of learners; Boys, More Able, Disadvantaged and More Able. All work is underpinned by EEF evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p> <p><a href="#">Directors of Progress Action Plan Term 1 - Whole School Version.docx</a></p>	1, 2, 3, 4, 5, 6.
Designated Teacher for Looked After Children	<p>All looked after children must have a PEP as part of their overall care plan. The designated teacher leads on how the PEP is used as a tool in school to make sure the child's progress towards education targets is monitored. Careful planning of PP+ funding is used to support all Looked After Children to reach their potential both personally and academically. The number of LAC at BCS has increased and this is likely to become a trend due to OFSTEDs downgrading of our neighbouring LA school to ‘requires improvement’. The Virtual School states that all LAC should be placed on roll at a school with an ofsted rating of ‘good’ or better. The increase also reflects the National Statistics of an increase in children being taken into LA care. LAC are more likely to require support to achieve their potential.</p>	2, 6 & 7



	<p>There has been a 2% increase in the number of LAC nationally since 2022.</p> <p><a href="#">Gov Statistics LAC 2023</a></p> <p>The DFE has identified that in 2022 “the average Progress 8 score is lower for all key social care groups than for the overall pupil population... CLA for less than 12 months have the lowest average Progress 8 score of all social care groups.”</p> <p><a href="#">Gov Statistics P8 LAC</a></p>	
Rewind - Heads Up	<p>1:1 guided reflection in order to support students in understanding:</p> <ul style="list-style-type: none"> <li>• The consequences of their choices</li> <li>• The impact of their actions</li> <li>• Alternative and better ways to respond to challenging situations</li> <li>• How to repair relationships</li> </ul> <p>EEF – Focus 1 and 2</p> <p><a href="#">EEF Improving Behaviour in Schools</a></p>	3, 5, 6, & 7.
Study Zone	<p>A space in school has been redesigned to become a study zone to encourage independent learning and supported learning during social time. It will facilitate study club sessions, before school, over lunch and after school.</p> <p>The Education Endowment Foundation (EEF) say that:</p> <ol style="list-style-type: none"> <li>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</li> <li>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</li> <li>3. Homework that is linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning.</li> <li>4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	3 & 5

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

**Budgeted cost: £35,833**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Breakfast Club	Limited academic improvements but increased social and emotional regulation at the start of the day. Breakfast clubs can improve pupil behaviour and attendance. (EEF) A healthy breakfast can help children and young people with their concentration and behaviour. (Gov.uk)	1, 4, & 5.
Forest School Cost Neutral as now embedded into the curriculum	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	1 & 3
School Counsellor	The Association for Children's Mental Health (ACMH) say "addressing mental health needs in school is critically important because 1 in 5 children and youth have a diagnosable emotional, behavioural or mental health disorder and 1 in 10 young people have a mental health challenge that is severe enough to impair how they function at home, school or in the community."	7
Mental Health Lead  Grant funded by ESFA for £1200  Mental Health First Aid	<p>The Association for Children's Mental Health (ACMH) say "addressing mental health needs in school is critically important because 1 in 5 children and youth have a diagnosable emotional, behavioural or mental health disorder and 1 in 10 young people have a mental health challenge that is severe enough to impair how they function at home, school or in the community."</p> <p>Two staff in school completed the Mental Health lead course. One leads on staff and the other on support for young people. Our Mental Health Provision Map is on the school website with a clear tiered approach for all stakeholders to refer to and use – this has been identified as good practice and is on the Derbyshire Mental Health service website as an example for other schools to adopt. Padlet with signposting to support services.</p>	All
Assistant SENCo	Increased low level SEND (formal and informal) demand. Increased frequency and severity of safeguarding demand. Appointment supports increased capacity in both areas.	5, 6 & 7
Support for uniform equipment and trips	<p>We have established a dedicated swap shop within the school to support families with access to uniform, equipment and prom outfits. The facility supports disadvantaged families and those struggling with the cost-of-living crisis.</p> <p>Key findings from a study carried out by Citizens Advice found the following:</p> <p>School uniform: Three quarters of parents of secondary school children found it difficult to meet the costs of school uniform.</p> <p>School trips: Three quarters of parents of secondary school pupils found it difficult to meet the cost of school trips.</p>	3 & 4

	<p>Other costs associated with schooling: 79% of secondary school respondents found it difficult to meet all of the costs discussed in the survey. For secondary school, the top three items were non-school uniform days, school photographs, and equipment for lessons.</p> <p>The impact of cost: 4 out of 5 parents of secondary school pupils were worried that their child would be disciplined as a result of not having the correct uniform. 58% of secondary school respondents were also worried that their child would be bullied as a result of not having the correct uniform.</p> <p><a href="https://www.citizensadvice.org.uk/Global/Migrated_Documents/corporate/final-4674-adding-up-04.pdf">https://www.citizensadvice.org.uk/Global/Migrated_Documents/corporate/final-4674-adding-up-04.pdf</a></p>	
Attendance strategies	<p>Headteacher is working on a Trust wide policy to address the impact of poor attendance. The work will focus on 4 key areas:</p> <ol style="list-style-type: none"> <li><b>1. High Quality Inclusive Teaching</b> <ul style="list-style-type: none"> <li>• The 10 guiding principles underpin confident access to learning for students</li> <li>• Teachers and students acknowledge gaps in knowledge from absence and act positively to close the gaps</li> <li>• Short term / recent absences are noticed and high quality, embedded formative assessment in the classroom is used to check knowledge and learning</li> <li>• Medium term planning evolves in response to missed learning in the group alongside delivering the planned curriculum</li> </ul> </li> <li><b>2. Targeted Thematic Support</b> <ul style="list-style-type: none"> <li>• Reintegration planned for success takes place. Absence (especially multiple day absence) triggers a planned response to check and fill knowledge gaps before students return to whole class learning</li> <li>• Recognition of the barriers to good attendance of well-being and confidence is in place and actions are focused on support</li> <li>• Early help support, providing wrap around care where it is needed most</li> <li>• Interventions that are more punitive and sanction based are used only where needed and where they will be effective</li> </ul> </li> <li><b>3. Wider Strategies</b></li> </ol>	1 & 5

	<ul style="list-style-type: none"> <li>• Meaningful communication with parents and students around attendance are commonplace and effective</li> <li>• Parental engagement is valued and encouraged at all levels</li> <li>• Recognition rather than reward underpins attendance strategies to support students in being noticed and feeling confident in returning to learning</li> <li>• Positively framed actions lead to strong relationships</li> </ul> <p><b>4. Structural Resilience</b></p> <ul style="list-style-type: none"> <li>• Curriculum design and structure limits the impact of missed learning</li> <li>• Careful consideration is given to choosing what is taught and when</li> <li>• Timetabling considers implications of missed learning in its design and avoids "avoidable" weakness</li> <li>• Course selection and qualifications choices consider absence impact</li> <li>• Option choices and courses studied reflect absence impact on groups and individuals</li> </ul>	
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**Total budgeted cost: £301,484**

## **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 2022 to 2023 academic year.

#### **Academic achievement evaluation**

In the academic year 2022/2023 student outcomes:

47/185 were PP in 2022/2023. Basic 9-4 measures of students achieving 9-4 including English and Maths indicate lower attainment amongst the PP group 29.8% compared to 71.7% for non DA. This is a similar picture in 9-5 measures and 9-7 albeit the latter being less pronounced.

Average KS2 prior attainment for DA students was 100.5 compared to 106 for non DA.

P8 –1.05 DA compared to –0.02 for non DA (overall P8 –0.29)

249 students received small group tuition in either Maths, English, Science, Geography, History or MFL. 79% of these students were disadvantaged.

15 of our most vulnerable students in 2022-23 remained in education albeit on an alternative curriculum. For all 15 students P8 compliance was not the right driver for them, and they accessed a curriculum that was most suited to their needs. The average attendance for all 15 students is only 23.5%. Without these students in the data, our overall P8 figure is -0.03 and the DA P8 figure improves significantly. However, for these students keeping them on roll at BCS was the right thing to do for them.

### **Mental Health Lead evaluation**

More than a one-year initiative. 2 members of staff have completed the senior Mental Health Lead training. 5 members of staff have undertaken the Youth Mental Health First Aider Course. A whole school Mental Health Provision Map has been produced and launched with staff which offers clarity over thresholds and what support everyone in school can play in supporting young peoples' mental health needs. The Mental Health Provision Map is featured on the Derbyshire MH website as an example of good practice. The school website has been re-designed to have a separate Mental and Health and Wellbeing section where staff, students and parents/carers can get advice, signposting and support. <https://www.buxton.derbyshire.sch.uk/page/?title=Student+Well%2DBeing&pid=325>

The School's Wellbeing padlet is well used and was seen as good practice by our CAMHs Community Worker. <https://buxtoncommunity.padlet.org/bcs/BCSWellBeingSupport>. We have identified a Governor to be the Mental Health Link. SENCO and DSL has set up half termly meetings with CAMHs, School Nurse, Counsellor, Early Help, SENCO and DSL at triage cases and more effective referrals of students not always meeting the threshold for CAMHs. This has developed relationships with other MH Support Agencies such as Changing Lives.

### **Assistant to Senco – evaluation**

Assistant to SENCo role has given greater capacity within the DSL and SENCo role in light of increase in Safeguarding Issues post-COVID. This is more than a one-year plan and training and development of the role will continue to provide greater capacity and support for students with SEND by reducing admin time and undertaking administration tasks.

### **Heads Up - Evaluation**

Students who are struggling to access mainstream education consistently and successfully, can be referred to Heads Up, where a decision will be taken by the Director of Intervention about what provision they require and what can be offered. Provision is targeted and bespoke, with most students' plans including a combination of mainstream learning and some small group/1:1 learning in Heads Up. All plans are based around supporting both personal and academic development to provide students with the best possible outcomes in relation to academic qualifications, reduced risk of NEET and improved personal and social wellbeing. Provision for each student is organised via an 'assess, plan, do, review model' to take into account the fluid and changing needs of our students.

Academically students are provided with subject specific support with core subjects being a primary focus. Of our three senior learning mentors, each leads in one of the core subjects, providing streamlined communication between teaching staff and the Heads Up Team, as well as supporting the

development of resources and schemes of work that are adapted to the needs of our students. In addition to this we are running small group PHSE lessons where the curriculum is designed to address key issues that our students are impacted by.

Students are provided with a stable and consistent environment in which to develop their sense of belonging, understanding of the social world around them and a place to feel safe. Routines make up a big part of this and the students are clear of the shared targets of 'right time, right place, doing the right thing'. Time is spent engaging students with play-based activities, as for many this has been missing in their formative childhood years. We currently buy in the services of a range of providers including Art Therapy, Positive Play, Tuition and Horse-Riding Lessons.

We have high levels of parental/carer engagement, with positive relationships formed and maintained with all of our families. Parents and Carers are regularly invited into Heads Up in both a formal setting for meetings but also in an informal manner for meet and greet in a morning for those students who need it. All students were provided with a written Heads Up Report at the end of 2022- 2023 academic year with a data breakdown of their attendance, R points, Behaviour points and suspensions by term. All students had made improvement in at least one area, with many improving in all areas.

As well as the day-to-day provision of education and emotional support provided to Heads Up Students, we also coordinate their broader provision by making relevant referrals to services as required. This can include health assessments, social care assessments and applications for EHCPs as required. This multi-agency work is crucial as it provides students and families with a clear understanding of the current situation, the next set of actions and an overall aim based on their circumstances. Providing hope and direction for our students and families underpins all of our work.

Heads Up has also provided training to all mainstream staff including Trauma and the Adolescent Brain and Autism Awareness during the academic year 2022-2023 and there will be further opportunities for staff in the coming year to broaden their knowledge base. This supports students, beyond those who receive Heads Up support as the principles can be applied to a broader group of students.

Heads Up is supporting mainstream behaviour by running a new scheme called REWIND which supports students in reflecting upon their behaviour and choices. This focus provides students with an opportunity to feel safe in sharing their voice, but also challenges poor decisions that have led to them getting into trouble in school. Where possible, students are encouraged to repair relationships and where necessary support is given to students to allow them to do this. To date, 35 REWIND sessions have taken place. Staff RAG rate the sessions at the end and provide a written report to key parties. Each session is RAG rated based on student engagement and the majority have been rated as green. Of the 35 sessions that have taken place so far, only 6 students have been referred more than once. Further work on the analysis of impact is planned.

### **Forest School Evaluation**

All Year 7 students experience Forest School sessions as part of our commitment to their entitlement to develop their communication skills; confidence and social skills. Forest School is delivered in small groups of 15 to 20 students and includes a mixture of students from across the cohort and different

friendship groups. Many of the opportunities they are presented with are experienced for the first time through Forest School which offers three 3 key benefits to all learners at BCS.

- **Social skills-** Students are in mixed groups so are encouraged to communicate with peers they may not normally work with. Activities such as team building, shelter building and nightline activities require students to effectively communicate and share their ideas to complete them. Between the first and last session, students become increasingly confident in communicating with peers they are not familiar with.
- **Increased resilience-** Activities such as fire lighting require persistence which when coupled with poor weather helps to build resilience in the students: Subsequently, students take these attributes back to the classroom which supports them in their wider learning.
- **Environmental understanding-** Studies have shown students are increasingly less connected to nature which has been addressed through sessions looking at wildlife within school and the importance of protecting it (e.g. species monitoring and creating food and shelter for species). Students' knowledge of UK species of plants and animals and their importance has increased since session one.

### **School Led Tuition Evaluation**

249 students received tuition in the academic year 2022/2023 where we delivered 3675 hours of tuition. Students receive tuition in English, Maths, Science, Geography, History and MFL in line with government guidance. Students are identified using internal data and then offered expert tuition for a period of 15 weeks. When students attend, it improves their confidence and understanding in the subjects which can have a positive impact on attainment. Attendance to sessions can be an issue and compounded by wider attendance issues both locally and nationally. School led tuition is now embedded within school, but funding inconsistencies mean that it is difficult to keep tutors from one year to the next. In addition to sessions running alongside lessons, sessions ran last year over lunch times and before school. Tutors also supported in the Heads-Up facility, but attendance impacted the effectiveness of this support. 16-19 funding supported students in sixth form to re-sit English and Maths GCSEs successfully.

### **Designated Teacher for LAC**

We currently have 6 looked after children on roll and work with 5 different Virtual Schools to ensure their education is monitored and supported through the PEP process. The number on roll fluctuates but is gradually increasing due to increasing numbers of children being taken into care Nationally. All PEPs since September 2022 have been graded as Excellent by the Virtual Schools we work with and all students are consistently meeting their agreed PEP targets. BCS was recognised as providing exceptional support for LAC by the Derbyshire Virtual School in the academic year of 2022 – 2023. Students are supported based on their need, with some accessing Heads Up for additional tuition or therapeutic support. Others are provided with academic mentoring and access to enhanced resources as required paid for by PP+. We are due to take an additional LAC in January and have plans in place for a smooth transition for them into BCS.

### **Derbyshire Behaviour Support Services - Chimp Paradox Training**

Staff participated in keynote training on 'Optimising the Human Mind – An introduction to the Chimp' Participants were introduced to relatable neuroscience through The Chimp Model with each individual exploring and identifying their unique Chimp, Human and what they have stored in their computers. How this insight impacts our professional and personal lives was explored and around managing emotions. Participants also learnt skills and techniques for nurturing and managing their unique Chimp – which can have huge impact on happiness, confidence and success. By the end of the training participants knew how to: Explain the structure and functioning of the mind; develop personal insight and skills for optimising their mind; form plans to better manage behaviours, thinking and emotions.

#### **Accelerated reader evaluation**

More than a one-year initiative. The Hub has been re-categorised so that the books are linked to the AR scheme. Last year, all of Y7-9 completed 2 STAR reading assessments and worked towards improving their reading through English lessons and independent reading time. The programme will continue to use AR more widely across the school and curriculum areas so that reading is taught, celebrated and encouraged by all staff.

Hub member of staff provides small group literacy and numeracy teaching to Y9 students working below expectations providing a bespoke curriculum focused on gaps in knowledge.

#### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Chimp Paradox RSL	Chimp Management Ltd Office address: 10 Thorncliffe Hall Annex, Thorncliffe Park Estate, Newton Chambers Road, Chapeltown, Sheffield, S35 2PH. Company Registration no: 8185752 Vat No: 140548528

#### **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	