



## Bygrove Primary School SEND Funding Report June 2023

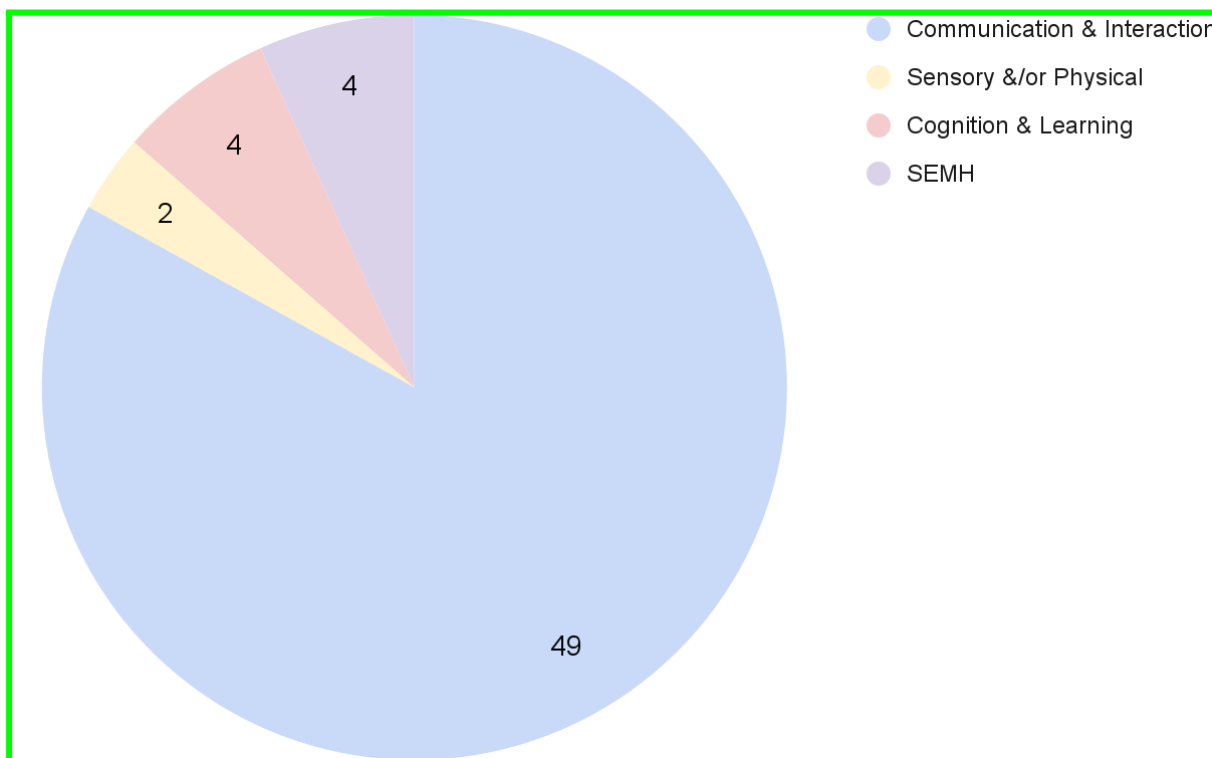
### **Key question:**

Do pupils with SEND at Bygrove achieve well as a result of how we allocate funding given to the school?

### **Bygrove SEND Profile:**

#### SEND Register:

Children with EHCPs: 19 - 7.7% (4% nationally)  
Children receiving SEND school support: 40 - 16.2% (12.6% nationally)





## School and local context

### School characteristics

	2020	2021	2022
School number on roll	Close to average 249	Close to average 254	Close to average 245
School % FSM	Above average 34	Well above average 42	Well above average 43
School % SEND support	Above average 14	Above average 15	Above average 16
School % EHC plan	Well above average 5.6	Well above average 5.1	Well above average 4.9
School % EAL	Well above average 92	Well above average 90	Well above average 89
School % stability	Above average 86	Close to average 82	Close to average 82

### SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 25

SEND primary need	SEND support (32)						Total
	Y1	Y2	Y3	Y4	Y5	Y6	
Social, Emotional and Mental Health	0	0	0	0	0	2	2
Speech, Language and Communication Needs	5	5	5	8	3	3	29
Autistic Spectrum Disorder	0	1	0	0	0	0	1
<b>Year group totals</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>3</b>	<b>5</b>	<b>32</b>

SEND primary need	EHC plan (10)						Total
	Y1	Y2	Y3	Y4	Y5	Y6	
Moderate Learning Difficulty	0	0	0	0	1	0	1
Speech, Language and Communication Needs	0	0	0	0	1	0	1
Autistic Spectrum Disorder	2	1	1	2	1	0	7
Other Difficulty/Disability	0	0	0	1	0	0	1
<b>Year group totals</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>10</b>

### Funding

Bygrove will receive **£181,500 in 2023/2024** for 16 pupils with Education Health Care Plans (EHCP). In addition, we are directed to use a proportion of the delegated budget to meet the needs of pupils with SEND without additional funding and to provide extra provision for those with an EHCP. This funding is called 'Notional SEND Funding' and will total **£440,757.29** in 2023/24.

$$\begin{aligned}
 \text{Total funding for SEND 2023-2024:} &= (\text{EHCPs}) + \text{notional SEND funding} \\
 &= £181,500 \text{ \& } £440,757.29 \\
 &= \mathbf{£622,257.29}
 \end{aligned}$$



### What are we planning to spend it on?

TA Support	£340,167
SENDCo	£84,073
HLTA x 3	£104,104
Speech & Language Therapy	£22,613
EP Support	£11,381
ELSA Support	£16,700
Inclusion Resources, Technology & Premises	£26,220
Inclusion CPD	£15,000
Equipment	£2000
<b>Total SEN Spending 23/34</b>	<b>£622,257.29</b>

### What impact did our SEND spending in 2022-2023 have on the progress of pupils with SEND?

**Total funding for SEND 2022-2023:** = (EHCPs) + notional SEND funding  
 = £140,295 & £396,371.95  
 = **£536,666.95**

### What did we spend it on?

Additional TA Support	£231,742
Inclusion Leader	£79,072
HLTA x 3	£104,547
Specialist reading support	£65,238
Speech & Language Therapy	£21,600
EP Support	£11,378
ELSA Support	£10,089
Inclusion Resources & Technology	£9,000
Inclusion Training outside of SLA	£3,000
Equipment	£1,000
<b>Total SEN Spending</b>	<b>£536,666</b>



While the nature of pupils' special educational needs may mean that their average attainment is lower than the rest of the class, the primary purpose of SEND spending is to ensure that pupils with SEND make excellent progress from their starting points &/or catch up with their non-SEND peers. The following information shows how well Bygrove's pupils with SEND are learning. It includes national data and teacher assessments.

### **School Assessment Information Autumn 2022-Summer Term 2 2023**

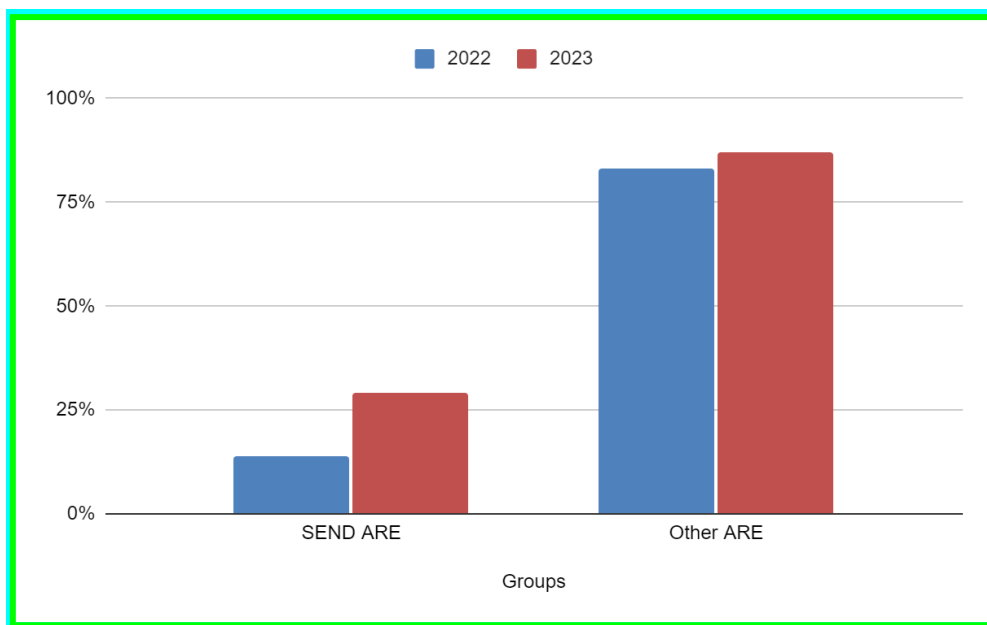
#### **Evaluating Provision:**

Termly SEND highlighting meetings take place alongside the Inclusion Leader to review, discuss & arrange provision. This is part of the 'assess, plan, do & review process' and enables us to continue to decide whether provision is required and support class teams in delivering this. Alongside this, other children who are deemed a concern are discussed and monitored, ensuring that 'no one is left behind' which is at the heart of the school's approach to inclusion. The progress & attainment of pupils with SEND is also closely monitored by school leaders in line management meetings, pupil progress meetings & book looks. There is collective responsibility for the high quality provision for pupils with SEND.

#### **Early Years Foundation Stage Attainment:**

All pupils with SEND in the EYFS are assessed against the same criteria as all pupils. With this in mind, we can compare the percentage of children working at or above the expected standard for their age by the end of Reception.

**EYFS children at Age-Related Expectations SEND vs OTHER**



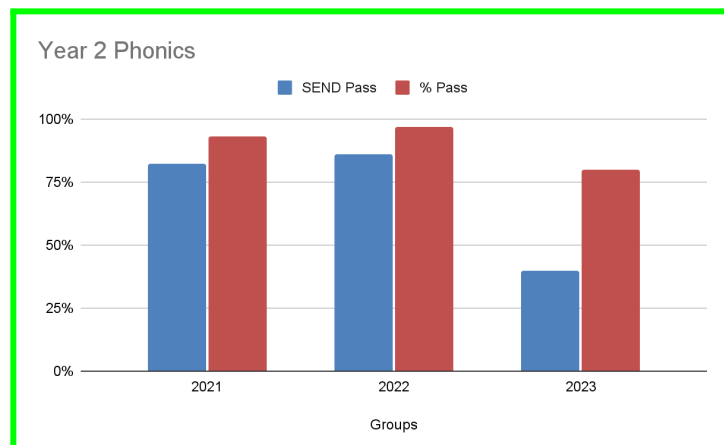
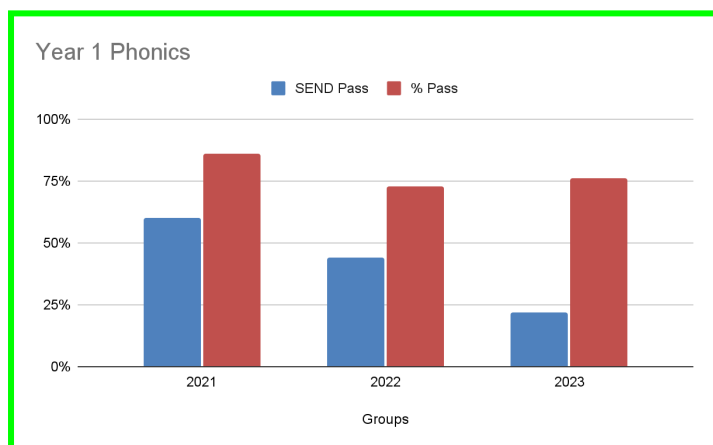


### Key messages:

- The Reception cohort has 7 children on the SEND register. 1 child accesses a different curriculum for the majority of their learning due to their level of need.
- 1 child in the class is awaiting their EHCP to be finalised.
- The impact of the pandemic on early identification of SEND is apparent in EYFS as many children arrived at school without any previous involvement with healthcare or other external agencies. This is particularly apparent within this year's cohort as none of the children were known to any external service prior to starting at Bygrove.
- The implementation of evidence-based early interventions such as Mastering Number & NELI has had a positive impact on the progress and attainment of the cohort - this can be seen with the percentage of SEND children meeting ARE (29%)

### Pupil Attainment (Years 1 - 6):

#### Phonics

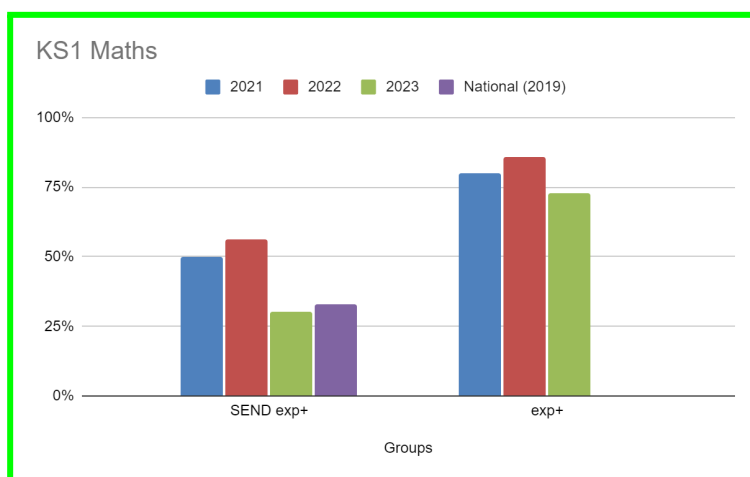
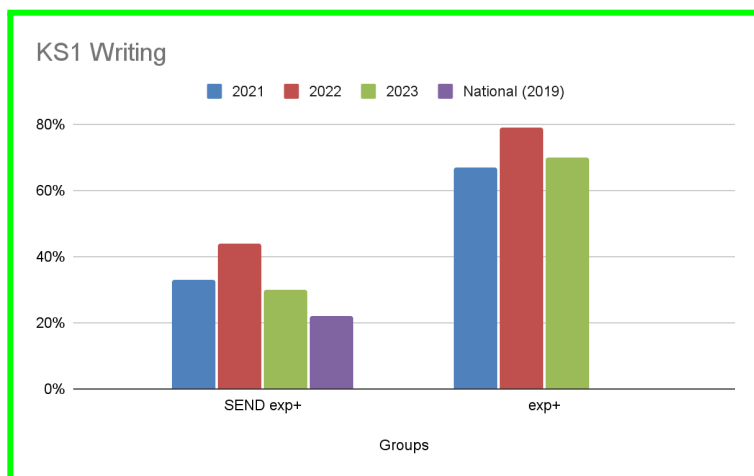
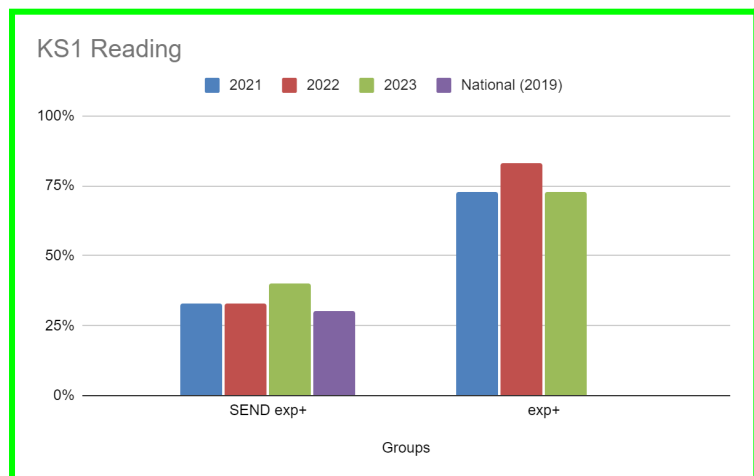


### Key Messages:

- The Year 1 cohort has a high number of children with SEND who do not access the National Curriculum so they did not take the phonics screening test. (5)
- Quality assurance activities & pupil progress meetings have highlighted the positive impact of phonics interventions.
- In Year 2, 4 children did not retake the phonics screening test as they do not access the National Curriculum.
- 3 children retook the Y2 test: 1 passed & 2 have made significant progress since last year. 1 child was 1 mark away from passing.
- Those who did not pass the phonics screening test at the end of Y2 will continue to access daily decodable reading (DDR) & phonics in Y3.



## End of KS1 SATs:



### Key Messages:

- In Year 2,  $\frac{1}{3}$  of the class are on the SEND register: 3 children have an EHCP & 7 children are at School Support.
- Leaders have carefully deployed adults for September to ensure that the children with SEND continue to access quality first teaching & impactful interventions.
- The Education Development Plan priority next year is maths & adaptive teaching for children with SEND will form part of this plan.



## Key Stage 2 Data 2021-2022 (22/23 not yet published)

### Key stage 2

This is final 2021/22 data.

[Download PDF to print or save](#)

### Progress in reading, writing and maths ?

#### Reading

Number of pupils = 30

Pupils with adjusted scores = 0

**Progress score**      **0.16**

Confidence interval ?  
-2.1 to 2.4

[Explore data in detail](#)

[View pupil breakdown](#)

#### Writing

Number of pupils = 30

Pupils with adjusted scores = 0

**Progress score**      **2.14**

Confidence interval ?  
0.0 to 4.3

[Explore data in detail](#)

#### Maths

Number of pupils = 30

Pupils with adjusted scores = 0

**Progress score**      **2.88**

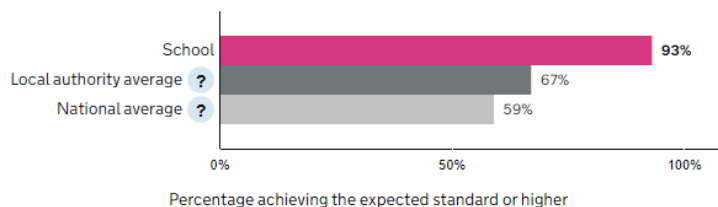
Confidence interval ?  
0.8 to 5.0

[Explore data in detail](#)

### Reading, writing and maths combined

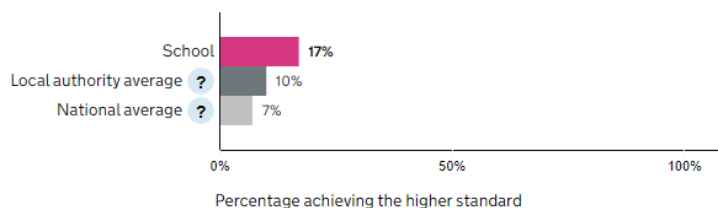
#### Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 30



#### Percentage of pupils achieving the higher standard ?

Number of pupils = 30



- Children with SEND achieve very well by the end of their time at Bygrove
- 5 children in the cohort were on the SEND register at School Support
- All 5 children with SEND met the expected standard in reading, maths & SPAG
- 3 of the 5 children met the expected standard in writing
- 1 child met the high standard in maths
- There is no national comparison data for SEND



### **Emotional and social needs:**

The progress of pupils with emotional and social needs is assessed using the school behaviour tracker and feedback from class teachers and external agencies.

Therapeutic intervention is an integral part of our inclusive provision at Bygrove. We are proud to offer a high number of therapeutic interventions across the school.

We have two fully trained ELSAs on site (Emotional Literacy Support Assistant) who provide bespoke support to children. Their work this year has included supporting 5 children on an individual basis & a group of Year 6 children on a transition project for secondary school. Our ELSAs are also available to offer guidance and support to teaching teams on how to further support the emotional regulation of individuals, groups or whole classes here in school.

When required, individual nurture plans are created to have a 'whole school' approach to supporting a child with their wellbeing. This year we have implemented one individual nurture plan & a family nurture plan to support the emotional wellbeing of children with significant social worker involvement. These allow for consistency of approaches in school & 'top tips' for all adults who work with the children to enable them to be successful within their day. These are reviewed and altered frequently.

We invite parents in for a range of workshops & activities to promote healthy minds & wellbeing. We are also planning to continue our SEND parents group who have had bespoke workshops from both our school social worker & outside agencies such as DCOS. This support group offers a safe space to share experiences & learn from others on a range of issues which arise at home with their children.