



Brays School

Pupil Premium Strategy Statement

2023- 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium 2023- 2024 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	106
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Davenport Interim Headteacher
Pupil premium lead	Jane Davenport
Governor / Trustee lead	Nicki Quarterman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,470
Recovery premium funding allocation this academic year	£28,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£77,600

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 can 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 quality first 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 an adapted curriculum to meet their complex needs.
2	Children have significant physical difficulties which include fine and gross motor skills which require adaptations to be able to access to the curriculum.
3	Some children have a sensory impairment, so the curriculum is adapted.
4	Some children exhibit behaviours of concern as a form of communication, so they 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.	Access to opportunities to access cultural capital opportunities. For a wide variety of reasons many families find it difficult to access the community and expose their young people to enrichment activities e.g. the arts, theatre and sports.
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
<p>Students will access a broad and balanced curriculum with enrichment opportunities to improve their access to cultural capital experiences within the arts.</p> <p>Through the Arts mark programme and the promotion of arts subjects through a thematic curriculum, learners will be inspired to participate in arts subjects and use these to improve their confidence in these areas of the curriculum, increasing overall confidence in their ability to learn.</p>	<p>Arts Mark Award – Gold Status</p> <p>100% of students to access a thematic curriculum including weekly attendance in The Creative Space</p>
<p>Development of fine and gross motor skills which are skills for life and prepare for adulthood.</p>	<p>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.</p> <p>Pupils will develop their physical abilities with walking, toileting and feeding themselves in preparation for adulthood.</p>
<p>To gain a sense of belonging by feeling safe in school, so that that children and their families understand the purpose and benefits of education.</p>	<p>Increased attendance percentage in line with peers in other schools</p> <p>Improved attendance for complex learners with medical needs which includes hospital education.</p> <p>No permanent exclusions.</p>
<p>A culture of a Positive Behaviour Support ethos focused on the de-escalation strategies within Team Teach and the introduction of a universal programme of Zones of Regulation.</p> <p>Young people have the coaching, teaching and support to identify their Zones of Regulation and strategies to help with regulation and self-regulation and therefore have greater self-awareness and resilience.</p>	<p>100% of staff completing Team Teach Training</p> <p>A schedule of staff CPD focusing of behaviours of concern, the functions and Zones of Regulation</p> <p>Functional analysis of behaviours of concern identified, allowing specific pupil centred interventions</p> <p>Minimal restrictive physical interventions</p> <p>Pupils engaged more in learning time.</p>

For pupils to develop relevant communication skills so they can learn and access the adapted curriculum.	<p>A clear communication policy with identified Speech and Language (SALT) pathways including: the NHS and The Ace Centre.</p> <p>Attendance at weekly sign and sing sessions where pupils demonstrate a wide range of communication skills e.g. Makaton</p> <p>The use of assisted technology to share their knowledge and understanding of the curriculum, so pupils can share what they have learned.</p> <p>Understand key building blocks of reading, such as Phonics and early reading skills so that pupils read more for learning, pleasure and extend their vocabulary.</p>
Attendance- To improve the attendance of all students; specifically, those identified as persistently absent (PA)	The introduction of a school attendance policy to include the 5 Foundations of Effective Attendance

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: £23,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support and develop the succession planning for the Thematic Curriculum, by underpinning it with creative activities and practice led by the Creative Curriculum Consultant £26,316</p>	<p>Ofsted Research (2019) places emphases on improving cultural capital, particularly for disadvantaged pupils, talking of social justice and equity.</p> <p>Sutton Trust –Parent Power 2018 – Link to research Cultural capital is associated with higher academic performance. Cultural capital measured by the type and number of books read, types of television programmes watched, and visits to art galleries and museums positively relates to attainment. Extracurricular classes can both help to build cultural capital and essential life skills</p> <p>EEF Arts Participation (+3months) Link to research</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	<p>1, 3 & 6</p>

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

Budgeted cost: £33,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to an investment in a Communication Team supported by The Ace Centre Language and Communication resources £10,000	Oral language programmes improve student outcomes by 6+ months. EEF Research - Oral Language Interventions	5
Funding the provision of a sensory integration trained Occupational Therapist to complete assessments and write programmes for targeted interventions £23,352	EEF Self-Regulation Strategies + 3 months See EEF Research here	2

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

Budgeted cost: £17, 932

Activity	Evidence that supports this approach	Challenge number(s) addressed
Steve Brown, Behaviour of Concern Consultant £5,005	<p>Whole school universal approaches to a positive behaviour support ethos and targeted interventions can impact positively upon student outcomes with learners by 4+ months EEF Evidence re: Behaviour Interventions Link to EEF Research</p> <p>Studies suggest that self-regulation strategies/programmes are low cost but can have high impact with students' outcomes improving by 5+ months EEF Evidence re: Self-Regulation Strategies Link to EEF Research - Self Regulation Strategies</p>	4
Contribution to the role of a Family Support Worker to support families £12, 927	EEF Published Research - Attendance Interventions	7

Total budgeted cost: £74,636

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 2022 to 2023 academic year.

- Harry Dawes, the Creative Consultant provided immersive experiences and stimulating opportunities in the creative space resulting in Brays being selected as a finalist in The Education Music and Drama Awards, the winner is announced in February 2024. This was a result of all students accessing weekly sessions 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) resulting in improved provision of communication strategies which has been featured in a case study for a book to be published by Routledge in Summer 2024.
- Steve Brown has provided high quality behaviour support training strategies for relevant pupils including supporting parents within the home

