

Brookfields Specialist SEN School Pupil premium strategy statement 2021 - 2022

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	Brookfields Specialist SEN School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	31.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	B Mills Headteacher
Pupil premium lead	S Strudley
Governor lead	T Loucas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69740
Recovery premium funding allocation this academic year	£17980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1000
Total budget for this academic year	£88720

Part A: Pupil premium strategy plan

Statement of intent

Brookfields School aims to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary factor our learners face, all of our pupils may be considered to be in the disadvantaged group due to the nature of their special educational needs and disabilities, and face particular challenges around:

- Academic attainment
- Progression to further education
- Preparation for Adulthood
- Employability
- Social opportunities
- Communication

The focus of our approach is on high quality teaching, concentrating on the areas our pupils require most, including targeted supported based on a robust assessment of need, and ensuring that all learners are able to access a broad and balanced curriculum.

Our pupil premium strategy is integral to wider school plans for education recovery, and is driven by the needs and strengths of all our young people. This will help us to ensure we continue to offer them the relevant skills, knowledge and behaviours they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Individual Special Educational Needs of pupils Each of our pupils has individual learning needs and experiences different challenges to their learning.
2	Access to relevant bespoke curriculum; including COVID19 recovery curriculum Our assessments show that pupils achieve better outcomes when they receive pathway specific learning taught by well qualified staff. We want to ensure that all students are accessing relevant, well-resourced lessons with well trained teachers and assistants.

3	<p>Emotional well-being, behavioural and mental health needs of the pupils</p> <p>Through observations, records, research and conversations with staff, pupils and their families, pupils who are dysregulated are not able to access learning. We recognise that this group of learners need support, interventions and strategies to enable them to self soothe and regulate in order that high quality teaching and learning can take place.</p> <p>Our assessments, observations and discussions with pupils and families also demonstrate that the education, wellbeing and wider aspects of development of many of our pupils have been impacted by the pandemic. These findings are backed up by several national studies.</p>
4	<p>Opportunities to learn outside the classroom</p> <p>Through observations and conversations with pupils and their families, we find that our pupils are less likely to have opportunities to access outdoor learning.</p>
5	<p>Barriers to communication</p> <p>Our assessments, observations and work with pupils show that our pupils generally have greater challenges around communicating and expressing their needs than their peers, including those who are non-verbal, have limited language and have social interaction difficulties.</p>
6	<p>Family engagement</p> <p>Through conversations with our families, we know that the wellbeing and wider aspects of development of our pupils has been impacted by the pandemic. This includes the regular cycle of work with families to provide them with the skills and knowledge to support their child in the home setting</p>
7	<p>Personal Skills</p> <p>Our assessments, observations and work with pupils indicate that our pupils often require additional support to develop personal skills, e.g., independent travel</p>

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
Pupils will have demonstrated increased engagement with learning by accessing a personalised curriculum	Pupil attainment will show that all pupils are meeting or exceeding their curriculum targets, PLP and IEP targets and making at least expected progress towards their EHCP outcomes
Staff knowledge will develop and increase through attending targeted CPD to support individuals or groups of pupils	BlueSky Evaluations and individual staff performance management reviews will show the impact CPD has had on staff confidence and delivery in the classroom and the attainment made by pupils

Pupils will have access to a rich, well researched and evidenced curriculum relevant for their age and stage of learning	Through achievement of termly PLP targets
Pupils will be supported, as appropriate, with their emotional wellbeing, behavioural and mental health needs	Through observations with pupils Reduction in number of recorded behavioural incidents
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes
Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families
Pupils will access learning outside the classroom	Through observations and discussions with pupils
Families will be engaged and active partners with their child's learning	Through observations and discussions with families

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

Budgeted cost: **£32427**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced mathematical curriculum to engage and support pupils in maths and mathematical thinking. This will include new playground markings and activities for pupils to take part in outside timetabled mathematics sessions and the implementation of a new maths teaching scheme	Students are demonstrating large gaps in their learning so we aim to introduce a maths scheme that is appropriate to their needs and that will introduce a structure and rigour that can be followed throughout the school. We have also observed that many students become disengaged with maths seeing it as a school subject rather than as a useful tool. NRICH Millennium Mathematics Project https://nrich.maths.org/	1, 2

<p>Provision of wide range of resources for curriculum activities across the school</p>	<p>The curriculum is topic based and by having appropriate resources staff will be able to develop and enhance pupil engagement with the curriculum</p>	<p>1, 2</p>
<p>CPD for teaching staff This will include training for newly appointed Middle Leaders and training for Key Stage 4 staff to support pupils and their families with social skills, engagement for learning and online safety.</p>	<p>EEF Effective Professional development guidance report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>EEF parental engagement guidance report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Department for Education (DfE) (2021) Keeping children safe in education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KC_SIE_2021_September_guidance.pdf</p> <p>E safety for schools – NSPCC https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools</p>	<p>2, 3</p>
<p>Further hours of a Specialist Teaching Assistant</p>	<p>EEF making best use of teaching assistants guidance report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf</p>	<p>3</p>

Targeted academic support

Budgeted cost: **£27728**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Setting up a school wide Nurture Group. This will enable us to provide additional support to identified pupils, providing a nurturing environment and curriculum for pupils who cannot access learning effectively despite extra support in place in the main school environment</p>	<p>The emotional and mental health of pupils is something we have been concerned about for a long time and increasingly since COVID 19.</p> <p>Nurture Group research</p> <p>EEF research on Emotional Recovery</p> <p>Barry and Matthew Carpenter's work on The Recovery Curriculum.</p>	<p>3, 6</p>
<p>Provide a wide range of activities to promote opportunities for English, Literacy and Communication</p> <p>This will include drama workshops, high quality age-appropriate texts and work with the ACE Centre to develop vocabulary across the school</p>	<p>Wide range of research, including: SWALSS / Hirsch / Quigley / Willingham - building vocabulary is key to student progress</p> <p>Nicola Grove – benefit of storytelling in educating students with SEN</p> <p>NLT: Diversity and children and young people's reading in 2020</p> <p>EEF oral language report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>5</p>
<p>Life skills</p> <p>Funding will be available for pupils to practice a range of practical life skills, including the use of 'real' crockery and travelling by bus and train</p>	<p>Life skills is an important part of our curriculum and it is has been evident through discussions with pupils how little access they have had to their local communities. In order for the pupils to develop their life skills in a broader way it is important to be able to allow them to access the community and appropriate life skills onsite.</p>	<p>7</p>

Wider strategies

Budgeted cost: **£28565**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor learning Learning outside the classroom is an essential part of our curriculum offer, especially as we come out of lockdown and work with pupils who have been unable to access the outdoors. Outdoor spaces will be developed, and opportunities for adventurous outdoor activities provided for pupils in the secondary school</p>	<p>Council for Learning Outside the Classroom https://www.lotc.org.uk/category/research/</p>	4
<p>Parental engagement The School Development Plan identifies parental engagement as a priority area for the school. This funding will support the Primary School work with families, some of whom have not yet been able to visit the site due to COVID19 restrictions</p>	<p>EEF parental engagement guidance report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	6
<p>Sensory needs of learners Many of our learners have a wide range of sensory needs. This funding will be used to support a range of activities and resources This will include refreshing the sensory garden, resources for classes, a new Soundbeam and Vestibulator, and updating the interactive studio</p>	<p>Wide range of research, including: Soundbeam research Adventurous play as a mechanism for reducing risk for childhood anxiety: A conceptual model Helen Dodd, Kathryn Lester Mental Health of Children and Young People in England 2021 NHS https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey#</p>	1, 2, 3

Total budgeted cost: £88720

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.

Our internal assessments during 2020/21 indicated that our pupils' academic and wider development outcomes varied, depending on how our pupils had accessed school during the periods of lockdown. Some benefited from being able to work at home with one to one support from their families, whilst others benefited from being in school – albeit it in different class groups. As a school it was vital that we monitored this and celebrated the wide range of progress made by all our learners.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via tailored resources provided by class teachers. However, it was challenging to provide appropriate support to many of our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

