

# Bowden House School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our students who are all judged to be disadvantaged.

It outlines our Pupil Premium Strategy, how we fund and intend to fund our Speech & Language Therapy programme in this academic year and over a successive 3 year period together with the impact that last year's spending of Pupil Premium had within our school.

## School overview

Detail	Data
School name	Bowden House School
Number of students in school	41
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	May 2022
Date on which it will be reviewed	May 2024
Statement authorised by	Aaron Sherwood Executive Headteacher
Pupil premium lead	Tracey Van Tongeren SENCO
Governor	Wendy Phillips Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20, 000
Recovery premium funding allocation this academic year	£ 3, 800
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	£23, 800

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

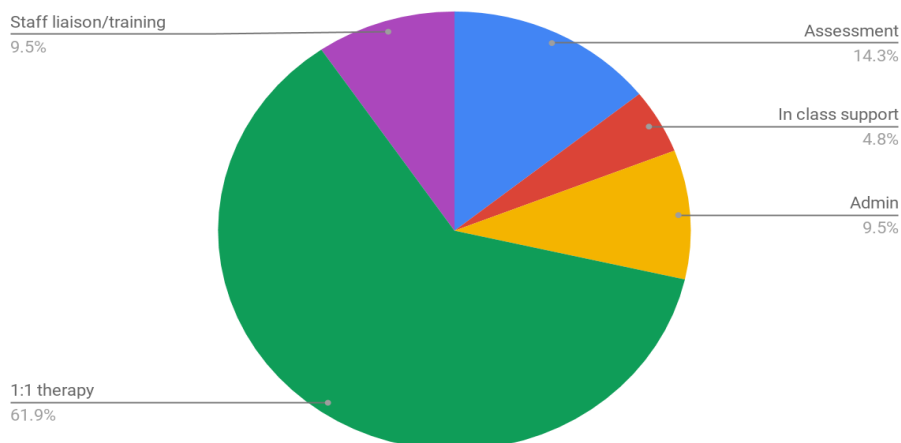
Bowden House is a special, residential school providing a nurturing, therapeutic environment for boys aged 9 – 18 years. It caters for the individual, academic and social needs of its students over a 24 hour curriculum.

The school acknowledges the impact that many of its students have experienced in previous educational settings where their social, emotional and mental health difficulties have limited their educational and social progress.

This Statement of Intent aims to provide an evidence base to support the school's use of Pupil Premium funding to enable the school to meet the needs of students with profound difficulties in speech and language which has delayed their academic and social development. The sustained provision of Speech & Language Therapy delivered within the curriculum as well as individualised programmes, is a crucial element in our students' progress.

It is acknowledged that SLCN might be masked by other 'labels' or 'diagnoses', such as learning difficulties or SEMH difficulties. To address these assumptions, each student upon admission to the school, is subject to a full assessment which 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, spelling and cognitive abilities and the 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.

Division of Therapists time



The standardised assessments are repeated annually in the summer term to track progress and continually advise staff on how to differentiate teaching. This information contributes to reports for initial reviews, Annual Reviews of EHCPs, CLA and PEPs and when applying to readers and scribes in exams.

## Challenges

This details the key challenges to achievement that we have identified among our students

Challenge number	Detail of challenge
1	All our students are subjects of Education, Health & Care Plans (EHCPs) with a considerable majority displaying speech, language and communication needs (SLCN). It is generally acknowledged that these needs often go unrecognised because behaviour can mask a child or young person's difficulties with communication. At Bowden House School 85% of our students have significantly impaired speech, language and communication skills.
2	Our students with SLCN often have significant difficulties with reading and writing because the underlying skills required to communicate verbally are also involved in learning literacy
3	Our assessments, observations and discussions show that our students generally have greater challenges around communicating and expressing their needs including non-verbal and social interaction due to limited language skills
4	Through observations and conversations with our students and their families, we find that our students generally have fewer opportunities to develop cultural capital outside of school
5	Our assessments and observations indicate that our students often require additional support to develop personal skills, e.g., independent travel
6	Our assessments, observations and discussions demonstrate that the education, wellbeing and wider aspects of development of many of our students have been impacted by the pandemic to a greater extent than the majority of their peers in mainstream settings.

## 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
<p>SLCN assessments for all students resulting in a discreet programme of 1:1 SALT for those students with the most severe speech and language difficulties and for students identified as failing to make expected progress in school. To provide a joined up approach in addressing SLCN for all students</p>	<p>Our SALT plays a key role in supporting our students and understanding the links between communication and behaviour including SEMH by identifying their SLCN, advising the students' families and carers and professionals working with them on how to respond appropriately and providing direct therapy to all students who need it.</p> <p><b>Progress tracking:</b></p> <p>In the year 2021/22, the mean average reading age of our students has increased from 10 years 3 months to 12 years 4 months. The spelling mean average spelling age has increased from 9 years 2 months to 10 years and the mean average vocabulary age has increased from 9 years 5 months to 11 years 6 months.</p> <p>Direct (1:1) currently 61.9% of SALT time and in-class support currently 4.8% of SALT time has resulted in significant progress in reading, spelling and vocabulary.</p> <p><i>Sustained or increased progress over the next 3 years with the same levels of SALT support, is expected to result in further growth of the recorded mean averages in reading, spelling and vocabulary</i></p>
<p>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</p>	<p>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 a reward.</p> <p><i>This programme will continue to filter throughout the school and demonstrate through student achievement, to the wider aspects of understanding and expression in the use of language and its role in communication</i></p>
<p>Initiatives to promote language development across the school to improve students' social interaction skills</p>	<p>'Word Power' where students are praised for using imaginative words throughout the school; 'Word of the Week' – where a new word is introduced and promoted in lessons; are subject specific vocabulary and are in-line with the 'word aware' approach.</p> <p><i>The success of this initiative will continue at Bowden House and become an integrated aspect within the whole school learning programme</i></p>

Cultural Capital	<p>The staff at Bowden House School embrace the concept that cultural capital is the ‘essential knowledge that children need to prepare them for their future success’. The school prides itself on knowing its students and having high aspirations for their learning and development. The regular and sustained input of SALT across the school assists in the development of language, improving access to learning and social emotional and academic achievement.</p> <p>Cultural Capital in Bowden House School extends its contribution into different experiences and opportunities where enhanced confidence through increased access to learning and language development has led to students engaging in work experience opportunities both internally and externally.</p> <p>The Oracy Rewards Programme extends into the school’s efforts to increase its students’ Cultural Capital where stickers are awarded using the weekly oracy target in lessons and around school. These awards translate into a reward that is ‘oracy based’, i.e. theatre trips, etc., and enables students to further grow their cultural capital.</p> <p>As our students approach adulthood and look towards leaving school, consideration is given to ‘what comes next?’ The sustained input of SALT either directly to the students or through the whole school Oracy, Word Power and Word of the Week Programmes for all, increases access to the range of opportunities for success in further education, training or employment</p> <p>The school is confident that successive years of SALT provision to all students together with the Topic programme which includes a wide range of external visits, will demonstrate value in the investment in language and communication growth. The aim of Topic is to address missed gaps in primary learning and knowledge of history and physical sciences, etc., together with experiencing activities within the wider world, Communication and more advanced and appropriate use of language skills aims to contribute to the visible essence of Cultural Capital in knowledge, skills and behaviours accumulated over time through experiences and opportunities. A recently introduced addition to Topic is Social Skills sessions where students are ‘exposed’ to opportunities for guidance in the use of appropriate social norms of behaviour in the community.</p> <p>Cultural Capital has now been extended to include work experience where students are introduced to language, communication and the expected behaviours which encompass the adult world.</p>
To further develop the school’s independent living and	As a special, residential school, we are mindful of the lack of confidence in many of our students who have experienced frequent periods of non-school attendance, exclusions and

independent travel programmes for all students as they approach Years 10/11/12

chaotic lifestyles. Their admission to Bowden House School sees many of them presenting with feelings of failure and having missed-out on the positive influences which aid the desire for learning; the building of appropriate and sustainable relationships and the expected levels of social development. The nurturing environment of the school upon admission regardless of age, allows them to feel secure, trust the adults around them and engage positively in the life of the school. This is, of course, not without its significant challenges as repairing fractured childhoods takes time.

The 'Intergenerational Cycle of Speech, Language and Communication of Outcomes and Risks', cites that unless 'a young person's opportunity to learn, feel confident, act responsibly, effectively contribute, stay healthy and develop positive relationships', they are unlikely to achieve the 'outcomes in attainment, mental health, employability, responsible behaviour, social capital, relationships and inclusion'.

The underlying ethos and philosophy of the school, ensures that the whole staff team places a high value on the importance of working closely with the students and their families or carers. Health and emotional well-being are promoted throughout the 24 hour curriculum and targeted through the specialist support of our Emotional & Wellbeing Intervention Team which includes the SALT.

The continuing support and high quality input of SALT in the school is built into the 3 year Whole School Development Plan. This further increases the life chances of our students in building their confidence to approach adulthood with the skills needed for independence. Whilst staff members will help the students develop their independence skills in budgeting, cooking and career choices, etc., the emphasis will be on 'weaning' the students off that reliance and therefore thinking and acting for themselves. This presents challenges and is why early intervention is crucial as many young people with SLCN often have problems understanding what others say to them; have a variety of expressive language difficulties which are a barrier to learning new words for thoughts and feelings; are more prone to distractions and require repetition of information; understanding the rules of conversation and more predominantly have significant difficulties in reading and writing because the underlying skills required to communicate verbally, are also involved in learning literacy.

The school's Careers Programme has developed considerably over the last 2 years providing opportunities for students to attend Careers' Fairs; a Careers' Day in school and now opportunities for work experience.

<p>Many of our students presented with high levels of anxiety with regards to COVID-19 – the fear of coming to school and leaving vulnerable family members exposed to the risk of the virus and aware of their own vulnerability.</p>	<p>Attendance throughout the pandemic was a split with a week in school and the alternate week of remote learning. The exception was our most vulnerable students including LAC and the day students.</p> <p>Many of our students presented with high levels of anxiety with regards to COVID-19 – the fear of coming to school and leaving family members; vulnerable family members exposed to the risk of the virus and their own vulnerability. As a consequence, the school witnessed increased levels of SEMH needs/behaviour and therefore the desirability for additional therapeutic support for all students to improve their ability to engage more effectively in their learning during the school day, was seen as crucial in avoiding further gaps in their learning. Although guidance and financial support through this grant was primarily geared towards funding for external tutors, the students of Bowden House School respond to the familiarity and consistency of our staff team and over the years, the school has made a conscious decision not to employ agency or temporary staff for that reason.</p> <p>Bowden House therefore, followed the DfE guidance in utilising the catch-up premium grant ‘in a way that suits their cohort and circumstances’</p>
--	---


## Research based evidence of the impact on the provision of SALT in Bowden House School

This details how we have and intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Budgeted cost: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To address the needs of students with speech, language and communication difficulties</p>	<p>‘Children and young people who struggle to communicate will often also struggle to engage in and enjoy education. Almost all aspects of school life are language based....)  <a href="#">Bercow Review of Services for Children &amp; Young People (0-19) with SLCN, 2008</a></p> <p>Amongst a range of recommendations to Government, this DfE publication identified the importance of embedding speech, language and communication in the curricula adding that ‘there was evidence that an inability to communicate effectively can put children and young people at risk of poorer outcomes in a number of respects’.</p> <p>The Royal College of Speech &amp; Language Therapists detail an Intergenerational Cycle of Speech, Language &amp; Communication Outcomes and Risks and recommend a collaborative approach in breaking the cycle.  <a href="#">GivingVoice, info@rcslt.org</a></p>	<p>1, 2 &amp; 3</p>
<p>Developing our students access to greater Cultural Capital</p>	<p>Bowden House School will continue to invest in a high level of SALT provision and develop its link to the Topic and Social Skills programmes. This will ensure that access to Cultural Capital, which has previously been a scare resource for our students, is an intrinsic component across the whole curriculum.</p>	<p>4</p>



	<p>'As part of making a judgement about the quality of education, Ofsted Inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities to children, particularly the most disadvantaged' Anni McTavish, Early Education Associate, (The British Association for Early Childhood Education, ibid 142 p31)</p> <p>Ofsted view Cultural Capital as 'the essential knowledge that children need to prepare them for future success'</p>	
<p>Continue the development of the post-16 programme within both the education and care teams to encourage independence and confidence in our students as they approach leaving school</p> <p>A key factor will be the growth in our students' language and communication collateral with support from the adults around them in and out of class including the advisory role of the SALT</p>	<p>'The core focus of any effort to enhance and encourage independence is a functional communication system. In this context, functional means a way to be understood by others and understand responses'.</p> <p><a href="https://inclusiveteach.com,2020/03/26/send-encouraging-independence">https://inclusiveteach.com,2020/03/26/send-encouraging-independence</a>)</p> <p>Our school has built in independence and life skills into the curriculum particularly in care time where they cover all aspects of</p>  <p>Learning for All. (Moor House School &amp; College)</p> <p>As they progress through the school, it is essential that we educate our students for the life they will lead as adults. With consistent support to follow instructions; ask for help; understand the complexities of vocabulary, students aim to become confident communicators with sound speech and language skills</p>	<p>5</p>

	<b>Coronavirus (COVID-19) catch-up premium grant – 2021</b>	
	<p>The COVID-19 catch-up premium grant has enabled this very special school to keep our students safe by remaining open for the majority of the school year in line with Government guidance for special schools with vulnerable children. Continuing with teaching and learning in its broadest sense and allowing our staff team to meet the students’ mental health needs during a time of great anxiety, enabled the staff team to monitor students’ health &amp; well-being.</p> <p>The increased support for learning from the whole school team with extended school days; increased staff hours through the whole of the period of the pandemic providing activities during the evenings during lockdown and during the periods when lockdowns were eased, greater access to external activities through an extended school year.</p> <p>The school demonstrated that through its determination to remain fully operational for the whole of the COVID-19 period in responding to the students’ learning and mental health needs and ensuring that our students would keep an element of momentum with their learning programmes either in school or remotely, reduced the impact of disrupted periods of formal teaching and learning.</p>	6

Budgeted cost: **£3, 800**

**Wendy Phillips**  
**Chair of Governors**