

Brays School Pupil Premium Plan 2020-2021

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:	118	8	1	0	2
Amount per pupil:	£1,320	£1,320	£300	0	£1,500
Total	£155,760	£10,560	£300	0	£3,000
Total pupil premium budget:	£169,620 (Approx. £84,810 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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Pupil Premium used for:	Amount allocated to the intervention / action (Cost Centre)	Is this a new or continued activity?	Specific intervention/activity: Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: How will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	Monitoring & Evaluation: How will this activity be monitored, when and by whom? How will success be evidenced? (Success Criteria/Evidence)	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
A.To deliver a <u>phonics/reading intervention</u> for specific pupils	£9,780 (Sheldon) £900 (Tile Cross)	Continued	<p>1. Provide an intervention teacher 1 day per week (RWI) – identify focus groups of pupils to be targeted & in-house training (Autumn 2020-ongoing)</p> <p>2. Extended reading opportunities for readers of all standards across all phases of the school</p> <p>3. Provide an intervention teacher to identify groups of pupils for targeted comprehension and grammar input via SLA-Guided reading (Autumn 2020-ongoing)</p>	<p>1. Application of phonic knowledge improved</p> <p>2. To accelerate progress in literacy for identified pupils</p>	<ol style="list-style-type: none"> 1. Standardised reading age test scores improved 2. Lesson observations 3. Book/evidence folder trawls by SMT 4. RWI assessments 5. Evidence from pupil progress meetings of pupils meeting and exceeding challenging targets. Monitored through Pupil Progress Meeting and SMT data trawls 6. Reading and comprehension standardised test scores improved (PiRa) 	

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B. To deliver intervention for specific pupils as identified by TLR subject Action Plans	£10,000	New	1.Refer to Subject Action Plans to identify opportunities and interventions for core subjects (Autumn 2020) 3.Increase access to resources	1.Application of Mathematical/ English knowledge improved 2.Pupil Premium outcomes in line with those of non-PP peers	1. Lesson observations 2. TLR 3. Book/evidence folder trawls by SMT 4. Maths/English Action plans and evaluations	
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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 2020 – Summer 21)	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.	

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<p>D. To continue to establish high levels of on task behaviour across all groups</p>	<p>£4,235 (Sheldon)</p> <p>£4,235 (Tile Cross)</p>	<p>Continued</p>	<ol style="list-style-type: none"> 1. Behaviour Consultant (S. Brown) to provide advice and support relating to specific behaviour and ASD strategies (Aut 2020-Sum 21) 2. Continued on the spot Team teach training for all staff 3. To work with parents/families to develop positive behaviour in the home environment (ongoing) (SLT/Teachers/Ann Whitehouse) 	<ol style="list-style-type: none"> 1.To de-escalate challenging behaviour using a variety of techniques 2.To use specific behaviour/ASC interventions/programmes 3.Behaviour at home improves and the pupils can engage more at school rather than being in crisis 	<ol style="list-style-type: none"> 1.Lesson observation by SMT 2.A reduction in the number of serious incident recorded in the bound book. Monitored by SMT 3.External Behaviour audit 	
<p>Pupil Premium used for:</p> <p>(Cost Centre)</p>	<p>Amount allocated to the intervention / action</p>	<p>Is this a new or continued activity?</p>	<p><u>Specific intervention/activity:</u> Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale</p>	<p><u>Specific intended outcomes:</u> How will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</p>	<p><u>Monitoring & Evaluation:</u> How will this activity be monitored, when and by whom? How will success be evidenced? (Success Criteria/Evidence)</p>	<p><u>Actual impact:</u> What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?</p>
<p>E. To support families to promote improved attendance and engagement with their child's learning</p>	<p>£2,660 (Sheldon)</p> <p>£2,660 (Tile Cross)</p>	<p>Continued</p>	<ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1.Attendance improved 2.Homework and home learning extended (work books and home-school diaries) 3.Pupil outcomes (book trawls and assessment) 	

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F. To support families in crisis/those needing emotional support/ basic needs met (getting children to school, supporting homework, communicating appropriately)	£9,600 (Sheldon) £9,600 (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 attending (additional resources to support transport/transition)	1. Parents engage with support and activities/ training provided at home or at local venue 2. Attendance improved 3. Behaviour of pupils improved 4. Home learning happening 5. Pupils are thriving	1 Attendance improved 2 Homework and home learning extended (workbooks and home-school diaries) 3 Pupil outcomes (book trawls and assessment)	
Pupil Premium used for:	Amount allocated to the intervention / action (Cost Centre)	Is this a new or continued activity?	<u>Specific intervention/activity:</u> Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	<u>Specific intended outcomes:</u> How will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	<u>Monitoring & Evaluation:</u> How will this activity be monitored, when and by whom? How will success be evidenced? (Success Criteria/Evidence)	<u>Actual impact:</u> What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
G. To continue to establish high levels of <u>communication support interventions</u> across the school	£7,075 (Sheldon) £13,735 (Tile Cross)	Continued	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	1. To improve communication for pupils using a variety of techniques & strategies 2. To use specific communication programmes 3. Communication at home improves	1. Lesson observation by SMT 2. Communication audit 3. Feedback from Parents 4. Learning outcomes taken from the Communication pathway	

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<p>H. To provide curriculum enrichment activities especially through Creative Arts Thematic Learning approaches</p>	<p>SLA: £15,780; Resources £3286 £4,350 (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 Sheldon 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>I. To support pupils to regulate their sensory/physical needs</p>	<p>£5,625 (Tile Cross) £5,625 (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 	
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<p>J.To provide curriculum enrichment for pupils with profound and multiple difficulties &ASC Learning approaches</p>	<p>£6,477 (Sheldon)</p> <p>(£3,000+ £5,000 Education Software)</p> <p>£6,477 (Tile Cross)</p> <p>Total: £ 169,622</p>	<p>New</p>	<p>1.To purchase technologies to support learning experience for pupils with profound and multiple difficulties</p> <p>2.To purchase software for AAC communication to support the use of S&L (including Reading and handwriting) skills for all pupils</p> <p>3. To purchase sensory equipment to support the learning experience for sensory learners</p>	<p>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</p> <p>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.</p>	<p>1.Curriculum enrichment folders</p> <p>2.Evidence in pupil folders showing high levels of engagements</p> <p>3.Book/evidence folder trawls and observations by SMT</p> <p>4.Staff and pupil feedback</p>	
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