The Brookfield School

Pupil Premium Intent 2020-2021

Summary Information *(from October 20 Census)* For the year 2020/21 the amount per pupil eligible for PP funding is as follows: FSM6 £1,345 (years 2 – 6) £955 (years 7 – 11) LAC £2345	
Pupils in school	92
Pupils eligible for Pupil Premium	54 pupils in total (54-FSM6) (7-LAC)
Pupil Premium allocation	TBC (Estimated: £59760)
Review Date	

As a school it is important that we clearly identify the barriers to learning for pupils and from this identify the appropriate target areas for PP funding.

Barriers to learning identified:

- Low self-esteem and related social skills
- Financial difficulties of disadvantaged families
- Under developed language and literacy skills
- Lack of access to enrichment activities away from school
- Limited interactions with families as majority of pupils use school transport.
- Attendance rates for some pupils are low and therefore affect their ability to make progress

Strategy Statement

Covid 19 has brought restrictions to the implementation of our PP strategies. For this reason, apart from a couple of changes highlighted below, our PP statement will remain the same for this academic year.

Strategy:

- Focus on quality first teaching based upon well founded evidence from EEF
- Development of a greater understanding of PP pupils to ensure that all staff know who they are, prioritize feedback and intervention
- Targeted literacy support to ensure access to curriculum
- Personal development of all pupils to provide the social and emotional support of our pupils where these are barriers to learning.

Strengths:

- Shared understanding and vision for PP pupil attainment
- A forward thinking, inclusive curriculum approach which is understood and subscribed to by the whole school community

Areas for development:

- In school attainment of both disadvantaged pupils and their peers in relation to national results data
- Successful transition of pupils from KS2 into KS3 **(Year 7 pupils now follow a primary approach within the secondary building which is proving successful. This approach will continue to be monitored).**

Aim	Evidence of impact	Comments	Expenditure
1.Quality first teaching To develop staff practice and improve outcomes for pupils To engage and motivate pupils to ensure they fulfil their potential via the most appropriate learning pathway. Pupils make at least expected progress in reading Engage older pupils (Arrow) in a more practical approach to teaching and learning	• Lesson observations and learning walks show pupils are more engaged in their learning. • Support staff access a comprehensive CPD programme aimed at improving their knowledge and skills relating to the teaching of phonics and reading. • Variety of experiences (when permitted) and wide ranging opportunities provided to enable pupils to make informed decisions about their future. • Ongoing CPD training for staff to inform their practice. • Practical learning, as well as classroom based, has increased engagement particularly in science and environmental studies. • Whole school focus on assessment and feedback.	The whole school engagement in modelling CPD will lead to significant developments in teaching practice that will benefit disadvantaged pupils particularly. Whole school continued use of bespoke assessment tool. Use of Dinedor outdoor learning centre for years 2- 9. SLT to continue to work with whole school to ensure PP expenditure is effective. Liaison with subject leads has highlighted need and strategies continue to be developed to improve results. Use of specific provisions to enable pupils to develop agricultural and animal care skills.	Delivery of CPD Dinedor provision Training provision: Middle leader course x 1 **Teacher training provision x 2** SLT time allocation Off-site training facilities **ELSA training x 1 TA** **TIS Diploma x 2 Teachers** **Online learning training for teaching staff**

	• Successful lead by SLT of the management of the PP strategy.		
2.Targeted Support Ensure that identified pupils are supported in developing their confidence and independent learning behaviours which in turn will improve outcomes for pupils.	• Small group and 1:1 catch up interventions led by experienced TAs. • Rigorous and consistent approach to the teaching of reading including vocabulary and comprehension strategies. • Use of external assessment to identify barriers and screen for dyslexia and dyscalculia, providing strategies to support in class.	SLT and subject leads to regularly monitor the PP cohort and use termly data cycles to monitor progress. Ongoing CPD training, particularly for recently appointed staff, is being provided for TAs to inform practice.	CPD training for TAs to deliver interventions successfully Schemes of work Assessment materials
3.Wider Approach All pupils feel more confident and resilient within the classroom environment. Pupils have a successful start to their school day,	• In-school wellbeing team supports the emotional development and mental health of signposted pupils. • Breakfast club available to all.	Designated staff make up the wellbeing team to which referrals for specific interventions are made. Targeted pupils participate in 1:1 sessions and progress is regularly monitored.	Breakfast provisions Art Therapy and music sessions Extra-curricular trips and activities.

with the opportunity to socialise with peers. Develop the cultural capital of disadvantaged pupils. Develop self-esteem and build confidence.	• Participation by pupils in educational visits, residential trips and extra-curricular activities (once permitted). • Play and music therapy run by specialists accessed by signposted pupils. • Drama sessions with external provider. • Acceleration of progress made with pupils' social and emotional development. • Counselling sessions for specific pupils to support their emotional development and mental health.	The school approach to developing a positive school ethos continues to positively impact those disadvantaged pupils who lack cultural capital. The school benefits from established links with The Courtyard theatre. Post lockdown these will include drama sessions, participation in arts projects and displays of work to the public. Play and drama therapy sessions continue; music therapy has temporarily ceased. Referrals made for signposted pupils to CLD.	**Drama sessions** **Counselling sessions**