



Pupil Premium

2018-2019

Evaluation of expenditure and impact

2019-2020

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 2018-2019 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 2018-19, Brookfields School was allocated £58,080 of Pupil Premium funding for 44 pupils. This is 54% of the school. Due to the timing of the Academy conversion and different payment arrangements, the school received three allocations that totaled £50,317.

| Spending 2018-2019 | | |
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| Pupil Premium Focus Area | Brief Details | Spending breakdown of the £50,317 |
| 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 parents• SaLT 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 school• SaLT therapist to run intervention groups such as Girls Group and Lego Therapy Group.• Joint working with other therapists to increase impact and further pupil outcomes• To 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.• Joint working with Family Support Worker to run session such as Strength | OT £9,480 SaLT £8,225 Behaviour Consultancy £425 ICT resources £780 |

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| | <p>and Skills Group and NSPCC Keep Safe work.</p> <ul style="list-style-type: none"> • Work with targeted pupils to attain pupil voice e.g. in conjunction with Social Care. | |
| <p>2. Intervention</p> <p>i. Art</p> <p>ii. Music</p> | <p>To provide valuable enrichment / therapy activities to support the curriculum/ pupil development in the listed areas in an accessible way within the school context.</p> <p>i. Art ~ To fund both sessions with an Art Therapist and Artist in Residence</p> <p>ii. Music ~ Music Therapist to work with targeted pupils on a 1:1 / 2:1 basis</p> | <p>Yvonne Porter Art £1,600</p> <p>Musicplace NW £304</p> |
| 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. • In addition this role entails direct working with individual / small groups of children using programmes such as ELSA and NSPCC Keep Safe to develop resilience and positive emotional health and wellbeing. This pupil focussed work incorporates collaborative working with our SaLT and other multiagency professionals to co-deliver. | £26,052 |
| 4. Extended Schools | <ul style="list-style-type: none"> • Staffing costs to provide weekly extended schools activities for pupils; Cookery, Rebound Therapy and Drama. • To increase number and range of After-School clubs available and provide opportunity for increased number of pupils. | £750 |
| Total | | £47,616 |

Impact Summary

| Pupil Premium Focus Area | Targeted Pupils | Impact | Evidence |
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| 1. Intervention – Communication/Speech and Language and Occupational Therapy | Pupils with identified sensory integration/communication need | <p>OT</p> <p>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 Catherine's expertise. A weekly Feeding Group has targeted children with very restricted diets 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. Catherine has also run parents' sessions and 1:1 meetings to support with sensory issues at home including restricted diets and behavior. 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>Catherine has provided assessment and guidance to ensure that the most appropriate equipment has been sourced for pupils to support their OT and sensory needs to enable them to be 'ready to learn' and remove any potential barriers.</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. LAMP users, girls group, narrative therapy, Colourful Semantics and Lego Therapy.</p> <p>Joint working with FSW has increased with a significant impact on pupil's developmental progress in communication and emotional wellbeing; equipping pupils with communication strategies to use in a range of contexts. Jude has been readily available for staff to access on a weekly basis for advice on strategies, implementing plans and resources.</p> | <p>Impact tracked for individual pupils using B-Squared in relevant areas and therapists own tracker/assessment tools</p> <p>Progress discussed termly at pupil progress meetings</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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| | | <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. 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. 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. 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 learning taking place within school.</p> | |
| <p>2. Intervention</p> <ul style="list-style-type: none"> i. Art ii. 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.</p> | <p>B-Squared Assessments</p> <p>Therapists own assessment / trackers</p> <p>Progress discussed termly at pupil progress meetings</p> <p>Observation</p> <p>Feedback from pupils, staff, parents</p> |
| 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>Minutes of meetings</p> <p>Diary / Calendar</p> <p>Feedback from parents / carers /</p> |

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| | | <p>Louise has supported 90% 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 has achieved the Leading Parent Partnership Award (Summer 2019).</p> <p>Additional pieces of work include focused work to support pupil 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. a support group for Mums. She also has worked alongside Judith Williams to support the schools 'Siblings Group' initiative.</p> <p>As a school we have developed our transition processes to incorporate a crucial Family Support element with our new families with Louise participating in home visits and the Open Evening for new families so that families can immediately get to know her and as a school we can identify families that may need targeted interventions / support.</p> <p>Over the year Louise worked with a number of staff and individual pupils to provide invaluable support with attendance, positive behaviour management and emotional health and wellbeing. In addition, she has worked alongside our SaLT to run NSPCC Keep Safe sessions and Strengths and Skills courses with targeted pupils. These sessions have been extremely well received and have supported pupils in learning about different ways to keep safe across different contexts and have provided the building blocks for life skills. Louise has completed her ELSA training and has led ELSA sessions with pupils.</p> | <p>other professionals</p> <p>Observation</p> <p>Written records</p> <p>LPPA Audit</p> <p>External accreditations such as Quality Lead School Status for Achievement for All, Basic Skills Award, NAS, LPPA and National Nurturing Schools Award.</p> |
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Plans for pupil premium allocation 2019-20

Please read Brookfields School Pupil Premium Strategy Statement 2019-20 for greater detail. This will be published in September 2019 when pupil numbers confirmed.

| Estimated Pupil Premium Allocation 2019-20 | |
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| Total No of Pupils Eligible | 45 |
| Amount of Pupil Premium per pupil | £1320 |
| Expected Amount | £60,380 |
| Reserves from 17/18 | £2701 |
| 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 | |