



Brays School

Pupil Premium Strategy Statement

2022- 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium 2022- 2023 (and recovery 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	102
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nova Harvey Interim Headteacher
Pupil premium lead	Nova Harvey
Governor / Trustee lead	Nicki Quarterman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,935
Recovery premium funding allocation this academic year	£22,514
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£91,000
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	£156,449

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. 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 PMLD, SLD, ASC. 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
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 physically 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 levels. 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 exclusions.
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.

<p>For pupils to develop communication skills so they can learn, access the curriculum and interact with peers and adults.</p>	<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>
<p>Attendance- To improve the attendance to PA's and to maintain attendance levels.</p>	<p>All pupils to attend 90 percent or more. 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: £54,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creative Curriculum (HD) Drama and education, art intervention/consultant. £24,768	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.	1, 3
To support and develop the succession planning for the Thematic Curriculum, by underpinning it with creative activities and practice. £16,000	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
Training with Peter Imray – £1000	To support and develop staffs' understanding of teaching and learning in regards to PMLD and SLD pupils	1,3
Richard Hirstwood online bundle- £800	To support and develop staffs' understanding of teaching and learning in regards to PMLD and SLD pupils	1,3
General resources £12,000	High quality resources to support the Creative Curriculum.	1,3

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

Budgeted cost: £22784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention/ specialist teacher. ££11,982	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.	5
Language and Communication. £15,000	2x Ipad Pro and 2x Eye gaze Software, general communication resources to ensure pupils can communicate and develop expressive communication skills that will be transferrable around the school.	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,097

Activity	Evidence that supports this approach	Challenge number(s) addressed
SB (behaviour) £4,620	Supports CPD with staff, upskills staff with behaviour management. Outreach work with families.	4, 6
Occupational Therapy £18,915	To provide specialist assessment for access to learning in all areas.	2, 3
SALT £15,000	Specialist assessment and training for Assistive Communication.	5
Home school Tutor £15,048	Targeted support for PA pupils	7
Additional resources not yet identified and contingency £26,562	Resources to be identified during course of Spring term	

Total budgeted cost: £ £156,449

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 2021 to 2022 academic year.

- Harry Dawes provided immersive experiences and stimulating opportunities in the creative space.
- CPD sessions to develop the understanding and skills of the staff
- Resources have been purchased to enhance the curriculum, including PE, Maths, Science and technology.
- Topic based resources to support the curriculum
- The curriculum was delivered with some adaptations, swimming and sports coaches were deployed to physio/land-based activities,
- The reading teacher bought resources and put together phonics boxes to be used by each class and provided The Brays Classics to promote a love of literature across the school.
- The Ace Centre provided training and developing knowledge and skills of AAC
- (Augmentative and Assisted communication and Assisted technology)
- Steve Brown has provided high quality behaviour management strategies for all pupils and supported parents within the home
- Two specialist bicycles have been purchased for pupils to develop gross motor skills, independence and physical abilities.

