



# Use of Pupil Premium Strategy Statement 2018-19

## 1. Aim of this Statement

All members of staff and governors at Brookfields School accept responsibility for “socially disadvantaged” pupils and are committed to meeting their pastoral, social and academic needs within a caring special school environment of all pupils. We have high aspirations for our children and we believe that no child should be left behind.

Every child, including those who may be considered “socially disadvantaged”, is valued, respected and entitled to develop to his/her full potential, irrespective of need.

## 2. Background

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. (DfE 09/16)

Funding is received for each child registered as eligible for free school meals at any point in the last 6 years (Ever 6), students who have been Looked After by the Local Authority for more than 6 months, children adopted from care and those children who have parents who are actively serving in the armed forces, have died in action or left the Service since 2011 due to injury.

The premium is provided to support these pupils in reaching their potential. It is in addition to any funding the pupil may receive to support their special educational needs. The Government have used pupils entitled to Free School meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year of the course of this current Parliament.

The Government are not dictating how schools should spend this money but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and ‘narrow the gap’. This expectation also applies to special schools where there is a focus on expected rates of progress in comparison to national data sets. (Progression Guidance)

## 3. Objectives in spending the Pupil Premium Funding

- Facilitating the pupils to realise their full potential
- Academic achievement in line with non-pupil premium pupils
- Improving communication and social skills of the pupils

- Improving English outcomes further across all elements
- For pupils to develop valuable life skills such as independence in daily tasks
- To allow equal access to all activities (curriculum and extended schools)
- Improved behaviour of pupils by equipping them with coping strategies to support them in managing their own behaviour and anxiety
- Pupils to receive the nurture and support they require to have positive emotional health and well-being
- Children and their families holistic needs to be supported to ensure that every child has the best foundations to learn and develop

#### **4. Provision**

To meet the above requirements, the Governing Body will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings which take place between the Assessment Lead and Class Teacher and are overseen by SLT. In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable pupils.

#### **5. Interventions and provisions**

These will be individual in their nature and meet the needs of the pupil themselves. These are sample interventions and provision:

- Additional teaching and learning opportunities and resources in line with clear targets related to identified areas for development
- Alternative support and intervention including access to 1-1 sessions on emotional health and well-being, behavioural and social development
- Specialist interventions such as Speech and Language, Sensory OT, Music and Art therapy
- Facilitating pupils' access to broader and extended curriculum opportunities, including educational visits, swimming, residential visits, arts and sports activities etc.
- Family support worker supporting the child within the context of their family; addressing issues such as attendance, housing, short breaks, medical appointments etc. that impact upon the child's ability to learn and engage and ensure that their basic needs are being met.

#### **6. Identification of students**

Brookfields School will ensure that:

- Staff are involved with the analysis of data and identification of need

- Staff are aware of pupil premium and vulnerable pupils including LAC and pupils adopted from care
- All pupil premium children benefit from funding not just anyone under-achieving
- Underachievement at all levels is addressed ~ not just lower attaining pupils
- Children's individual needs are considered carefully
- Advice from other professionals and agencies involved with pupils will be sought and implemented
- Leadership team will maintain an overview of identification and interventions planned

## **7. Monitoring and evaluation**

Brookfields School will ensure that:

- Assessment data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- A range of data and information is used; including school assessments and those undertaken by relevant professionals
- Feedback about performance is given to children and parents/carers
- Interventions are adapted or changed if they are not having an impact
- The headteacher will maintain an overview of pupil premium spend and has the responsibility to present this information to the Governing Body and report annually to all stakeholders
- A named Governor will have responsibility for pupil premium. This is Mrs Penny Bevill-Pierce.

## **8. Reporting**

The Senior Leadership team will monitor the progress of socially disadvantaged and vulnerable pupils in respect of closing the gap; including Looked After pupils and children previously looked after, as part of the termly progress meetings and using other assessment tools.

It will be the responsibility of the Headteacher to ensure an outline of the school's progress towards 'narrowing the gap' for socially disadvantaged/ vulnerable pupils, including Looked After pupils, is given to the school's Governors on an annual basis.

There will be an annual statement to the parents on how the Pupil Premium funding has been used and this will be published on the school website. The information provided will be in line with the Department for Education guidelines.

When reporting about pupil premium spending the context, the intervention details and the impact of the interventions will be included alongside a breakdown of the spending.

Case studies will be available to provide examples of interventions and impact.

## **9. Success Criteria**

The success criteria for the use of Pupil Premium are:

- Early intervention and support for socially disadvantaged children and Looked After pupils
- Pupils meeting or exceeding their individual targets.
- Effective parental support; to ensure parents are fully involved in their child's education and are appropriately supported in the broadest sense.
- Increased parental engagement in school activities such as meetings, school events, engagement with home-school activity
- Pupils engaging in a wide range of activities that are not accessible to them outside of the school environment
- A positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners who reach their potential.

## **10. Appeals**

Any appeal in connection with the use of the pupil premium funding will be dealt with through the Governors' appeals panel.

This statement was produced for September 2018 and should be read in conjunction with the Pupil Premium Report that reviews the previous year's spending.

This strategy statement will be reviewed in September 2019

## Summary Information:

Academic Year	2018-19
Number of pupils eligible	40 + 4 Ever 6 and 1 child adopted from care
Current Attainment	Using analysis of pupil progress data pupils in receipt of Pupil Premium in general achieve the same or better progress levels than that of their peers. (This statement should take into account the nature of our school cohort and individual needs and progress rates of pupils)
Total Pupil Premium Budget	£58,080
Barriers to future attainment (in-school)	<p>These are individual to each child at the school but may include 1 or more of the following: -</p> <ul style="list-style-type: none"> <li>• Developmental difficulty</li> <li>• Communication difficulty</li> <li>• Specific need related to disability / diagnosis</li> <li>• Sensory need</li> <li>• Physical need</li> <li>• Behavioural need</li> <li>• Social and emotional health need</li> <li>• Attendance</li> <li>• Medical need</li> </ul>
Barriers to future attainment (external)	<ul style="list-style-type: none"> <li>• Poor home learning environment</li> <li>• Family themselves have high level of need</li> <li>• Lack of engagement and support from family with services including school</li> <li>• Lack of opportunity and stimulation out of school time</li> </ul>
Desired Outcomes	<ul style="list-style-type: none"> <li>• Facilitating the pupils to realise their full potential</li> <li>• Academic achievement in line with non-pupil premium pupils</li> <li>• For pupils to develop valuable life skills such as independence</li> <li>• Improving communication and social skills of the pupils</li> <li>• To allow equal access to all activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Improved behaviour of pupils by equipping them with coping strategies to support them in managing their own behaviour and anxiety</li> <li>• Pupils to receive the nurture and support they require to have positive emotional health and well-being</li> <li>• Children and their families holistic needs to be supported to ensure that every child has the best foundations to learn and develop</li> </ul>
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School context from September 2018						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
40	29	11	4	3	1	0

## Planned Expenditure

Desired Outcome	Chosen Action / Approach	What is the evidence / rationale for this choice	How will we ensure that this is implemented well / Review	Staff lead
<ul style="list-style-type: none"> <li>For all pupils to realise their full potential</li> <li>Academic achievement in line with non-pupil premium pupils</li> </ul>	<p>To raise attainment of individuals through bespoke interventions relevant to their identified need</p> <p>To provide additional staffing (CA) to provide an appropriate staff: pupil ratio to ensure intervention success is optimised</p>	<p>Evidence collected through pupil progress meetings and professional discussions alongside data tracking of progress against targets set. The most appropriate intervention or resource will be put into place based on identified need. Due to the nature of our pupils we cannot adopt a 'one size fits all' approach and must have personalised plans / interventions.</p> <p>Information will be taken from EHCP and EHCP/Statement reviews.</p>	<p>Lesson observations</p> <p>Tracking</p> <p>Termly pupil progress meetings</p> <p>Data collection and analysis (B-Squared)</p> <p>IEP's and Annual Review of statement / EHCP</p> <p>Intervention related baseline and assessment</p>	<p>SLT</p> <p>Assessment Lead</p>
<ul style="list-style-type: none"> <li>Improving communication and social skills of the pupils by providing appropriate strategies and resources</li> <li>Sensory needs to be addressed and not to act as a barrier to learning.</li> </ul>	<p>Commission additional Speech and Language Therapy and Specialist Sensory Occupational Therapy for 1 day per week (each)</p>	<p>Evidence collected through pupil progress meetings and professional discussions alongside data tracking of progress against targets set.</p> <p><u>Speech and Language Therapy Assistant:</u></p> <p>To increase the amount of specialist targeted support for use with PECS, LAMP etc. with pupils</p> <p>To implement and support delivery of programmes</p> <p>To support staff and parents with training, 'on-site' advice on a regular basis and production / creation of resources.</p> <p>To lead on specialist group therapy such as Girls Group, Narrative Therapy, Lego Therapy and SPOT type activities.</p> <p>To liaise with other professionals working with particular pupils to ensure effective joined up working.</p> <p><u>Sensory Specialist OT: -</u></p> <p>To assess and produce sensory diets for pupils to address their sensory integration needs</p>	<p>Lesson observations</p> <p>Tracking</p> <p>Termly pupil progress meetings</p> <p>Data collection and analysis (B-Squared)</p> <p>IEP's and Annual Review of statement / EHCP</p> <p>Intervention related baseline and assessment (joint therapy assessment tool)</p>	<p>SLT</p> <p>Communication Lead</p> <p>Sensory OT</p> <p>SALT</p>

		<p>To support staff and parents with training, 'on-site' advice on a regular basis and guidance with strategies, equipment etc.</p> <p>To work with individuals / small groups on focussed activities such as SPOT, feeding group etc.</p> <p>To liaise with other professionals working with particular pupils to ensure effective joined up working and effective implementation of plans.</p>		
<ul style="list-style-type: none"> <li>To allow equal access to all activities</li> <li>To increase opportunities for all pupils</li> <li>To increase engagement in a wider range of activity</li> </ul>	<p>To provide access to a range of enrichment activities (Art, Drama, Music etc.)</p> <p>To provide a range of extended schools activities</p>	<p>Wide range of activities and opportunities provided for pupils over and above that which would be accessed at school or at home. These experiences are undertaken within a familiar and 'safe' environment and are accessible for all pupils considering sensory, communication and other needs.</p> <p>Enrichment and extended school's activities provide valuable opportunities to develop a wide skill-set, confidence, self-esteem and are a context to have positive interactions with peers and staff.</p> <p>Year 6 pupils undertake a 1 night residential visit that provides a very valuable experience for the pupils; staying away from home overnight in a residential activity centre, undertaking range of different activities etc (PP funded for FSM pupils)</p> <p>Choices of activities, opportunities etc. are based on knowledge of pupil's needs and interest areas and also take into account staff skill-set.</p>	<p>Observations</p> <p>Termly pupil progress meetings</p> <p>Data collection and analysis (B-Squared)</p> <p>IEP's and Annual Review of statement / EHCP</p> <p>Intervention related baseline and assessment</p> <p>Intervention reports</p>	<p>SLT</p> <p>Relevant professionals</p>
<ul style="list-style-type: none"> <li>Children and their families holistic needs to be supported to ensure that every child has the best foundations to</li> </ul>	<p>To employ a Family Support Worker to support families at a school-based level and at CAF / CIN.</p>	<p>Due to the high percentage of our pupils and families that require support employing our own Family Support Worker is an extremely valuable resource and increases our capacity to intervene and provide Early Support.</p>	<p>Pupil impact: -</p> <p>Lesson observations</p> <p>Tracking</p> <p>Termly pupil progress meetings</p> <p>Data collection and analysis (B-</p>	<p>SLT</p> <p>Family Support Worker</p>



learn and develop		<p>At least 42% of our pupils across the whole school are supported at a Family Support, CAF or CIN level by our Family Support Worker and of these at least 50% are PP pupils.</p> <p>Examples of positive outcomes observed during 2017-18 include increasing parental engagement in school or with other agencies, supporting families with housing, financial and medical issues, supporting attendance and providing a coordinated approach to multiagency working.</p>	<p>Squared) IEP's and Annual Review of statement / EHCP Intervention related baseline and assessment</p> <p>Families Impact: - Questionnaires OFSTED and other external assessments LPPA award documents CAF etc documents Facebook feedback</p>	
<ul style="list-style-type: none"> <li>Improved behaviour of pupils by equipping them with coping strategies to support them in managing their own behaviour and anxiety</li> <li>Pupils to receive the nurture and support they require to have positive emotional health and well-being</li> <li>For pupils to develop valuable life skills such as independence and engagement</li> </ul>	<p>To commission specialist interventions / therapies for pupils</p> <p>To run specialist groups in school for targeted pupils e.g. character strengths and nurture focussed sessions</p>	<p><u>Specialist therapies such as Art and Music</u></p> <p>To develop pupil's self-esteem and confidence alongside increasing their ability to recognise and express emotions.</p> <p>To support nurture and wellbeing work undertaken in the school ~ target specific children whom have been identified as needing greater input</p> <p>To develop range of skills linked to pupil's individual needs; early communication, sensory, interaction and engagement alongside academic subject knowledge.</p> <p>To provide pupils with an appropriate mechanism to communicate their feelings (seek pupil voice).</p>	<p>Lesson observations Tracking Termly pupil progress meetings Data collection and analysis (B-Squared) IEP's and Annual Review of statement / EHCP Intervention related baseline and assessment</p>	<p>SLT Behaviour practitioner Therapy staff</p>