

Pupil premium strategy statement

School overview

Metric	Data
School name	Baginton Fields School
Pupils in school	116
Pupil premium allocation this academic year	£48,620
Academic year or years covered by statement	2021 to 2022
Publish date	27.09.2021
Review date	26.09.2021
Statement authorised by	A Francis
Pupil premium lead	F Lavie
Governor lead	H William-Fox

Disadvantaged pupil barriers to success

Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces.

Erratic attendance due to changing or challenging home circumstances

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Students make at least expected progress in literacy.	Renaissance shows effective progression. Teachers' data for phonics demonstrates expected attainment. Staff able to demonstrate and evidence how reading skills are developed over time. Reading logs maintained for all students – individual/class basis.	July 2022
Improve reading performance of students to support independence and access to the world around	Students are routinely engaging in reading and develop a passion for reading. Students' independence has increased; take	July 2022

them as well as engender a love of reading.	initiative to support peers in reading (reading monitors), Additional reading resources inspire and motivate a love of reading.	
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve attendance and behaviour of pupils attracting PP	Fewer behaviour incidents recorded for these students Robust and supportive behavioural intervention plans to be in place for these students. Overall attendance for students eligible for PP to improve to the school target of 97%	December 2021
To improve students engagement in class by incitenvising them through Class Dojo reward points programme.	Fewer behaviour incidents on CPOMS.	July 2022
Students to have the opportunity to communicate and be understood.	Total Communication strategies have developed across school and staff provides opportunities for a consistent communication. Students can approach staff and use their key symbols. Students use symbols (and Makaton) with others when playing outside. High participation at the Carpark Karaoke.	July 2022
Support for extra-curricular activities including the annual residential trip and participating in the Coventry City of Culture scheme.	Students able to share their experiences and develop social skills that will stay with them for life. Students enrich their development by participating in a breadth of	June 2022

	activities and complete their Activity Passport.	
Support for students to attend Thrive sessions.	Students have a profile, engage in the Thrive programme and develop their emotional intelligence to support their mental health and well-being.	July 2022
Students to attend immersive sensory sessions which would support self-regulation and promote students' engagement.	LINKS provided Individual strategies which support PMLD/ASD students self-regulate. Progress in self-regulation demonstrated through fewer incident reports on CPOMS.	July 2022
Students to attend musical programme for engagement, sensory input and develop skills.	Attendance in the Open Orchestra sessions, Uncover/Discover. Students able to demonstrate their talent and being able to self-regulate.	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 and 4 for all disadvantaged pupils
Priority 2	Reviewing the curriculum in line with students' cognitive levels and embracing the changes from the government.
Barriers to learning these priorities address	Insufficient support for literacy. Time and staffing.
Projected spending	23,620

Wider strategies for current academic year

Measure	Activity
Priority 1	Well-being and mental health
Priority 2	Lunch Clubs to improve social skills and bridge the gaps that C19 brought in school day to day running.
Barriers to learning these priorities address	Poor self-regulation, low confidence and the impact of uncertainty due to C19
Projected spending	25,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school English lead and other teachers to support baselining and progress. Recruiting staff.	Cover being provided. Use the Thrive person to support baselining.
Wider strategies	Enough time to plan and deliver Thrive programme. Ensuring enough time is provided in the making of the rewards system in school.	Cover being provided. Purchase of quality rewards.