



Brays School
Pupil Premium Strategy Statement
2021-22

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Brays School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December /2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Donkersloot Head Teacher
Pupil premium lead	Paul Donkersloot
Governor / Trustee lead	Nicki Quarterman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,835
Recovery premium funding allocation this academic year	£37,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,027
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	£115,458

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to help improve education outcomes for disadvantaged learners in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other learners. The recovery premium provides additional funding in the 2021 to 2022 academic year to support education recovery due to the pandemic. Building on the pupil premium, the recovery premium funding will help schools to deliver evidence-based approaches for supporting disadvantaged learners. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

At Brays School all members of staff and Local Academy Council are committed to providing the highest quality education for all our learners regardless of background or barriers to learning in all aspect of school life. We accept responsibility for ‘socially disadvantaged’ learners and are committed to meeting their pastoral, social and academic needs within the school environment. We are a special school serving learners with ASC, SLD and PMLD. It is these disabilities which are the primary barrier to progress and achievement that we must support our learners to overcome. As such, our approach is designed to ensure that we are able to provide an education that is evidence informed and tailored to the educational requirements of each individual learner.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
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1	All children have significant cognitive delay with many performing well below age related and require a curriculum to meet their complex needs.
2	Children have significant physical difficulties which include fine and gross motor which prevent easy access to the curriculum.
3	Some children have a sensory impairment, so the curriculum is adapted and require a therapeutic curriculum to meet their needs.
4	Some children exhibit challenging behaviour linked to their special needs so require support to engage with their peers and access education.
5	Some children join us with impoverished language which require specific interventions for receptive and expressive language acquisition.
6.	A number of our children come from challenging living environments which impacts their mental health and social and emotional interactions.
7	Attendance due to medical, social and emotional needs.

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
<i>For our pupils to access a broad and balanced curriculum that can meet their needs.</i>	All pupils will access an appropriate, local, and relevant curriculum at Pre-formal, semi formal, Formal. All pupils will be included, and no pupils will be disapplied. (Learning to keep safe and how to engage in modern day GB- Internet safety ETC)
Development of fine and gross motor skills which are skills for life and prepare for adulthood.	Where possible, relevant pupils will learn to enhance their writing skills. Pupils will be able to use equipment, including specialist subjects such as Art and Cookery to demonstrate progress over time. Pupils will develop their physical abilities with walking, toileting and feeding themselves as well as engaging with team playing and sports activities.
To gain a sense of belonging by feeling safe and belonging in school, so that they attend consistently throughout their Primary education.	Increased attendance percentage in line with peers in other schools improved attendance for complex learners with medical needs. No permanent or FTE.
For pupils to be able to self- regulate their behaviours, so they can access learning opportunities.	Low level recorded behavioural incidents in school. School has no physical interventions in school.

	Pupils engaged more in learning time.
For pupils to develop communication skills so they can learn, access the curriculum and interact with peers and adults.	<p>All pupils will have confidence in ICT and also with engaging with their peers. Pupils will demonstrate what they have learnt and progress with spoken language.</p> <p>Write or use assisted technology to share their knowledge and understanding of the curriculum, so pupils can share what they have learned.</p> <p>Pupils will be able to engage and listen in lessons so they can hear and understand more to contribute effectively that is purposeful and relevant to individuals.</p> <p>Understand key building blocks of reading, such as Phonics and early writing skills. So that pupils read more for learning, pleasure and to extend their vocabulary.</p>
Attendance- To improve the attendance to PA's and to maintain attendance levels.	<p>All pupils to attend 90 percent or more.</p> <p>For PA to increase attendance rate in school.</p>

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creative Curriculum (HD) Drama and education, art intervention/consultant. £22,000</p> <p>To support and develop the succession planning for the Thematic Curriculum, by underpinning it with creative activities and practice. £16,000</p>	<ul style="list-style-type: none"> To provide children with immersive experiences. This will enable children to have more awareness of their surroundings and develop transferable skill. Children are presented with exciting stimulating opportunities, whilst developing their vestibular and proprioception awareness. Creative activities will be at the centre of the Thematic approach. Draw upon Harry's expertise to coach and develop a Teacher and a Teaching Assistant. 	1, 3
<p>General resources £12,000</p>	<p>High quality resources to support the Creative Curriculum.</p>	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading intervention/ specialist teacher. £7,784</p>	<p>Phonics ladder activities this includes listen and learn boxes, pre-read write sessions, structured read write inc sessions, PIRA assessment scheme, supporting early stages of reading.</p>	5

Language and Communication. £15,000	4 Ipad Pro and 4 Eye gaze Software to ensure pupils can communicate and develop expressive communication skills that will be transferrable around the school.	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Malachi family Support £4950	Supporting emotional well-being, therapeutic family support organisation Helps with parental engagement and improves pupils' school attendance. Helps prevent excessive number of referrals to other agencies.	4, 6
AW (Family Support) £2935	Assists with attendance, supporting families in the local communities	7
SB (behaviour) £4235	Supports CPD with staff, upskills staff with behaviour management. Outreach work with families.	4, 6
Occupational Therapy £15,000	To provide specialist assessment for access to learning in all areas.	2, 3
SALT £15,000	Specialist assessment and training for Assistive Communication.	5

Total budgeted cost: £ 110,669 (plus 4000 contingency)

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 2020 to 2021 academic year.

- All pupils received face to face, live/ remote education during 20-21 throughout the pandemic.
- External consultant provided bespoke interventions continued their provision for pupils
- The curriculum was delivered with some adaptations, swimming and sports coaches were deployed to physio/land-based activities,
- Our provision for pupils with behavioural difficulties emotionally affected by the pandemic were able to access their therapeutic programmes in their homes.
- As a result of the school adapting, it's approach to the delivery of the curriculum, and by enhancing a remote learning offer, pupils continued to be taught, kept safe and maintain their learning journey during the pandemic
- Using the above strategies progress was maintained despite challenging circumstances.
- Unintended consequence of having to deliver the curriculum remotely, staff and pupils' ability to use tech improves and PE increased. The ability for parents to interact and communicate virtually with staff has had a positive impact on PE.

