Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Brookfield School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Oct '21 – Oct '24
Date this statement was published	Nov '21
Date on which it will be reviewed	Oct '22
Statement authorised by	Michelle Parkes (Head Teacher)
Pupil premium lead	Jill Hurst
Governor / Trustee lead	Nick Nenadich

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021-2022	£67,675
Recovery premium funding and National Tutoring Programme allocation this academic year 2021-2022	£17,980 (Recovery) £16,920 (NTP)
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	**£102,575**

Part A: Pupil premium strategy plan

Statement of intent

As a school it is imperative that we clearly identify the barriers to learning for our pupils and identify appropriate target areas for our funding. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. In a school with a high percentage of PP pupils we aim to promote whole school initiatives as well as targeted support for PP pupils. Implicit in our strategy is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. We aim to ensure that all our pupils are provided with clear direction throughout their time with us and individual pathways are set for them to achieve success; academically, socially and emotionally.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

At the heart of our approach is high-quality, individualised teaching focussed on areas that pupils require it most. Targeted support, small group and 1:1, is implemented based on assessment of need, which takes the form of both formative and summative testing. Ongoing wellbeing and mental health assessments sit alongside other approaches to help pupils access a broad and balanced curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem and related social skills
2	Financial difficulties of disadvantaged families
3	Underdeveloped language and literacy skills
4	Lack of development of cultural capital
5	Attendance rates for some of our disadvantaged pupils are low, affecting ability to make progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our ongoing and end of year assessments through to the end of our strategy in 2024. An increase in the number of disadvantaged pupils entered for nationally recognised qualifications. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.
CPD for teaching staff on developing further understanding of trauma informed practice.	All staff interactions with pupils are focused on an understanding of ACEs and appropriate responses in order for pupils to develop social and emotional resilience.
Improved attendance levels across the school For attendance to be 'good' compared to national attendance (96%).	Consistently high attendance figures. Rising from 89% (2022) to 96% by the end of the strategy 2024
Individualised pathways for all pupils which successfully take them onto their chosen routes post school and in the wider world.	Pupils have developed transferable specialised skills which are used successfully post school.
Developed cultural capital for all pupils. All pupils have access to a wide range of enrichment opportunities and experiences in and out of school	Participation by pupils in educational visits, residential trips and other extra-curricular activities. Regular visits to sights of interest within the local area to develop a sense of belonging to the community. A wide range of extra-curricular activities will be offered to tap into our pupils' interests.

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: £10,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and maths Teaching and Learning Responsibilities lead to improved teaching across the school in line with DfE guidance. Subject leads will engage with other specialist provisions to develop the quality of teaching through CPD. Quality First teaching for all pupils TA CPD is ongoing for Maths and English delivered by subject leads	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a signifi-cant impact on pupil outcomes. EFF guide to pupil premium -tiered approach: teaching is top priority, including CPD EEF Toolkit : High Quality Teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	3
Training of early reading lead in RWI. Further training for primary/KS3 staff. Purchase of resources.	Read Write Inc. supports the delivery of the key literacy aims from the new National Curriculum. It provides a consistent and systematic teaching approach, inspiring resources and outstanding professional development. EEF toolkit - parental engagement EEF guide to pupil premium -targeted academic support	3
Purchase of online teaching resources	EEF - digital technology – clear evidence technology approaches are beneficial for read and writing practice.	3

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

Budgeted cost: £31,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will be clear and confident to target children appropriately and IEPs will be matched to their immediate next steps.	EFF guide to pupil premium -tiered approach Sutton trust - quality first teaching has direct impact on outcomes. Training and supporting staff will ensure the delivery of target support. NTP for identified pupils to help pupils catch up on lost learning	3
Small group and 1:1 catch up interventions	EEF Toolkit guidance: 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	3

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

Budgeted cost: £66,056

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Family Support worker will support individuals and groups of children in school. FSW will support and signpost families. FSW link with SENDCO and class teachers in order to provide interventions required. Referral for families and children to outside agency support. Links maintained with social care and virtual school.	EEF Toolkit – Parental engagement Children, who are well supported at home, thrive in school. Children, whose basic needs are met, thrive in school. Children need all physical, emotional and social needs met in order to achieve academically.	1, 2, 4, 5
Referrals made to the Wellbeing team. Success monitored closely in liaison with mental health lead. Signposting on to other agencies and support networks. Specialist therapeutic play and counselling referrals. and engagement.	EEF has summarised the best available evidence in their guidance report, *Improving Social and Emotional Learning in Primary Schools* (applicable also to secondary schools)	1
Funded or subsidised opportunities for disadvantaged children: Outdoor learning Drama and music tuition Gym and climbing sessions RDA	EEF - Sports participation increases educational engagement and attainment EEF - outdoor adventure learning shows positive benefits on academic learning and self confidence	4, 2, 1

Bespoke timetables to support pupils' behaviour and wellbeing	EEF - describe the benefits to children in learning to play musical instruments	
Attendance officer will promptly call families who have an absent child A 'red flag' list will be used by the pastoral team of children we know who have historic attendance concerns and family support worker will complete home visits for these children Extremely poor attendance (below 90%) will be challenged with direct communication from the attendance officer.	Children with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning.	5

Total budgeted cost: £107,571

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

Although every effort was made to engage our pupils in online learning, through a variety of teaching and learning resources, it was challenging to provide differentiated support to our pupils online.

For many of our pupils, being away from school for sustained periods of time, coupled with uncertainty and concern over their future adversely affected their behaviour, wellbeing and mental health. Pupil premium funding was used where possible to help provide wellbeing support and targeted interventions where possible but not to the level intended.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Primary schemes of work (Art, DT, PSHE, Music)	Kapowprimary.com
Formative assessment tool	GL Assessment
Cross-curriculum online learning tool	Purple Mash

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional activity

We have contacted other SEMH schools with particularly positive outcomes for disadvantaged pupils and arranged visits to learn from their approaches.

Through the appointment of a family support worker we have been able to forge stronger relationships with parents and carers and work with them in meaningful ways to best support our pupils.

We continue to establish strong links within our local community providing our pupils with a sense of belonging.

We have arranging work-based learning that enables pupils to have first-hand experience of work, preparing them for life post school.

Continuing CPD for all staff is in place throughout each academic year. Courses relating to mental health and well-being have been prioritised to enable staff to support pupils successfully using good trauma informed practice.

We have also focused on supporting teachers to develop their own professional practice and supported them with their training in specialist areas, allowing them to develop expertise which they can then share with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our pupil premium strategy. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.