

## 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	Brackenfield School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	55.6%
Academic year/years that our current pupil premium strategy plan covers	2020-2021 2021-2022 2022-2023
Date this statement was published	April 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Trish Turner
Pupil premium lead	Sophie Evitts
Governor / Trustee lead	Suzanne Millership

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,065
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years	£40,000
<b>Total budget for this academic year</b>	<b>£115,475</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Fit for purpose learning spaces to supported communication, cognition and sensory needs of increasingly complex pupils
2	Access to extended services to provide support for communication and sensory processing difficulties
3	Access to nutritious breakfast and snacks for all pupils across the community

### 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
Alongside expansion of provision (nursery and sixth form), ensure classroom spaces meet the sensory needs of the cohort and all pupils can have their needs met in fit for purpose SEND teaching and learning environments	Additional teaching and learning spaces Additional therapy spaces to support pastoral and early help offer and increase capacity to offer therapy services to young people
Provide targeted support for communication and sensory processing to compliment curriculum offer and maximise outcomes for complex pupils	SALT input increasing communication techniques and methods with complex pupils
Occupational Therapy input increasing understanding and support of sensory processing needs	
Provide healthy nutritious breakfast and snacks to meet pupil needs across the school community	Healthy breakfast for all pupils across school Promote healthy lifestyles and exploration of food to increase variety of diets Support sensory needs linked to food, resulting in poor diet habits

	Increase opportunities for meaningful communication led by pupil needs/ wants/ motivators
--	---

## 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: £ 42,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alongside expansion of provision (nursery and sixth form), ensure classroom spaces meet the sensory needs of the cohort and all pupils' needs are met in fit for purpose SEND teaching and learning environments	Please see building project plan in SIP/SEF, including: Additional classrooms Pastoral therapy room and offices Appropriate furniture to meet needs of pupils	1
Rationale:	Appropriate classroom space to meet sensory needs Well resourced teachers supporting effective teaching and learning Increasing staffing capacity by increasing number of classes	

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

Budgeted cost: £ 28,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for communication and sensory processing to compliment curriculum offer and maximise outcomes for complex pupils	Implement SALT contract Increase communication embedding across school through SALT support Target therapy for complex sensory processing needs Roll out sensory toolkit and embed across school	2
Rationale:	Complex communication needs supported as primary need Sensory processing needs supported to increase pupil engagement and development	

	Specialist support provided for pupils who have not accessed via NHS
--	--

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

Budgeted cost: £4500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Provide healthy nutritious breakfast and snacks to meet pupil needs across the school community	<p>Healthy breakfast for all pupils across school</p> <p>Promote healthy lifestyles and exploration of food to increase variety of diets</p> <p>Support sensory needs linked to food, resulting in poor diet habits</p> <p>Increase opportunities for meaningful communication led by pupil needs/ wants/ motivators</p>	3
Rationale:	<p>Poor diet habits of pupils with complex learning difficulties and disabilities impacting on lifelong health outcomes</p> <p>Limited communication with few motivators due to severity of Autism</p> <p>Large free school meal cohort- signifying low income families</p> <p>Opportunities to explore food in a multi-sensory approach to widen healthy choices</p>	

**Total budgeted cost: £74,975**

## 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.

#### 2020-2021 Data set

Measure	Personalised Learning Intention Outcomes					Literacy Outcomes					Numeracy Outcomes					Foundation Outcomes					Life Skills Outcomes				
	17/18	18/19	19/20	20/21 Target	20/21 Current	17/18	18/19	19/20	20/21 Target	20/21 Current	17/18	18/19	19/20	20/21 Target	20/21 Current	17/18	18/19	19/20	20/21 Target	20/21 Current	17/18	18/19	19/20	20/21 Target	20/21 Current
PP			1	1		2	1	1	1		2	2	1	1		2	1	1	1		2	1	1	1	
Non-PP			1	1		1	1	1	1		1	2	1	1		2	1	1	1		1	1	1	1	
LAC / PLAC				1					1					1					1					1	

### 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
SALT	NHS
Occupational Therapy	Children's Sensory Therapy

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As part of teaching and learning resources to support functional life skills
What was the impact of that spending on service pupil premium eligible pupils?	Access to functional life skills lessons-cooking equipment, shopping budgets

## Further information

The recovery premium will continue to support the school community to access the wider community- as we focus on maximising pupil exposure to all aspects of preparing for adulthood in a pandemic.

We recognise our pupils' worlds have changed dramatically, increasing anxiety, unpredictability, experiences and relationships.

In order to develop resilience and lifelong learning for our pupils, we must support pupils by providing opportunities to address the preparation for adulthood outcomes:

- Independent living
- Good health, including mental health and wellbeing
- Friends, relationships and communities
- Employment

## Previous Summative overview

2020-2021	Data
School name	Brackenfield School
Pupils in school (figures from Jan 2020 census)	121
Proportion of disadvantaged pupils	53% 65 (56 PP, 2 Service children, 2 previous LAC, 5 LAC)
Pupil premium allocation this academic year	£63, 115
Financial year covered by statement	April 2020- April 2021
Data set used for strategy	June-2019-June 2020
Publish date	May 2020
Review date	October 2020
Statement authorised by	Trish Turner
Pupil premium lead	Sophie Evitts
Governor lead	Pamela Holder
Priority outcome summary	Alongside expansion of provision (nursery and sixth form), ensure classroom spaces meet the sensory needs of the cohort and all pupils can have their needs met in fit for purpose SEND teaching and learning environments - <b>carried over to 2021-2022</b>

	<p>Provide targeted support for communication and sensory processing to compliment curriculum offer and maximise outcomes for complex pupils- <b>achieved and continued into 2021-2022</b></p> <p>Promote life skill learning and development to prepare pupils for adulthood-<b>Partially achieved due to school closure</b></p> <p>Breakfast: <b>achieved</b></p> <p>Life skills shopping: <b>partially achieved</b></p> <p>RSE resources + staff CPD: <b>achieved</b></p> <p>Partnership working: <b>postponed</b></p>
Total carried forward into 2021-2022:	£40000

<b>2019-2020</b>	<b>Data</b>
School name	Brackenfield School
Pupils in school (figures from Jan 2019 census)	83
Proportion of disadvantaged pupils	56.6% (47 pupils)
Pupil premium allocation this academic year	£50, 490
Financial year covered by statement	April 2019- April 2020
Data set used for strategy	June-2018-June 2019
Review date	March 2020
Statement authorised by	Trish Turner
Pupil premium lead	Sophie Evitts
Governor lead	Suzanne Millership-Liddle
Priority outcome summary	Designed and installed a life skill track (phase 1) and sensory park to increase access to high quality resources to meet the growing level of sensory processing needs across the school population as well as the need to immerse pupils in structured play opportunities to deliver the curriculum offer (pre-formal, semi-formal and formal curriculums)



<b>2018-2019</b>	<b>Data</b>
School name	Brackenfield School
Pupils in school (figures from Jan 2018 census)	67
Proportion of disadvantaged pupils	53.7% (36 pupils)
Pupil premium allocation this academic year	£45, 985
Financial year covered by statement	April 2018- April 2019
Data set used for strategy	June-2017-June 2018
Review date	March 2019
Statement authorised by	Trish Turner
Pupil premium lead	Kamal Sohel
Governor lead	Suzanne Millership-Liddle
Priority outcome summary	Designed and installed 2 sensory rooms and an immersive classroom; including staff training and access to high quality resources to meet increase in sensory needs across the school population; in turn supporting the development and implementation of new life skill focused curriculum