

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	119
Proportion (%) of pupil premium eligible pupils	56% (67 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	Mid-year review March 2023. Full review July 2023
Statement authorised by	Clare Williams Chair of Academy Council Phil Harrison Shaw Education Trust
Pupil premium lead	Sara Ainsworth
Governor / Trustee lead	Ashley Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,640
Covid Recovery Funding allocation this year	£32,480
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	£121,120

Part A: Pupil premium strategy plan

Statement of intent

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 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 (including AC
- 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 / physical needs have on individual children's readiness and ability to engage and learn. Unmet sensory/physical 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. Gross and fine motor development is a significant foundation stone for pupils development.

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.	<p>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:</p> <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

learners and develop appropriate self-regulation strategies.	<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.
3. To improve children's early communication / social and attention skills to enable active participation in their learning.	<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.
4. For children and their families' holistic need to be supported to ensure that every child has the best foundations to learn and develop.	<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.
5. Pupils to demonstrate improved early Literacy and Numeracy skills development.	<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.
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	<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: £34,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Cost of ongoing training: £500	<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 can cascade knowledge to staff through training and support with individual pupils. This CPD will be undertaken with a cohort of colleagues from across Cheshire Special Schools who have a shared behaviour policy rooted in PBS. 	6
Family Support Worker to successfully complete Certificate in Therapeutic Play Skills (PTUK) and undertake regular supervision sessions in line with course expectations. Cost of ongoing supervision and resources: £750	<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 would enhance nurture work currently being undertaken by class teams and the Family Support Worker with specific children identified through safeguarding and assessment processes e.g. CAMHS and EP. Regular supervision with a certified play therapist is a compulsory element of the training and allows for the support and development of the trainee play therapist. 	4, 6
To enhance the IT offer for pupils, staff and families as part of the school's Digital Strategy Cost of resources and SLAs : £30,000	<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
For staff member to become an NAS Earlybird Trainer £1060 training cost	<ul style="list-style-type: none"> Having an additional staff member trained will mean that we then have 2 certified trainers and can run our own training sessions for families (to run a course it requires 2 trainers) and therefore will be able to train more families. 	3,4,6

	<ul style="list-style-type: none"> Offering the Earlybird course to our families is a significant part of our support package for new families to school. This is of huge benefit in upskilling families to best support their child at home and increases consistency of approach across home and school setting. 	
<p>For all support staff to attend Merseyside SLD School Consortium INSET Day</p> <p>Total cost: 1,750</p>	<ul style="list-style-type: none"> All support staff to participate in specialist workshops related to pupils in their care; for example workshops on Attachment, FASD, Sensory Needs, Behaviour Management, and Neurology of Learning. 	2,3,5,6

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

Budgeted cost: £36,471

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Commission Specialist Sensory Occupational Therapy for 1 day per week 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>£350</p>	<ul style="list-style-type: none"> To assess and produce sensory diets for pupils to address their sensory integration needs 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 etc. To liaise with other professionals working with pupils to ensure effective joined up working and effective implementation of plans. Through the school closure periods / periods of disruption for a number of children their sensory needs have changed / heightened. To provide remote support to pupils / families in event of school closure. 	2
<p>To commission specialist interventions / therapies for pupils</p> <p>Music specialist (Live Music Now 1 day per week): £8,400</p> <p>Music Therapy (1 day weekly Nordoff Robbins) £8,500</p> <p>Art Therapy student – supervision cost only £500</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 whom have been identified as needing greater input To provide accessible and appropriate means to explore pupil voice. 	1,3, 6
To provide appropriate level of resources to enable staff	<ul style="list-style-type: none"> Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It 	1

to facilitate daily Attention Autism sessions for pupils. £800	<p>aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.</p> <ul style="list-style-type: none"> ○ 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. 	
<p>To purchase additional resources for Read, Write, Inc.</p> <p>Additional resources purchased to support pupils working at a pre-phonics level. £500</p>	<ul style="list-style-type: none"> ○ Brookfields has chosen to continue the implementation of 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 evidences that our pupils are benefitting from accessing the Read, Write Inc scheme and so to enhance the resources that we have would improve access and outcomes for the pupils. ○ Over 2021-22 we refined our policy and practice and addressed the question 'what comes before phonics' so that we could best lay those foundations of learning in our pupils in their readiness for phonics teaching. Purchase of additional resources will support this valuable input for pupils. 	5
<p>To provide online resources to support teaching and learning both in school and at home.</p> <p>Subscriptions to : Education City £702 Espresso £1,191 Nessy £1,680</p>	<ul style="list-style-type: none"> ○ Evidence collected through IEP evaluations, pupil progress meetings and professional discussions alongside data tracking of progress against targets set. ○ Remote learning or learning 'Anytime, Anyplace' relevant this year to support pupils learning if their schooling is disrupted due to Covid-19. Must have appropriate resources to use. 	5
<p>BSquared assessment / tracking system subscription and additional licenses £1,958</p>	<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. 	1,2,5,6
<p>Purchase of additional Numicon resources £250 plus training for all staff £1000</p>	<ul style="list-style-type: none"> ○ Data to date and teacher feedback evidences that certain pupils are benefitting from the use of Numicon resources to support their mathematical development. This to be enhanced and extended through additional training and sharing of practice. 	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a Family Support Worker.</p> <p>£33,418</p>	<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, CAF 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
<p>To upgrade the outdoor play equipment and purchase additional gross motor equipment such as trikes and scooters.</p> <p>£12,021</p>	<ul style="list-style-type: none"> Pupils benefit from outdoor play across all areas of their development; including physical, sensory, social and as an alternative learning environment than the built classroom. 	2,3
<p>For pupils to access Educational Visits in the community and enrichment activities in school (also includes Y6 residential)</p> <p>£3,000</p>	<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. 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 provides support for FSM pupils). 	4,6
<p>To purchase additional Educational Psychologist time (over and above that provided by Halton)</p> <p>£1425</p>	<ul style="list-style-type: none"> Using an EP provided an additional assessment approach for use with pupils to inform teaching and learning, to identify required strategies to support emotional wellbeing and to support transition. 	6

<p>To fund Accent Arts and Wellbeing Project “Outdoor Art”.</p> <p>£725</p>	<ul style="list-style-type: none"> ○ Funding will provide access to a 12 week project for 2 classes to participate and work with art specialists. ○ This is an exciting opportunity to explore new ways of working outside of the classroom and will also incorporate use of IPad to gather ideas, create and record tasks completed. ○ Staff supporting the children will develop their own skills as they work alongside the artists and can disseminate to colleagues as part of our focus on LOtC. 	<p>3,6</p>
--	---	------------

Total budgeted cost: £ 121,120

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 2021-2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence	Impact
All staff to undertake Team Teach training (new / refresher)	<ul style="list-style-type: none"> Behaviour logs (CPOMS) Behaviour analysis – completed on a half termly basis Progress meetings LRT plans for individual pupils. SET 2 day review – behaviour report 02/22 	<p>The school has a positive behaviour management approach.</p> <p>Behaviour practices are effectively and consistently implemented in line with policy.</p> <p>Pupils and their families are fully supported with behaviour management through a multi-agency approach.</p> <p>Analysis of behaviour incidents reflects effective management and understanding of pupil needs</p>
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"> Module and course completion In-house training Behaviour logs (CPOMS) Behaviour analysis – completed on a half termly basis Progress meetings LRT plans for individual pupils. SET 2 day review – behaviour report 02/22 	<p>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 can cascade knowledge to staff through training and support with individual pupils.</p> <p>This CPD has been undertaken with a cohort of colleagues from across Cheshire Special Schools who have a shared behaviour policy rooted in PBS.</p>
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"> Course completion Supervision reports SDQ scores and end of session reports from pupils Observation / CPOMS / pupil progress meetings of individual pupils Feedback from families 	<p>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 currently being undertaken by class teams and the Family Support Worker with specific children identified through safeguarding and assessment processes e.g. CAMHS and EP.</p> <p>Regular supervision with a certified play therapist is a compulsory element of the training and allows for the support and development of the trainee play therapist.</p>

To enhance the IT offer for pupils, staff and families as part of the school's Digital Strategy	<ul style="list-style-type: none"> ○ Network improvements undertaken to enhance Wi-Fi ○ Digital Strategy audit document (SET) ○ Increased number of iPads and MacBook's for pupils / staff ○ Promethean boards and apple TV installed in each classroom 	<p>Improving the IT offer in school provides 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.</p> <p>For the infrastructure (network and hardware) to support effective delivery for both administration and curriculum</p> <p>Staff training is critical to ensure that the new technology is used to its best effect and maximises impact for all pupils and families as staff have increased confidence and knowledge.</p>
---	---	--

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

Activity	Evidence	Impact
<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"> ○ SDQ / observation records and assessment reports ○ Pupil progress meetings ○ Lesson observation / learning walk – observation of engagement / meeting of all pupil needs ○ Training records – staff, induction, parents/carers ○ Behaviour log – individual pupils / whole school behaviour assessment and analysis ○ Data collection and analysis (B-Squared) ○ IEP evaluations and Annual Review of EHCP ○ Intervention related baseline and assessment Professionals reports 	<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. 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.</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>Sensory assessments have informed the formulation of IEP's and EHCP reviews.</p>
To commission specialist interventions / therapies for pupils	<ul style="list-style-type: none"> ○ Assessment reports ○ Care plans / IEP's ○ Pupil progress meetings ○ EHCP review ○ End of year reports 	Targeted interventions lead to range of skills being developed that are linked to pupil's individual needs; early communication, sensory, interaction and engagement alongside academic subject knowledge.

<p>Music specialist ~ 1-day weekly (Jan-July)</p> <p>Music Therapy (1 day weekly)</p>		<p>Pupil's engagement, self-esteem and confidence.</p> <p>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>Effective and engaging sessions develop pupil's self-esteem and confidence alongside increasing their ability to recognise and express emotions.</p> <p>Specialist group sessions providing nurture and wellbeing work undertaken in the school effectively target specific children whom have been identified as needing greater input.</p> <p>Pupils provided with an appropriate mechanism to communicate their feelings (pupil voice) which has been crucial in informing CP/CIN processes</p>
<p>To provide appropriate level of resources to enable staff to facilitate daily Attention Autism sessions for pupils.</p>	<ul style="list-style-type: none"> ○ Improved levels of attendance and engagement evident in observations – recorded in Evisense and through IEP's ○ Pupil progress meetings ○ SALT assessment and review ○ Review of EHCP / IEP's 	<p>Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.</p> <p>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 Therapists following assessment or in their EHCP.</p> <p>All staff 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.</p>
<p>To further embed Read, Write Inc. across school by revisiting training to ensure consistency of approach and purchase of additional resources.</p> <p>Additional resources purchased to support pupils working at a pre-phonics level.</p>	<ul style="list-style-type: none"> ○ Phonics assessments ○ Evisense and B-Squared ○ EHCP / IEP review ○ Lesson observation / learning walk ○ Planning scrutiny 	<p>Brookfields has chosen to continue the implementation of RWI as its approach to the teaching of Phonics across the school as the multi-sensory approach complements our teaching and learning approaches.</p> <p>Data to date and teacher feedback evidences that our pupils are benefitting from accessing the Read, Write Inc scheme and by enhancing the resources that we have has improved access and outcomes for the pupils.</p>

		Over 2021-22 we refined our policy and practice and focussed upon the question 'what comes before phonics' this means that we have confidence that we are providing the vital foundations of learning in our pupils in their readiness for phonics teaching.
To provide online resources to support teaching and learning both in school and at home. Subscriptions to : Education City Espresso Nessy	<ul style="list-style-type: none"> ○ Evidence collected through IEP evaluations, pupil progress meetings and professional discussions alongside data tracking of progress against targets set. 	<p>Remote learning or learning 'Anytime, Anyplace' relevant this last year again to support pupils learning if their schooling was disrupted due to Covid-19. Pupils and families needed to have appropriate resources to use alongside bespoke materials and activities provided by each class teacher/team.</p> <p>Teachers were able to monitor pupil engagement with the online resources.</p>
BSquared assessment / tracking system subscription	<ul style="list-style-type: none"> ○ B-Squared assessment system / Evisense 	<p>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.</p> <p>Evisense system allows upload of evidence to support teacher judgements. System is accessible by families also so they can follow their child's progress.</p>
Purchase of additional Numicon resources	<ul style="list-style-type: none"> ○ Lesson observation ○ Planning documentation ○ IEP's / review of EHCP 	Data to date and teacher feedback evidences that certain pupils are benefitting from the use of Numicon resources to support their mathematical development.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence	Impact
To employ a Family Support Worker.	<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 	<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 through high quality safeguarding practices and nurture based work.</p> <p>Louise has supported 90% 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.</p>

	<p>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.</p>	<p>Louise provides highly effective interventions with pupils through nurture focused work, play therapy and by working alongside other professionals with targeted children.</p> <p>Louise is instrumental in supporting transition practices and building those valuable relationships with our new families e.g. through home visits, the new starter phone calls and ensuring families are fully aware of all that school and the local area has to offer in terms of support through drop in workshops.</p> <p>Louise leads on establishing a training programme for families with monthly themed coffee mornings with a broad representation of agencies.</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.</p> <p>During any 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.	<ul style="list-style-type: none"> ○ Planning documents ○ Evolve forms ○ Evisense ○ Parental questionnaires 	<p>Our visits / visitors support a broad and engaging curriculum (including extended school time) for pupils to maximise learning, social and physical development opportunities.</p> <p>We have been able to provide positive opportunities to engage in activities and experiences that support children’s cultural, moral and spiritual development and provide breadth of experience / cultural capital.</p>
To complete upgrade to sensory room.	<ul style="list-style-type: none"> ○ Planning documents ○ Learning walk / observation ○ LRT plans 	<p>Pupils are able to continue to access appropriate soft play/sensory equipment to meet their sensory needs. This equipment allows vital learning opportunities with soft play and cause and effect equipment and increases the frequency/opportunity to access sensory equipment as part of curriculum and therapy interventions.</p> <p>This learning space continues to increase the resources available to the therapy team (Occupational Therapy, Speech and Language, Physio).</p> <p>The room is a very important space used by pupils who require nurture based interventions who respond to the calming resources and environment.</p>

Externally provided programmes

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