

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	Brookfield School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	54.1% (39 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years (Sept 2021)
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rob Brocklebank (HT)
Pupil premium lead	Dan Leaver (KS3) & Kane Cleland (KS4)
Governor / Trustee lead	Sheryl Cardwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,600
Recovery premium funding allocation this academic year	£11,020 (provisional)
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	£47,620

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us increase and sustain positive outcomes for our disadvantaged pupils. The socio economic make up of our cohort (and, on the whole, most SEMH special school settings) demands a focussed approach in terms of **what** and **how** we use our allocation. The resource and provision available to **ALL** pupils meets the expectations and statutory obligations of each EHC plan. PPG allocations act provides increases and enhances opportunities for the most disadvantaged pupils and helps them maintain pace and status with other pupils.

The allocation of PPG funding supports 5 key areas:

Academic attainment

Progression to further and higher education (including Independence strategy)

Employability

Social opportunities

Experiential Learning – essential for all pupils and a PSD/independence curriculum focus

At the heart of our approach is high-quality teaching that focusses on specific areas that maximise outcomes for pupils. Targeted support, based on robust assessment and progress tracking systems, enables pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as intervention and specialist support. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

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.

Our strategy supplements our curriculum plans for education recovery following Covid-19, through effective pastoral support, high quality intervention and engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven and directed by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for transition and adulthood.

Challenges & Barriers

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

Challenge number	Detail of challenge
1	Lack of opportunity and experience
2	Motivation and engagement (learning)
3	Purpose and status (resilience)
4	Social interaction and relationships (access) - in and out of school
5	Mental health, wellbeing and behaviour

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
Increased understanding of the world in which they live, higher levels of resilience and independence	<ul style="list-style-type: none"> All pupils have experienced enriching opportunities in the locality and further afield - tracked completion of 50 things. All pupils will have experienced 'awe and wonder' - and given opportunity and scaffolds to discuss and reflect. Increase in Class Charts scores and attendance

<p>More pupils accessing more through appropriate, high quality, creative and targeted provision.</p>	<ul style="list-style-type: none"> • Increased engagement reflected in improved pupil monitoring and academic progress data
<p>To develop pupil confidence, belonging, purpose and status - provide an inclusive, understanding and safe environment for all.</p>	<ul style="list-style-type: none"> • Increased engagement and enjoyment • Increased self –esteem • Progress against Snap-B targets • Positive pupil and parent feedback (surveys)
<p>Improved resilience in pupils and reduction in referrals to mental health services</p>	<ul style="list-style-type: none"> • Reduced incidents linked to MH • Reduced need for external intervention • Pupils get what they need to be successful

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: £26,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social Communication – intervention and staff development (58 days) - 1.5/week	<p><u>Rationale</u>- Social Communication is an area in which our young people struggle. Evidence shows that the average impact of successful SEL interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3,5
CPD – national college platform (annual costs)	<p><u>Rationale</u>- We invested in online CPD early in lockdown due to access issues. This was tweaked and extended https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1,2,3,4,5
Counsellor – extra day (39 days)	<p><u>Rationale</u>- One in 5 9-18 year olds in the UK estimated to meet the criteria for a mental health disorder. Following Covid19, pupils are displaying heightened anxiety.</p> <p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</p>	3,4,5
Peripatetic music lessons for all 1 day/week (39 days)	<p><u>Rationale</u> -Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Pupils articulated their desire to learn an instrument and given our designation as a specialist SEMH school, studies</p>	1,2,3,4

	<p>have proved the benefit of music for pupils with ADHD and ASD.</p> <p>https://elitemusic.ca/music-lessons-provide-life-long-benefits-for-children-with-adhd/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
KS3 phonics intervention	<p><u>Rationale</u>- The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Literacy and reading are the cornerstone of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	

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

Budgeted cost: £16,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning intervention (KS3)	<p><u>Rationale</u>- Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. From our baseline data we are able to use targeted intervention to plug gaps and improve outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,3
ELSA support	<p><u>Rationale</u>- The United Nations Children's Emergency Fund (UNICEF, 2014) reported that the emotional well-being of children in the UK scored the lowest on a range of measures in comparison to children from 20 other industrialised countries. The Department for Education and Skills (DfES, 2013) also identified that children's social and emotional development was a high priority especially amongst those pupils identified as having additional needs.</p>	3,4,5

	<p>Research suggests that low levels of emotional literacy can lead to high levels of internalising (e.g., stress, depression) and externalising behaviours (e.g., aggression, defiance). Given the nature of our provision, this intervention is vital for improved outcomes.</p> <p>https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/targeted-mental-health-in-schools-tamhs/Documents/ELSA_Accessible_2020-1.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment (experiential learning)	<p>Rationale- Pupils need to experience a wide variety of social settings in order to practice their interpersonal skills. In addition, a wide range of enrichment activities give context to learning (e.g. trip to Liverpool Museum to see actual mummies as part of Egypt topic)</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=ENRICHMENT</p>	1, 2, 4
Physical activity (social times/after school) - equipment	<p>Rationale- Parents identified the need for respite and in feedback they suggested that meaningful activities at social times would be of benefit and appreciated.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 2, 3, 4, 5

Outdoor Education - residential	<p>Rationale - Opportunities for pupils to experience residential outdoor learning had been withdrawn and pupils specifically requested that this was re-introduced. This gave them focus and motivation to be selected for such an opportunity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1,2,4,5
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Total budgeted cost: £47620

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.

Allocation: £39,155 (41 pupils)

The focus for 2020/21 was:

- Covid response and support
- Health and wellbeing
- Access to learning

Positive outcomes for academic year 2020/21 (despite the disruption) are as follows:

Attendance: There was no adverse effect of the pandemic upon attendance (pre covid 86% - July 2019 and post covid 90% July 2020)

Whole school pupil monitoring data remained above expected levels despite the pandemic (average 92% positive compared to 93% in the previous year.)

Parent survey: 100% of parents/carers felt that Brookfield met their child's needs effectively throughout the pandemic.

95% of parents/carers say that Brookfield met or exceeded their expectations in terms of remote learning delivery.

Our previous efforts and successes in creating and maintaining professional relationships with pupils and families served us extremely well through the uncertain times created by the pandemic but as time went on, we were conscious that some relationships were becoming vulnerable and required increased focus and attention. Parent feedback praised the "Excellent communication between school and parents" and that "Brookfield staff went above and beyond in meeting the needs of the young people." (Parent Survey 2021)

Positive relationships (linked with trust and integrity) are the foundation on which we build our offer. They support engagement, buy in, wellbeing, progress and community all of which are essential to our success.

Our PPG allocation for 2020/21 allowed us to maintain our impact, levels of progress and relationships with stakeholders.

Whilst the initial plan was changed (due to covid pressures), the activities, systems and initiatives funded by PPG served us well and allowed us to exceed expectations

(despite covid impact) in terms of engagement, effectiveness, impact and satisfaction (survey)

We continued to apply SALT and Counselling (in school and online) and included creative ways in which to engage families with learning via home learning packs, activity boxes, online interaction and strong home/school links.

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
n/a	

Further information (optional)

An initial 3-year plan was written in Autumn 2019. This was amended (forced) annually until Sept 2021 due to the impact of Covid-19 (lack of opportunity and change in needs).

The long-term focus for our disadvantaged pupils is:

- Engagement
- Fair access
- Resilience and confidence building
- Increased productivity.

School data (internal and externally sourced) suggests that despite the additional pressures and barriers, performance has not been hugely affected. This is attributed to the nature, quality and impact of the focus areas and the opportunity provided to trial, test and consult with all stakeholders throughout the pandemic in order to find and apply the best fit.

A new 3-year plan was written (2021/22) to reflect progress, current status and latest information, guidance and expectations linked to recent disruption and the funding allocated to recovery.

Research into the effects or impact of Covid-19 identify key areas of intervention/action. These key areas are closely linked with our usual annual focus for disadvantaged pupils based upon the needs of the cohort that we are working with.