



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sara Jordan - Headteacher
Pupil premium lead	Sarah Holt – Deputy Headteacher
Governor	David Fildes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,905
Recovery premium funding allocation this academic year	£27,048
Pupil premium (and recovery premium*) funding carried forward from previous years	£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	£95,953

Part A: Pupil premium strategy plan

Statement of intent

At Brook Green Centre for Learning our aims are to use pupil premium funding to help us to achieve and sustain positive outcomes.

Our key aims are to:

- Increase the number of students meeting or exceeding their progress targets in Literacy and Numeracy
- Improve the social and emotional wellbeing of our most vulnerable students
- Improve the ability of our students to communicate and interact with each other
- Engage hard to reach families and those facing challenges in key meetings and enable them to access parental support
- Focus on progression to post-16 provisions (including developing approaches to transitions which have been affected by the Covid pandemic)
- Support the mental health and well being of our young people

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as employing our Student Health and Wellbeing Lead. Our intention is that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

Our strategy is part of our wider school plans for education recovery. An example is our engagement with the National Tutoring Programme and employment of a school-based tutor for students that have been worst affected by the pandemic. This will also enable us to focus on developing speech and language skills in our young people as our tutor will work with speech and language therapists to develop support strategies.

Challenges

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

Challenge number	Detail of challenge
1	Our students have low attainment on entry due to their cognition and learning needs
2	Students' personal, social and emotional development delay impacts on their academic progress. Our students can have low emotional resilience
3	Communication and interaction skills – this refers to speech clarity and articulation, development of expressive language and the ability of students to articulate what they think and how they feel
4	Our families can face challenges in supporting their children given the nature of their additional needs. Family challenges can include need for support in understanding and managing their child's conditions e.g. managing emotions Our parents can also require support in implementing practical strategies e.g. creating visual timetables, establishing clear routines, and managing potentially difficult situations using social stories for example. They have also experienced greater stress and anxiety as a result of the pandemic and have needed support with this

	Covid greatly impacted on education through home learning. The resulting challenging behaviour at home has impacted on their child's readiness to learn at school
5	Covid impacted on our ability to enable transitions to take place
6	Increased anxieties around friendships, life, death and socialising in school impacting on ability to access learning and social mental health

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
Increase the number of students meeting or exceeding their progress targets in Literacy and Numeracy.	Students eligible for Pupil Premium make expected or better than progress as evidence through data rounds and external verification.
Improve the social and emotional wellbeing of our most vulnerable students.	<ul style="list-style-type: none"> Engagement with therapeutic support Social and emotional resilience and self-regulation Students will have equal access to educational visits and extracurricular activities Engagement in ELSA sessions Students develop healthy social and emotional interactions
Improve the ability of our students to communicate and interact with others	Students make expected or better than expected progress in the Speaking and Listening strand of English
Engage hard to reach families and those facing challenges in key meetings and enable them to access parental support	<ul style="list-style-type: none"> Attendance at key meetings (e.g EHCP meetings) Opportunities for parents to join in parent/child activities to develop skills and understanding (e.g. Wren music project) Engagement with Student Health and Wellbeing Lead and Behaviour Lead Families without transport attend key school meetings and external appointments to promote the best possible outcomes for their child Reduce negative effect on learning and wellbeing from challenging issues at home

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: £ 7,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teaching staff to support students (e.g. National College materials)</p> <p>Whole staff training on behaviour management with the aim of enhancing our school ethos and improving behaviour across the school</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to students to ensure they can reference this against existing knowledge</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p> <p>2</p>
<p>Creation of Senior Leadership role to address transitions and post-16 opportunities</p>	<p>Disadvantaged students feel better prepared for career progression and / or Post-16 opportunities through mentoring, work experience and opportunity</p> <p>All disadvantaged students can access high quality work experience and careers mentoring</p>	<p>5</p>

Targeted academic support

Budgeted cost: £ 28,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic</p> <p>A significant proportion of the students who receive tutoring will be disadvantaged</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both 1:1 and in small groups:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Literacy and Numeracy Intervention Team</p> <p>Adopting a targeted reciprocal teaching programme as a reading intervention for</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the outcomes of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</p>	<p>1</p>

<p>disadvantaged students who need additional help to comprehend texts and address gaps in vocabulary acquisition</p> <p>Additional phonics sessions targeted at disadvantaged students who require further phonics support. This will be delivered in collaboration with our local English hub</p> <p>Improved reading attainment among disadvantaged students</p> <p>Improved oral language skills and vocabulary among disadvantaged students.</p> <p>Improved maths attainment for disadvantaged students</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension: <u>Learning to Read: "The Simple View of Reading" National Centre on Improving Literacy</u></p> <p>A specialist intervention team to work with individuals and groups. The provision of specialist resources and enhanced library provision. Specialist training to support dyslexia students</p> <p>An increase in capacity to work 1:1; in small groups and greater in class support leading to greater percentage of students making expected progress or better than expected progress</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one and in small groups</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models <u>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</u></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches</p> <p><u>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</u> There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on student outcomes</p>	
<p>Recruitment and retention of additional Teaching and Learning assistants for 1:1 support and additional interventions</p>	<p>To build and enhance attachment, self-esteem, confidence, trust in others and engagement in school and learning.</p>	<p>1,2,3,4,6</p>

Wider strategies

Budgeted cost: £ 60,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor one day a week (Young Devon)	Access to counselling either through requests from professionals or through self-referral leading to a reduction in external barriers to learning and therefore ensuring better access to learning opportunities and engagement	2, 6
Development of wider BGCFL therapeutic interventions team Improve the quality of social and emotional learning.	Provision of personalised therapeutic interventions (e.g. Music, Playworx, ELSA support)	2, 4, 6
Specialist Sensory Integration OT – one day per week	Access to OT for targeted support for students to increase engagement and achievement.	1, 2
Team building experiences and enrichment activities e.g. sailing with the Island Trust, the Wren Music project	Increase levels of engagement, motivation, self-esteem and increase attendance and achievement	2, 3, 6
Student Health and Wellbeing Lead To achieve and sustain improved wellbeing for all students in our school, particularly our disadvantaged students. To achieve and sustain improved attendance for all students, particularly our disadvantaged students	Emotional support for students and families with better links created between school and families, especially hard to reach families and those requiring extra support The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	2, 6
Behaviour Lead and Student Support Team	Students are supported socially and emotionally and are 'ready' to learn with 1:1 adult support with behaviour and social and emotional wellbeing and personalised timetables. The team are ready to respond to varying and increasingly complex needs of students. Students are supported to be able to fully focus on their learning to make maximum progress	2

Breakfast Club	To enable everyone to begin the day having had a healthy breakfast, to be able to have a calm start to the day and better concentrate in the classroom. With appropriate nutrition students are able to reach their full potential (Magic Breakfast) Supports students with communication skills through socialising and eating together	3,4
Independent travel training	Independent Travel Training is likely to enhance student's social and employment opportunities: <u>Department for Education (publishing.service.gov.uk)</u>	5

Total budgeted cost: £ 95,953

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments indicated that disadvantaged students' academic and wider development outcomes were in general at the level of what was anticipated and that, in all year groups, those students in receipt of pupil premium achieved in line with those not in receipt of pupil premium.

Covid-19 still impacted on our provision in terms of staff and student attendance but where students or staff were unable to attend, we were able to provide remote learning opportunities and learning packs. We have also provided students with opportunities to develop their literacy and numeracy skills through our rigorous programme of catch up and bespoke interventions.

We have used pupil premium funding to help provide wellbeing support and targeted interventions where required and this has been especially important in the wake of Covid and while we were living in a climate of uncertainty.

We also noted through our data collections and review of EHCP outcomes at annual reviews, that speech and language has been an area where our students have in some cases regressed (due to less opportunities to access speech therapy and less opportunities to use language in a variety of contexts) and we have therefore worked with the speech and language service to provide interventions which can be run by Teaching Assistants for those students.

Students with speech and language difficulties were supported in the academic year through specific coaching support and this has had an impact on their confidence and motivation..

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
As part of our student support team additional emotional health and wellbeing support is available through our therapies
The impact of that spending on service pupil premium eligible pupils
Enhanced social, emotional health and wellbeing support Increased ability to emotionally regulate, benefiting students' social, emotional and mental health

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.