



Pupil Premium

2017-2018	Evaluation of expenditure and impact
2018- 2019	Proposed areas of focus for objectives

This document to be read alongside the Pupil Premium Strategy Statement that is published each September.

Background

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In the 2017-2018 financial year, funding was received for each child registered as eligible for free school meals at any point in the last 5 years, students who have been Looked After by the Local Authority for more than 6 months and children adopted from care.

Schools are free to spend the Pupil Premium as they see fit. However, schools must publish details of how it spends its pupil premium and the effect this has had on the attainment of the pupils who attract the funding.

Review

In 2017-18, Brookfields School received £59,980 of Pupil Premium funding for 45 pupils. This is 55% of the school.

Spending 2017-18		
Pupil Premium Focus Area	Brief Details	Spending breakdown of the £59,980
1. Intervention – Communication/Speech and Language, Occupational Therapy and ICT based resources	<ul style="list-style-type: none">OT to provide class teachers and SLT with sensory assessments for identified pupils with sensory integration needs. From these assessments, programmes to be developed. OT to both implement and support staff with interventions and with the purchase of appropriate resources.Staff training in sensory integration and training session for parentsSaLT Therapy assistant to work with targeted pupils on 1:1 or small group basis to further develop communication and social skills (verbal, PECS and AAC methods) and support the effective use of communication systems across the schoolSaLT therapist to run intervention groups such as Girls Group and Lego Therapy Group.Joint working with other therapists to increase impact and further pupil outcomesTo provide structured intervention for younger pupils with signing activities to develop communication skills and opportunities.IT hardware, software and subscriptions to online resources such as Nessy.	OT £10,760 SaLT £8,168 Tiny Talk £350 ICT Resources £1059
2. Intervention	To provide valuable enrichment / therapy activities to support the curriculum/ pupil	Yvonne Porter Art £4,070

i. Art ii. Drama iii. Music	development in the listed areas in an accessible way within the school context. i. Art ~ To fund both sessions with an Art Therapist and Artist in Residence ii. Drama ~ To fund theatre groups visiting school to put on productions of The Bear Hunt (art and music combined project) and Sponge interactive sensory theatre iii. Music ~ Music specialist teacher to undertake weekly music sessions with children, a Music Therapist to work with targeted pupils on a 1:1 / 2:1 basis and interactive music theme day.	Musicplace NW £7,980 Mark Jones £3,100
3. Family Support Worker	<ul style="list-style-type: none"> The Family Support Worker works as part of the dedicated staff team, delivering together or working alone with the family a package of supportive interventions which encourage good parenting, goal-setting, meeting of necessary appointments, improving school attendance, celebrating achievements and marking milestones. As part of the team, this will include attendance at and participation in meetings about pupils / families, being actively engaged with the Common Assessment Framework and working on agreed goals within Initial Assessments provided by the referrer. In addition, it will mean working with all agencies and professionals relevant to our children and families. 	£25,404
Total		-£911

In order to benefit all pupils; objectives and areas for development identified as a result of Pupil Premium funding were in part matched funded through the schools own delegated budget. Additional funds of £911 were used.

Impact Summary

Pupil Premium Focus Area	Targeted Pupils	Impact	Evidence
1. Intervention – Communication/Speech and Language and Occupational Therapy	Pupils with identified sensory integration/communication need	OT Pupils have individual sensory plans and have individual / small group input from OT. This has allowed appropriate strategies and resources to be targeted. Staff have been trained in the area of Sensory Integration and benefit from weekly access to Breanne's expertise. A weekly Feeding Group has targeted children with very restricted diets	Impact tracked for individual pupils using B-Squared in relevant areas and therapists own tracker/assessment tools Progress discussed termly at pupil progress meetings

		<p>and has supported them in experiencing and trying a range of foods through a specialist programme. Successes have been observed with a greater range of foods tasted and tolerated. Breanne has also run parents sessions and 1:1 meetings to support with sensory issues at home including restricted diets and behavior. Continued joint working between OT and SaLT has benefitted the pupils immensely as they are having multiagency, targeted input plus shared assessment. Parents / Carers have been involved in assessments and with the programmes and this has provided them with support and strategies. Additional training sessions / 'drop ins' have been run for parents / carers with the aim to increase their knowledge and understanding of strategies and resources.</p> <p>Communication</p> <p>Appropriate targeted support has led to improvements in speech, non-verbal communication and use of AAC devices. Jude leads a number of very successful groups that have had a clear focus; working with pupils with similar need e.g. PDD users, girls group, narrative therapy, Colourful Semantics and Lego Therapy.</p> <p>Joint working with OT has increased with a significant impact on pupil's progress. Jude available for staff to access on a weekly basis for advice on strategies, implementing plans and resources.</p> <p>Jude has led training for staff on areas of communication development. Jude has been involved in a number of sessions where we have worked with / for Social Care, identifying Pupil Voice.</p> <p>Additionally, Jude has supported communication specific transition work between Brookfields and secondary provision to ensure a thorough handover of information and ease of transition for pupils.</p> <p>Jude has also provided training for parents through planned sessions and 'drop ins' and has helped increase their understanding of and confidence to use a range of strategies and resources. Jude has worked closely with the Teacher with responsibility for Communication to coordinate all SALT input into the school.</p> <p>The use of ICT resources have provided pupils with additional resources to use in school to support their learning and engagement and have provided a valuable resource to use at home to reinforce</p>	<p>Parent / Pupil feedback</p> <p>Parent feedback forms</p> <p>Photographic evidence</p> <p>Observation of pupils</p> <p>Reports by therapists</p>
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		learning taking place within school.	
2. Intervention <ul style="list-style-type: none"> i. Art ii. Drama iii. Science iv. Music 	All years	<p>Art: Increased self-esteem and confidence for pupils alongside the increased ability to both recognise and express emotions. Individual pupils developing the confidence and skills to be able to express wishes and feelings about personal experiences through the medium of art. High level of enjoyment has been observed in this intensive activity. The specialist art input has in addition supported the nurture based interventions in place for a number of targeted pupils and has provided quality 1:1 time with a trained counsellor allowing children to explore emotions and challenging experiences. Yvonne has also facilitated important 'pupil voice' work for a number of children involved in CAF-Child Protection cases.</p> <p>Music: Development of key basic skills linked to pupil's individual needs of communication, interaction and engagement alongside core music skills. Positive, fun and engaging tasks supplemented taught music curriculum led by specialist teacher.</p>	B-Squared Assessments Therapists own assessment / trackers Progress discussed termly at pupil progress meetings Observation Feedback from pupils, staff, parents
3. Family Support Worker	All years	<p>Louise has had an extremely positive impact upon the school's capacity to support our parents, carers and families as well as the pupils in a holistic manner.</p> <p>Louise has supported 80% of school families either through the CAF process as lead Professional or at a school based level, has increased parental engagement, she has enabled families to access community services, she has supported families with housing, financial and medical issues as well as supporting the attendance at appointments. She works closely with other professionals from health and social care to try and develop a coordinated approach to address a child or family's needs. Louise has developed a section on the website and a Facebook page to allow the signposting of services and accessible information for our parents and carers. In recognition of the wide range of work we do with parents / carers the school is working to achieve the Leading Parent Partnership Award (targeted completion Summer 2018).</p> <p>Additional pieces of work include focused work to support pupil</p>	Minutes of meetings Diary / Calendar Feedback from parents / carers / other professionals Observation Written records LPPA Audit External accreditations such as Quality Lead School Status for Achievement for All, Basic Skills Award, NAS and National Nurturing Schools Award.

		<p>attendance, planning and implementing events for families such as the Support Fayre and being involved in local and regional networks of school-based Family Support Workers.</p> <p>Louise has established 'target' groups e.g. Dads group and a support group for Mums. She also has worked alongside Judith Williams to support the schools 'Siblings Group' initiative.</p> <p>Work is underway to further develop our transition processes to incorporate a Family Support element with our new families.</p>	
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PLANS FOR PUPIL PREMIUM ALLOCATION 2018-19

Please read Brookfields School Pupil Premium Strategy Statement 2018-19 for greater detail. This will be published in September 2018 when pupil numbers confirmed.

Estimated Pupil Premium Allocation 2018/2019	
Total No of Pupils Eligible	44
Amount of Pupil Premium per pupil	£1,320
Expected Amount	£58,080
Reserves from 17/18	£0
Proposed / Potential areas of focus for objectives	
<ul style="list-style-type: none">• To ensure that all pupils in receipt of PP make similar or better progress in core subjects• Continuation of therapeutic interventions including nurture based work across the school• To further enhance the extended schools provision to provide greater opportunities• To maintain a Family Support Worker to support parents and families	