

Brays School Pupil Premium Plan 2019-2020-Impact statement

Brays School's Pupil Premium Strategy and Action Plan			
Headteacher name:	Andrea Davis	Signature:	
Chair of Governors name:	Joy Hardwick	Signature:	

Pupil Premium Funding Profile for Brays School					
(Figures based on last census – variable)	Pupil Premium (FSM):	Early Years (Foundation Stage Reception pupils):	Service child premium	Previously LAC pupil premium	Pupil Premium Plus (LAC):
Number of eligible pupils:	124	6	1	0	2
Amount per pupil:	£1,320	£1,3200	£300	0	£1,500
Total	£163,680	£7,920	£300	0	£3,000
Total pupil premium budget:	£174,900 (Approx. £87,450 per site)				

Outline Strategy

- The aim of this Pupil Premium strategy is to identify barriers, however small, that **impact on pupil academic progress and outcomes**. For our pupils this includes fostering a readiness to learn through developing increasing levels of independence, removing or reducing behavioural barriers, encouraging our pupils to use self-help techniques where possible and most importantly developing our pupils' verbal and non-verbal modes of communication to enable them to engage with others in order to learn, be safe and be part of their school and local community.
- The overall aims of this plan are to:
 - Raise the in-school attainment and progress of both 'disadvantaged' pupils (those attracting Pupil Premium funding) and their peers
 - Reduce the progress gap between the school's 'disadvantaged' pupils and those not in receipt of Pupil Premium
- This plan is to be reviewed annually or sooner if new interventions are found which prove more beneficial to our pupils

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A.To deliver a <u>phonics/reading intervention</u> for specific pupils	£8,500 (Sheldon) £8,500 (Tile Cross)	Continued	1.Provide an intervention teacher 1 day per week (RWI) – identify focus groups of pupils to be targeted & in-house training (Autumn 2019-ongoing) 2.Extended reading opportunities for readers of all standards across all phases of the school 3. Provide an intervention teacher to identify groups of pupils for targeted comprehension and grammar input (Autumn 2019-ongoing)	1.Application of phonic knowledge improved 2.To accelerate progress in literacy for identified pupils	1. Standardised reading age test scores improved 2. Lesson observations 3. Book/evidence folder trawls by SMT 4. Evidence from pupil progress meetings of pupils meeting and exceeding challenging targets. Monitored through Pupil Progress Meeting and SMT data trawls	Standardised reading tests did not take place due to the COVID 19 pandemic Range of phonetically decodable fiction and non fiction texts purchased for guided reading sessions Rising stars online books purchased for all pupils to access appropriate texts at home.
B. To deliver <u>intervention</u> for specific pupils as identified by TLR subject Action Plans	£10,000	New	1.Provide an intervention mentor 1 day per week to alternate between sites 2.Refer to Subject Action Plans (HoS/TLR) to identify opportunities and interventions for core subjects (Autumn 19)	1.Application of mathematical knowledge improved 2.Pupil Premium outcomes in line with those of non-PP peers	1. Lesson observations 2. Book/evidence folder trawls by SMT	TLR release time and cover to attend Maths hub workshops to begin to disseminate best practice in Maths Mastery

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			3.Increase access to resources			Range of resources purchased to support the Thematic curriculum delivery.
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C. To support 1:1 provision and additional support for specific pupils	£15,860 (Sheldon) £23,660 (Tile Cross)	Continued	1.To increase the ratio of staff: pupils in particular classes where there are specific communication, behaviour, physical and cognitive barriers to learning (Autumn 19 – Summer 20)	1.To provide opportunity for learning/targets to be achieved through specific 1:1 teaching activities. 2.Additional support in classes to enable learning to continue during standing /changing etc	1. Evidence from pupil progress meetings of specific pupils meeting challenging targets. Monitored through Pupil Progress Meeting and SMT data trawls.	Individual pupils' behaviour improved through use of 1:1 supported individual timetable. Reduction in use of Physical interventions
D. To continue to establish high levels of on task behaviour across all groups	£6,435 (Sheldon) £3,217 (Tile Cross)	Continued	1. Behaviour Consultant (S. Brown) to provide advice and support relating to specific behaviour and ASD strategies (Aut 19-Sum 20) 2. Continued on the spot Team teach training for all staff	1.To de-escalate challenging behaviour using a variety of techniques 2.To use specific behaviour/ASC interventions/	1.Lesson observation by SMT 2.A reduction in the number of serious incident recorded in the bound	Class staff supported with specific advice regarding classroom layout and strategies to support positive behaviour and engagement

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			3. To work with parents/families to develop positive behaviour in the home environment (ongoing) (SLT/Teachers/Ann Whitehouse)	programmes 3. Behaviour at home improves and the pupils can engage more at school rather than being in crisis	book. Monitored by SMT 3. External Behaviour audit	Home visits and phone calls to support families who struggled with child behaviour, during COVID lockdown period
E. To support families to promote improved attendance and engagement with their child's learning	£5,070 (Sheldon) £5,070 (Tile Cross)	Continued	1. Attendance and Welfare Consultant (A. Whitehouse) to provide advice and support 2. Additional internal school challenge and support to families of pupils whose attendance is not commensurate with their level of illness over and above their medical need (Link to Attendance Plan)	1. Parents engage with activities/ training (including Makaton) provided in school or at local venue to extend access to communication and learning of their child. 2. Attendance improved	1. Attendance improved 2. Homework and home learning extended (work books and home-school diaries) 3. Pupil outcomes (book trawls and assessment)	Safe and well checks undertaken after 3 or more days absence. Attendance data cannot be measured due to school closure during COVID 19 pandemic
F. To support families in crisis/those needing emotional support/ basic needs met (getting children to	£7,600 (Sheldon) £7,600 (Tile Cross)	Continued	1. Malachi Family Support Service to provide advice and support relating to specific family issue and trauma 2. Providing interventions to enable pupils to travel to school where otherwise they would not be	1. Parents engage with support and activities/ training provided at home or at local venue 2. Attendance improved	1 Attendance improved 2 Homework and home learning extended (workbooks and home-school diaries)	Positive support provided to identified pupils and their families. This continued during COVID lockdown period. Support given for parenting skills, debt management,

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<p>school, supporting homework, communicating appropriately</p>			<p>attending (additional resources to support transport/transition)</p>	<p>3.Behaviour of pupils improved 4.Home learning happening 5.Pupils are thriving</p>	<p>3 Pupil outcomes (book trawls and assessment)</p>	<p>housing and trauma issues.</p>
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<p>G. To continue to establish high levels of <u>communication support interventions</u> across the school</p>	<p>£6,650 (Sheldon) £13,300 (Tile Cross)</p>	<p>Continued</p>	<ol style="list-style-type: none"> 1. Speech and Language Therapist procured to provide advice and support relating to communication interventions across both sites 2. Continued on the spot training for all staff 3. To work with parents/families to develop positive communication strategies in the home environment 	<ol style="list-style-type: none"> 1.To improve communication for pupils using a variety of techniques & strategies 2.To use specific communication programmes 3.Communication at home improves 	<ol style="list-style-type: none"> 1.Lesson observation by SMT 2.Communication audit 	<p>Advice provided to and actioned by class staff to implement a wider range of communication strategies. Class teachers then share strategies with parents.</p> <p>Communication pathway developed by SALT to support teacher assessment of pupil communication needs and identification of appropriate strategies.</p>

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<p>H. To provide curriculum enrichment activities especially through Creative Arts Thematic Learning approaches</p>	<p>SLA: £15,540; Resources £3286</p> <p>£4,500 (Tile Cross)</p>	<p>Continued</p>	<ol style="list-style-type: none"> 1. To provide weekly and additional targeted opportunities for a range of creative art activities and experiences to support learning across the curriculum. Provide CPD for staff at Tile Cross 2. Provision through the input of a Creative Practitioner on each school site and the implementation of environments and workshops in the Creative Space at the Sheldon site 	<ol style="list-style-type: none"> 1.Support to the cost of Creative Practitioners to school who provide additional creative curriculum enrichment activities/ staff training 2.Pupils engaged and learning enhanced in all areas of the curriculum especially communication /interaction: ASD pupils 3.Pupils engaged and learning enhanced in all areas of the curriculum especially communication /interaction: PMLD pupils 	<ol style="list-style-type: none"> 1. Curriculum enrichment folders 2. Evidence in pupil folders showing high levels of engagements 3. Book/evidence folder trawls and observations by SMT 4. Staff and pupil feedback 	<p>Pupils continue to receive high quality dram input that is differentiated to meet all needs. Increased pupil engagement, attention and communication skills.</p>
<p>I. To support pupils to regulate their sensory/physical needs</p>	<p>£8,550 (Tile Cross)</p> <p>£4, 037 (Sheldon)</p>	<p>continued</p>	<ol style="list-style-type: none"> 1. Occupational Therapist procured to provide advice, CPD and specific programmes to support pupils sensory needs 	<ol style="list-style-type: none"> 1. OT to assess and provide sensory diet programmes for specific pupils 2. OT to provide CPD for teachers to develop knowledge and strategies to support sensory difficulties 3. OT to provide parents with workshops and advice 	<ol style="list-style-type: none"> 1. Reduction in the amount of behaviour incidents linked to sensory difficulties 2. Evidence of increased engagement in learning 3. Staff, parent and pupil feedback 	<p>Movement room created at Tile Cross site with individual pupil sensory regulation programmes to support their ability to remain regulated and able to access their learning. Whole staff CPD delivered during school closure re: Sensory dysregulation and sensory diets.</p>

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J.To provide curriculum enrichment for pupils with profound and multiple difficulties &ASC Learning approaches	£10,000 (Sheldon) (£3,000+ £5,000 Education Software) £14,000 (Tile Cross) £10,000 Total: £188,089	New	1.To purchase technologies to support learning experience for pupils with profound and multiple difficulties 2.To purchase software for AAC communication to support the use of S&L (including Reading and handwriting) skills for all pupils 3. To purchase sensory equipment to support the learning experience for sensory learners	1.Support to the cost of IT across school to provide additional curriculum enrichment activities/ staff training – pupils engaged and learning enhanced in all areas of the curriculum 2.Pupils engaged and learning enhanced in all areas of the curriculum especially communication /interaction: ASD pupils access sensory activities to regulate their sensory needs.	1.Curriculum enrichment folders 2.Evidence in pupil folders showing high levels of engagements 3.Book/evidence folder trawls and observations by SMT 4.Staff and pupil feedback	Additional switches/AAC purchased for both sites Sensory pop up tents and materials provided for Tile Cross. Small refurbishment to main sensory room at Tile Cross.