

Pupil premium strategy statement



This statement details our school’s use of pupil premium (and recovery premium for the 2022-2023 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brookfields School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Williams Chair of Academy Council Melsa Buxton Shaw Education Trust
Pupil premium lead	Sara Ainsworth
Governor / Trustee lead	Ashley Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,544
Recovery premium funding allocation this academic year	£34,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,054

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and Academy Councillors 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 and that barriers to learning are removed.

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. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their highest attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. In our planning we considered carefully the challenges faced by vulnerable pupils, such as those who have a social worker or challenges within their home life. The activity we have outlined in this statement is also intended to provide effective support for pupil's emotional and mental health needs in order for them to be ready to engage and learn.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery building on the effective implementation of our Recovery Curriculum. Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage.

Identification of pupils and appropriate interventions

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 CLA 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

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 Academy Council and report annually to all stakeholders
- A named Academy Councillor will have responsibility for pupil premium.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Areas of challenge are individual to each child at our school and will be linked to their diagnosis but may include 1 or more of the following that provide a significant barrier to engagement and achievement: -

- Developmental difficulty
- Communication difficulty
- Specific need related to disability / diagnosis
- Sensory need
- Physical need
- Behavioural need
- Social and emotional health need
- Medical need

Challenge number	Detail of challenge
1.	Assessment (internal and by Speech and Language therapists), observations, and discussions with families indicate underdeveloped skills in the area of communication among the majority of pupils. These are evident from Reception through to KS2 and are linked to each child's diagnosis. Communication development is at the core of our curriculum and is an essential building block for our children's development. We strive for each to child to have an effective means of communication.
2.	Assessment (internal and by OT) highlights the impact that sensory needs have on individual children's readiness and ability to engage and learn. Unmet sensory needs present a significant barrier to children in being able to access the world around them and their readiness and ability to engage with learning. We need to provide our pupils with the skills and strategies to self-regulate in order to reduce the impact of these factors in the long term.

3.	Assessment and observation by staff and families indicate that a high number of pupils experience difficulties in the area of engagement and early social skills of sharing a space and activity with someone else, taking turns and understanding simple social conventions.
4.	Our observations, assessments and discussions with families and other professionals including those from Health and Social Care have identified the impact of home and family factors upon individual children's ability to thrive, develop and achieve. These can include: <ul style="list-style-type: none"> • Poor home environment • Family themselves have a high level of need • Lack of engagement and support from family with services including school • Low aspirations from parents / carers / community • Lack of opportunity and stimulation out of school time • Insufficient support for children's mental health and wellbeing
5.	Assessment, observations and knowledge of our school cohort provide evidence that pupils require additional support and interventions in the areas of early Literacy and Numeracy to ensure that they can optimise their progress through our Curriculum pathways by developing a firm foundation for their learning.
6.	As a school we are very aware based on observation, assessment, feedback from families and professionals that the mental health and emotional wellbeing of our pupils is always a key consideration and can be severely impacted by diagnosis and/or adverse early childhood experiences. Combine this with the effects of the pandemic and subsequent disruption to school and family routine and this is a critical area that we must provide support and intervention in order to equip our children with the skills to thrive and grow.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan.**

Intended outcome	Success criteria
1. To improve communication skills amongst disadvantaged pupils ensuring they are developing their skills in receptive and expressive communication through use of correct strategies and resources.	<ul style="list-style-type: none"> • Pupils to have an identified / preferred communication method. • Data will evidence that the pupils are meeting / exceeding targets set in the area of receptive and expressive skills (use of B-Squared) • SALT assessment and reports will evidence that pupils are making good progress against outcomes identified.
2. To ensure that individual pupil's sensory needs are addressed and children are enabled to be effective	<ul style="list-style-type: none"> • Observation, assessment and data will evidence that sensory needs have been correctly identified and plans in place to support individual pupils in

<p>learners and develop appropriate self-regulation strategies.</p>	<p>addressing them through the use of appropriate individualised strategies and resources.</p> <ul style="list-style-type: none"> • Staff to be correctly trained in delivering sensory diets and supporting pupils. • Appropriate resources to be evident in classrooms / external areas for general and targeted use.
<p>3. To improve children’s early communication / social and attention skills to enable active participation in their learning.</p>	<ul style="list-style-type: none"> • Data (from IEP’s and B-Squared) and observation will evidence that pupils are attending to and actively engaging with learning across the curriculum. • Pupils will demonstrate an increased self-confidence and skill level to engage in social interaction with peers and familiar adults. • SALT assessment and reports will evidence that pupils are making good progress against outcomes identified.
<p>4. For children and their families’ holistic need to be supported to ensure that every child has the best foundations to learn and develop.</p>	<ul style="list-style-type: none"> • Improved levels of engagement from families who have previously been hard to reach by professionals evidenced through school based records and MAP/CIN/CP minutes and reports. • Wider family needs to be met as identified through assessment (school, health, social care) • Support provided by school / signposted by school to be tailored to family need. • Families to demonstrate higher level of aspiration for their children e.g. through EHCP review.
<p>5. Pupils to demonstrate improved early Literacy and Numeracy skills development.</p>	<ul style="list-style-type: none"> • Data (from IEP’s and B-Squared) and observation will evidence that the pupils are making / exceeding expected progress based on targets set at the start of the year and EHCP outcomes.
<p>6. Pupils to receive the nurture and support they require to have positive emotional health and well-being. Improved behaviour of pupils by equipping them with coping strategies to support them in managing their own behaviour and anxiety</p>	<ul style="list-style-type: none"> • Data (from IEP’s, B-Squared and SDQ’s) plus observation and family feedback will evidence that the pupils are showing improved levels of wellbeing and emotional security. • Data analysis from behaviour logs (CPOMS) plus review of LRT plans will evidence a reduction in behaviour incidents. • External reports from agencies such as CAMHS and PBSS will provide evidence of progress and from baseline.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2 staff to complete BILD accredited training: 1x BILD BTEC Level 5 Certificate in Positive Behaviour Support and 1x Diploma in Positive Behaviour Support. This will continue to support the management of our school's positive approach to behaviour management.</p> <p>£2,549</p>	<ul style="list-style-type: none"> ○ Positive behavioural support (PBS) is the recommended intervention for people with intellectual disabilities at risk of behaviour that challenges. The success of PBS practice will depend on the extent to which a competent workforce can be developed and maintained. By completing this level of study staff members can work with the Behaviour Lead to cascade knowledge to staff through training and provide higher level support with individual pupils. ○ This CPD will be undertaken with a cohort of colleagues from across our Cheshire Special Schools Consortium who have a shared behaviour policy rooted in PBS and are forming a Cheshire BILD Community of Practice. 	6
<p>To enhance the IT offer for pupils, staff and families as part of the school's ongoing Digital Strategy</p> <p>£25,000</p>	<ul style="list-style-type: none"> ○ Improving the IT offer in school will provide an optimal environment and resources to support all children's teaching and learning experience. High quality resources that are accessible and allow a personalised approach open up a wealth of opportunity for pupils both in school and at home within all key areas, communication, academic achievement and independence. ○ Staff training is critical to ensure that the new technology is used to its best effect and maximises impact for all pupils and families. 	1,3,5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Commission Specialist Sensory Occupational Therapy for 1 day per week</p>	<ul style="list-style-type: none"> ○ To assess and produce sensory diets for pupils to address their sensory integration needs 	2

<p>to provide assessment, plans and guidance / training to staff and families.</p> <p>£10,640</p> <p>Purchase of sensory resources to support individual pupil's sensory interventions.</p> <p>£2,500</p>	<ul style="list-style-type: none"> ○ To support staff and parents with training, 'on-site' advice on a regular basis and guidance with strategies, equipment, planning etc. ○ To work with individuals / small groups on focussed activities such as sensory based activity and feeding interventions; particularly working with ARFID pupils etc. ○ To liaise with other professionals working with pupils to ensure effective joined up working and effective implementation of plans. ○ To ensure all classroom areas and individual pupils have the appropriate sensory resources to best meet the needs of the pupils and to ensure that interventions can be fully implemented. 	
<p>To commission specialist interventions / therapies for pupils</p> <p>Music specialist ~ 1-day weekly £8,400</p> <p>Music Therapy (1 day weekly) £8,500</p> <p>Speech and Language (1 day weekly) £8,453</p>	<ul style="list-style-type: none"> ○ To develop range of skills linked to pupil's individual needs, early communication, sensory, interaction and engagement alongside academic subject knowledge. ○ To develop pupil's engagement, self-esteem, and confidence. ○ To support nurture and wellbeing work undertaken in the school ~ target specific children who have been identified as needing greater input ○ To support staff and parents with training, 'on-site' advice on a regular basis and guidance with strategies, equipment, planning etc. ○ To work with individuals / small groups on focussed activities such as early communication, speech sounds, use of AAC etc. ○ To liaise with other professionals working with pupils to ensure effective joined up working and effective implementation of plans. SALT and FSW to run NSPCC Keep Safe and social skills groups. ○ To ensure all classroom areas and individual pupils have the appropriate communication resources to best meet the needs of the pupils and to ensure that interventions can be fully implemented in line with the Brookfields Communication Standard. 	1,3
<p>To provide appropriate level of resources to enable staff to facilitate daily Attention Autism sessions for pupils.</p> <p>£2,500</p>	<ul style="list-style-type: none"> ○ Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication using visually based and highly motivating activities. ○ The areas focused upon with this programme are deficit areas for our pupils and this approach will support ongoing work to address them. A high percentage of pupils across school have AA written into their Communication Care Plans provided by Speech and Language Therapy. 	1
<p>To provide appropriate level of resources to enable staff to facilitate class-based nurture, ELSA sessions and</p>	<p>Brookfields operates a nurture based and trauma informed approach to supporting pupils' emotional health and wellbeing. Pupils engage with a range of nurture and support interventions that they require to have positive emotional</p>	6

therapeutic play interventions. £2,500	health and well-being. This leads to improved behaviour of pupils by equipping them with coping strategies to support them in managing their own behaviour and anxiety.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a Family Support Worker. £43,411 Supervision for FSW. £600	<ul style="list-style-type: none"> ○ 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. ○ At least 40% of our pupils across the whole school are supported at a Family Support, MAP or CIN level by our Family Support Worker and of these at least 50% are PP pupils. ○ Examples of positive outcomes observed during the period we have employed a FSW include increasing parental engagement in school or with other agencies, supporting families with housing, financial and medical issues, supporting attendance, developing resilience and positive emotional and mental health of pupils (ELSA, nurture and play therapy work) and providing a coordinated approach to multiagency working. This has been a critical role within the school approach to supporting families through the pandemic and periods of disrupted schooling with LG supporting families exceptionally well. 	4
For pupils to access Educational Visits in the community and enrichment activities in school – arts related. £2,000	<ul style="list-style-type: none"> ○ To provide a broad and engaging curriculum (including extended school time) for pupils to maximise learning, social and physical development opportunities. ○ Positive opportunities to engage in activities and experiences that will support children’s cultural, moral, and spiritual development and provide breadth of experience / cultural capital. 	4,6
Contingency fund for acute issues. £20,000	<ul style="list-style-type: none"> ○ Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. 	All

Total budgeted cost: £137,054

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Pupil Premium Focus Area	Impact	Evidence
All staff to undertake Team Teach training (new / refresher)	<ul style="list-style-type: none"> ○ The school has a positive behaviour management approach and uses Team Teach to ensure that all staff have a consistent knowledge of positive behaviour management strategies to support the implementation of our Behaviour Policy. 	Team Teach certificates Evidence in practice; observation, on CPOMS records, LRT plans etc.
Behaviour Lead to complete 3 modules of BILD BTEC Level 5 Certificate in Positive Behaviour Support to inform management of schools positive approach to behaviour management.	<ul style="list-style-type: none"> ○ Positive behavioural support (PBS) is the recommended intervention for people with intellectual disabilities at risk of behaviour that challenges. The success of PBS practice will depend on the extent to which a competent workforce can be developed and maintained. By completing this level of study our behaviour lead has been able to cascade knowledge to staff through training and support with individual pupils. ○ This CPD was undertaken with a cohort of colleagues from across the Cheshire Special Schools Consortium who have a shared behaviour policy rooted in PBS. HD is member of the Behaviour Lead Hub for this group so has regular opportunities to network and share practice. 	Level 5 Certificate Evidence in practice; observation, on CPOMS records, LRT plans etc. Staff training records
Family Support Worker to successfully complete Certificate in Therapeutic Play Skills (PTUK) and undertake regular supervision sessions in line with course expectations.	<ul style="list-style-type: none"> ○ Play therapy is a well-recognised approach. Person-centred play therapy enables children to communicate through their natural medium of expression - play! Through play the child is able to identify, work through, and resolve emotional conflicts that are too painful or too difficult to express verbally, or that may in fact be outside conscious awareness. This work enhances nurture work being undertaken by class teams, the Family Support Worker and ELSA team with specific children identified through safeguarding and assessment processes e.g. SDQ forms, CAMHS and EP. ○ Regular supervision with a certified play therapist is a compulsory element and allows for the support and development of the play therapist. This is valuable time to reflect on individual cases. 	Therapeutic Play Qualification Provision Map – children who have completed PT sessions. CPOMS records of meetings with families and PT reports Evidence of impact through IEP's and B-Squared.

<p>To enhance the IT offer for pupils, staff and families as part of the school's Digital Strategy</p>	<ul style="list-style-type: none"> ○ Improving the IT offer in school has provided an optimal environment and resources to support all children's teaching and learning experience. High quality resources that are accessible and allow a personalised approach open up a wealth of opportunity for pupils both in school and at home within all key areas; communication, academic achievement and independence. ○ Staff training and focus of Sprint ensured that the new technology is used to its best effect and maximises impact for all pupils and families as well as having a positive impact for staff. ○ School is operating safely in terms of IT and in line with Cybersecurity Guidelines. 	<p>New hardware and software across school</p> <p>Evidence in planning / teaching and learning/ observations etc.</p> <p>Streamlined processes for staff through use of Apple products and development of cloud technology.</p> <p>Cybersecurity Audit tool</p>
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Pupil Premium Focus Area	Impact	Evidence
<p>Commission Specialist Sensory Occupational Therapy for 1 day per week to provide assessment, plans and guidance / training to staff and families.</p> <p>Purchase of sensory resources to support individual pupil's sensory interventions.</p>	<ul style="list-style-type: none"> ○ 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 Sensory Integration and benefit from weekly access to Catherine's expertise. 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 provided input to families to support with sensory issues at home including restricted diets and behaviour. Parents / Carers have been involved in assessments and with the programmes and this has provided them with support and strategies. ○ 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. ○ Sensory assessments have informed the formulation of IEP's and EHCP reviews. 	<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 reports</p> <p>Appropriate resources in place for pupils</p>
<p>To commission specialist interventions / therapies for pupils</p> <p>Music specialist ~ 1-day weekly (Jan-July)</p> <p>Music Therapy (1 day weekly)</p>	<ul style="list-style-type: none"> ○ 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. ○ Effective and engaging sessions develop pupil's self-esteem and confidence alongside increasing their ability to recognise and express emotions. 	<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>

	<ul style="list-style-type: none"> ○ Specialist group sessions providing nurture and wellbeing work undertaken in the school effectively target specific children who have been identified as needing greater input. ○ Pupils provided with an appropriate mechanism to communicate their feelings (pupil voice) which has been crucial in informing CP/CIN processes. 	Intervention related baseline and assessment
To provide appropriate level of resources to enable staff to facilitate daily Attention Autism sessions for pupils.	<ul style="list-style-type: none"> ○ Attention Autism is an intervention model designed by Gina Davies, Specialist Speech, and Language Therapist. It develops natural and spontaneous communication using visually based and highly motivating activities. The areas focused upon with this programme are deficit areas for our pupils and this approach supports ongoing work to address them. A high percentage of pupils across school have AA written into their Communication Care Plans provided by Speech and Language Therapy. ○ All staff are upskilled to support pupils through the 4-step Attention Autism Programme to develop their communication, social interaction, and attention skills. By having all staff trained ensures a consistency of approach and shared understanding. 	Lesson observations Planning Tracking Termly pupil progress meetings Data collection and analysis (B-Squared) IEP evaluations and Annual Review of EHCP Intervention related baseline and assessment Professionals reports
To further embed Read, Write Inc. across school by revisiting training to ensure consistency of approach and purchase of additional resources. Additional resources purchased to support pupils working at a pre-phonics level.	<ul style="list-style-type: none"> ○ Brookfields uses RWI as its approach to the teaching of Phonics across the school as the multi-sensory approach complements our teaching and learning approaches. ○ Data to date and teacher feedback evidence that our pupils are benefitting from accessing the Read, Write Inc scheme and so by enhancing the resources that we have has improved access and outcomes for the pupils. ○ All staff have completed RWI training, and this ensures a consistency of approach and shared understanding to allow for consistent, high quality delivery. The school maintains an annual SLA with RWI to ensure that we remain up to date with new resources and that our practice is externally quality assured. 	Lesson observations Planning Tracking Termly pupil progress meetings Data collection and analysis (B-Squared) IEP evaluations and Annual Review of EHCP RWI action plan / report (QA)
To provide online resources to support teaching and learning both in school and at home. Subscriptions to : Education City, Espresso and	<ul style="list-style-type: none"> ○ Remote learning or learning 'Anytime, Anyplace' remains part of the school's offer to our pupils and their families. The subscriptions provide teachers and families access to high 	Evidence collected through IEP evaluations, pupil progress meetings and professional discus-

Nessy	quality and accessible resources for the children to use in school / at home.	sions alongside data tracking of progress against targets set.
BSquared assessment / tracking system subscription	<ul style="list-style-type: none"> ○ Effective assessment tool in use to track individual pupil progress. Allows baselining and ongoing monitoring of small step progress. B-Squared system operates in line with the schools 3 curriculum pathways. ○ Evisense system allows upload of evidence to support teacher judgements. System is accessible by families also so that they can observe photos and video of their child. 	B-Squared system Data report Evisense
Purchase of additional Numicon resources	<ul style="list-style-type: none"> ○ Pupils are benefitting from the use of Numicon resources to support their mathematical development. Numicon is a 'tool' in each teachers 'toolbox' of resources to access to support the delivery of their mathematical lessons. 	B-Squared data IEP's Planning Lesson observations

Pupil Premium Focus Area	Impact	Evidence
To employ a Family Support Worker.	<ul style="list-style-type: none"> ○ Louise has 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 through high quality safeguarding practices and nurture-based work. ○ Louise has supported a very high proportion of school families either through the MAP process as lead Professional, at CIN 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 successfully uses the school website and social media to share and signpost information with families. ○ Louise provides highly effective interventions with pupils through nurture focused work, play therapy and by working alongside other professionals with targeted children. ○ Louise was instrumental in supporting remote transition practices and building those valuable relationships with our new families e.g. through the new starter phone calls and ensuring 	<p><i>Pupil impact:</i> - Lesson observations Tracking Termly pupil progress meetings Data collection and analysis (B-Squared) IEP evaluation and Annual Review of EHCP Intervention related baseline and assessment Pupil voice SDQ analysis</p> <p><i>Families Impact:</i> - Survey summary OFSTED and other external assessments LPPA award documents MAP documents EHCP review Facebook feedback</p>

	<p>families are fully aware of all that school and the local area has to offer in terms of support.</p> <ul style="list-style-type: none"> Over the year Louise worked with many staff and individual pupils to provide invaluable support with attendance, positive behaviour management and emotional health and wellbeing. During the school closure periods Louise formed part of our safeguarding team who completed a high level of contact with families including telephone calls and doorstep visits as well as being a conduit between Social Care, school and families. In addition she maintained a very effective support network via the school WhatsApp group and FB page as well as taking her part in delivering work packs and resources to families. 	
<p>For pupils to access Educational Visits in the community and enrichment activities in school – arts related.</p> <p>£2000</p>	<ul style="list-style-type: none"> This provides a broad and engaging curriculum (including extended school time) for pupils to maximise learning, social and physical development opportunities. All of the activities incorporated into this provide positive opportunities for pupils to engage in activities and experiences that will support their cultural, moral and spiritual development and provide breadth of experience / cultural capital. 	<p>Evolve / Teachers plans</p> <p>Registers of after-school clubs</p> <p>Parents / pupil feedback</p> <p>Evisense</p>
<p>To complete upgrade to sensory soft play room.</p> <p>£2000</p>	<ul style="list-style-type: none"> Pupils can access appropriate equipment to meet their sensory needs. This equipment allows vital learning opportunities with cause-and-effect equipment and increases the frequency/opportunity to access sensory lighting equipment as part of curriculum and therapy interventions. This learning space increases the resources available to the therapy team (Occupational Therapy, Speech and Language and Music Therapy). The room is a very important space used by pupils who require nurture-based interventions who respond to the calming resources and environment. 	<p>Observation of pupils using the room</p> <p>Impact on their B-Squared data</p> <p>Professionals' observations / assessment</p> <p>Pupil feedback</p> <p>Impact on positive health and wellbeing of pupils</p>

Externally provided programmes

Programme	Provider
Read, Write, Inc	OUP
Education City	Education City Ltd
Espresso	Discovery Education
Nessy	Nessy Learning