

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	161
Proportion (%) of pupil premium eligible pupils	34.8%
Academic years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Trish Turner
Pupil premium lead	Maxine Ursell
Governor / Trustee lead	Suzanne Millership-Liddle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76 065
Recovery premium funding allocation this academic year	£67 126
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6 000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149 191

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use the pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At the heart of our approach is high-quality teaching and learning focussed on areas where disadvantaged pupils require it most, helping pupils to access a broad and balanced curriculum and to achieve their highest potential.

Whilst our strategy is focused on those pupils facing socio-economic disadvantage, it is implicit in our intended outcomes that opportunities and outcomes will be improved for all our pupils; because their biggest barrier to learning is their communication and cognition needs as opposed to socio-economic factors. We are focussed on ensuring that we offer all of our pupils the relevant, bespoke skills and experience which they require to communicate and to manage sensory integration, in order to facilitate meaningful learning experiences.

A high priority is to provide disadvantaged pupils with support to develop preferences and interests and support preparation for adulthood by increasing independence and developing social skills.

Our strategy will be driven 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 best experiences and learning opportunities to ensure they are best prepared for their lives after school.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments show that due to their complex learning difficulties and disabilities, our pupils generally have greater challenges around acquiring literacy and phonics skills, which negatively impacts their development as readers.</p> <p>There is no significant difference between whole school attainment and Pupil Premium attainment.</p>

2	<p>Our assessments show that due to their complex learning difficulties and disabilities, our pupils generally have greater challenges around obtaining language comprehension skills which negatively impacts their development as readers.</p> <p>There is no significant difference between whole school attainment and Pupil Premium attainment.</p>
3	<p>Our assessments and observations show that due to their complex learning difficulties and disabilities, our pupils have greater challenges with maths attainment than their neurotypical peers and require a specialised, differentiated approach to maths teaching that offers opportunities for overlearning, is framed in practical understanding and offers essential maths skills for independent adulthood.</p> <p>There is no significant difference between whole school attainment and Pupil Premium attainment.</p>
4	<p>Our assessments, observations and discussions with staff and pupils show that our pupils generally have greater challenges around communicating and expressing their needs than their neurotypical peers, including non-verbal, limited language and social interaction difficulties.</p> <p>There is no significant difference between whole school attainment and Pupil Premium attainment.</p>
5	<p>Our assessments, observations and discussions with staff and pupils show that pupils generally have greater challenges around processing, sensory regulation sensory and emotional needs which can lead to disrupted learning.</p> <p>94% of all our pupils have sensory processing needs. 91% of our PP pupils have sensory needs.</p>
6	<p>Our assessments, observations and discussions with staff, pupils and their families show that pupils generally have fewer opportunities to develop hobbies and interests outside of school and to develop preferences that, where appropriate, could lead to development of skills for future employment.</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
Improved attainment for pupils in phonics and reading comprehension skills, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance in reading fluency and comprehension as demonstrated by assessments at the end of strategy in 2024/25

Improved attainment for pupils in the development of maths skills, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance in application of maths skills as demonstrated by assessments at the end of strategy in 2024/25
Access to extended services to provide support for communication (SaLT) Provide targeted support for communication to compliment curriculum offer and maximise outcomes for complex pupils	SALT input increasing communication techniques and methods with complex pupils. Observations and assessments show increased use of a range of communication systems to aid pupils' understanding and to develop expressive communication skills.
Access to extended services to provide support for sensory processing ( OT). Provide targeted support for sensory processing difficulties to compliment curriculum offer and maximise outcomes for complex pupils	Occupational Therapy input increasing understanding and support of sensory processing needs. Observations and assessments show strategies are supporting pupils with sensory processing and emotional needs and leading to decreases in behaviours which disrupt learning.
Opportunities for pupils to engage in a wider range of range of activities designed to provide opportunities for enrichment to develop hobbies and interests. Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	All pupils are able to access a wider range of activities. Observations show where pupils are developing particular preferences and interests. Opportunities for meaningful communication led by pupil needs/ wants/ motivators is increased. Where appropriate, assessments and observations show development of wider range of skills for preparation for adulthood and future employment.

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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase, implementation and embedding of suitable phonics scheme designed for children with SEND.	<a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1

Opportunities for training and CPD to ensure quality phonics teaching.	<a href="#">Home   Phonics for Pupils with Special Educational Needs</a>	
Audit of reading resources and purchase of additional reading materials to ensure quality teaching of reading.	Baseline assessments of children's starting points in reading using Salford Sentence and Comprehension Reading Test <a href="#">Baseline data and progress tracking.xlsx</a>	2
Purchase, implementation and embedding of suitable maths scheme, designed for children with SEND. Opportunities for training and CPD to ensure quality maths teaching that equips children with practical maths skills for independent adulthood.	<a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Maths for Life</a>  Baseline assessments of children's starting points in reading using Sandwell Early Numeracy Test <a href="#">Baseline data and progress tracking.xlsx</a>	3

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for communication to compliment curriculum offer and maximise outcomes for complex pupils.  Provide targeted support for sensory processing to compliment curriculum offer and	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. <a href="#">What works database (ican.org.uk)</a>  This has been endorsed by the Royal College of Speech and Language Therapists. S&L assessment data	4, 5

maximise outcomes for complex pupils.	Increased communication embedding across school through SALT support	
Increase access to high quality equipment and resources to support targeted sensory support.	<a href="http://positivepsychology.com">School-Based Occupational Therapy and Its Goals Explained (positivepsychology.com)</a>  Sensory Toolkit information available on children's All About Me's and PLI's detailed on PCP.	

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop a fit for purpose horticulture area which can provide enrichment for pupils and offer targeted and meaningful teaching and learning opportunities to support preparation for adulthood through development of preferences and interests and skills for future employment.	<a href="#">What is Social Therapeutic Horticulture? - Thrive</a>	6
To provide cycle training for pupils to support preparation for adulthood through development of preferences and interests and skills for future employment.  To provide a range of bicycles and tricycles to meet the needs of a wider range of	Pupil Voice showed high level of interest for bike training.  Motor skills development/ Bike maintenance development/ Road safety skills development. <a href="#">B-BUDDIES CIC Whole School Plan (2).pdf</a>	6

<p>pupils across the school and encourage children to develop gross motor skills, balance and coordination to support preparation for adulthood through development of preferences and interests and skills for future employment.</p>		
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**Total budgeted cost: £147000**

## 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 2021 to 2022 academic year.

Intended outcome	Success criteria	Review of Impact
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	Increased classroom spaces for 4 new class groups with immediate outdoor access and space for additional sensory equipment  Spaces for therapy were not increased due to part time timetable commitments, but will be implemented in 22/23 once pupils leave.
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	All classes were supported with SALT assessments, communication plans and resources for full class delivery, with at least 1 follow up review to ensure recommendations were being implemented
Occupational Therapy input increasing understanding and support of sensory processing needs	More pupils access advice to support sensory needs	All informal classes had a number of week support from the OT, resulting in additional resources being purchased and support also being given to families. Evidenced through regulation of pupils and access of sensory activities
Provide healthy nutritious breakfast and snacks to meet pupil needs across the school community	Healthy breakfast for all pupils across school	All pupils were offered breakfast everyday.  Classes with poor diet habits and limited food choices,



	<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>	<p>ordered a variety of healthy food for pupils to explore through snack time and grazing stations</p> <p>Pupils who were sensory seeking for smell, were given resources to support this need (chilli powder, onions etc.)</p> <p>Breakfast time was always observed as the best communication opportunities and learning; this was evidence through QA and SALT visits</p>
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## 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)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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>
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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