



Pupil Premium Strategy 2020 - 2021

We celebrate student achievement and success at Brook Green in a range of different ways. We want to ensure that we capture even the smallest of steps. We also recognise that Pupil Premium funding at Brook Green is not just about narrowing the attainment gap, it is also about enabling eligible students who are already achieving well to aim even higher.

We understand that our students are unique and that they benefit from a range of interventions and approaches. We do not believe in a 'one size fits all' approach. We do work with families, outside agencies and our young people to design packages that best support their needs.

To help us decide how best to spend the money to ensure that young people make as much progress as they possibly can and prepare them for adult life we take note of the latest research into those strategies which really do make a difference. Our staff team are committed to developing their skills and abilities in order to make life at Brook Green richer for everyone.

Students receiving FSM Funding: 63

Looked After Children and Post LAC: 8/5

Students from service families: 3

School	Type of SEN		Cognition and learning SEMH Communication and Interaction Sensory and physical	
Academic Year	2020/21	Total PP budget	Date of most recent PP Review	September 2020
Total number of students	97	£106,693	Date for next internal review of this strategy	January 2021

Current attainment 2019/20 end of year figures

	Pupils eligible for PP (your school)	Pupils not eligible for PP
Key Stage 3		
Maths – better or expected progress	41%	72%
English – better or expected progress (writing)	83%	64%
English – better or expected progress (reading)	92%	83%
Science – better or expected progress	79%	92%
Key Stage Four		
Maths – better or expected progress	100%	100%
English – better or expected progress	98%	100%
Science – better or expected progress	98%	100%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	Our students have low attainment on entry, due to their cognition and learning needs (their progress across Key Stage 3, has been greatly affected by COVID 19 restrictions please see above figures)
B	Students' personal, social and emotional development delay impacts on their academic progress. Our students can have low emotional resilience.
C	Communication and interaction skills (this refers to speech clarity and articulation; development of expressive language and the ability of students to articulate how they feel and what they think.)
External barriers	
D	Our families can face challenges in supporting their children given the nature of their additional needs. Family challenges can include parental need for support in managing and understanding their child's condition 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 through the use of social stories for example. COVID 19 greatly impacted on education through home learning. The resulting challenging behaviour at home can impact on their child's readiness to learn at school.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Increase the number of students meeting or exceeding their progress targets in Literacy and Numeracy	<ul style="list-style-type: none"> Students eligible for PP make expected or better than progress as evidenced through data rounds and external verification

B	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 (including residential visits) and extra curricular activities • Engagement in ELSA sessions • Students develop healthy social and emotional interactions
C	Improve the ability of our students to communicate and interact with others	<ul style="list-style-type: none"> • Students making expected or better than progress in speaking and listening stand of English.
D	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 (EHCP review meetings) • Opportunities for parents to join in parent/child activities to develop skills and understanding (e.g. Playworx sessions) • Engagement with Student Health and Wellbeing and Behaviour Leads • 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

Academic year 2019/20

<i>Provision and desired outcomes met</i>	<i>Summary of provision</i>	<i>Cost</i>	<i>Pupil Premium contribution</i>	<i>Impact sought</i>
Literacy and Numeracy Intervention team	Specialist intervention team to work with individuals and groups Specialist resources and enhanced library provision Specialist training to support dyslexic students	£49778	£25998	Increased capacity to work 1:1; in small groups and greater in-class support leading to a greater percentage of students making expected progress or better than expected progress.
Counsellor – one day a week (Young Devon)	Access to counselling – requests from professionals and through self referral	£4500	£1875	A reduction in the external barriers to learning and therefore ensure better access to learning opportunities and engagement.
Development of wider BGCFL therapeutic interventions team	Development and CPD of team Provision of personalised therapeutic interventions (e.g. music, Playworx, ELSA support)	£22942	£11631	To build and enhance attachment, self-esteem, confidence, trust in others and engagement in school and learning.
Specialist Sensory Integration OT – one day a week	Access to OT support and staff CPD Purchase of sensory equipment and classrooms equipped to meet needs of students' sensory diet	£2470	£1394	Targeted support for students with complex and additional needs to increase engagement and achievement. All staff better able to support students with complex needs (e.g. through effective use of sensory equipment).

Team building experiences and enrichment activities	Subsidised / funded activities and enrichment Cost of transport for after school activities	£6870	£3620	Increased levels of engagement, motivation, self-esteem and increase attendance and achievement.
Student Health and Wellbeing Lead	Emotional support for students and families <ul style="list-style-type: none"> • Home visiting • Supporting families at CAMHS appointments and professionals meeting • Transporting families to appointments to ensure attendance • Attendance Lead alongside Behaviour Lead • Leading on TACs, PEPs, core groups and other support groups 	£23908	£12265	Better links created between school and families, especially hard to reach families and those requiring extra support. Actively monitor and foster good attendance in order to reach our target of 95%
Behaviour Lead and Support Team	Students are supported socially and emotionally and are 'ready' to learn <ul style="list-style-type: none"> • 1:1 adult to support behaviour and social and emotional wellbeing • Personalised timetables 	£96840	£48645	Team enabled to respond to the varying and increasingly complex needs of students Students supported to be able to fully focus on their learning in order to make maximum progress.
Breakfast club	Provision of breakfast during Tutor time	£5834	£1265	To enable everyone to begin the day having had a breakfast and to be able to better concentrate in the classroom. To support students with communication skills through socialising and eating together.

