

Context

Brent Knoll is a Cooperative Trust special school for children aged 4 -16 years with complex social, communication and interaction difficulties including autism, situated in the London Borough of Lewisham. In the Index of Multiple Deprivation, Lewisham ranks as the 48th most deprived of all 326 local authorities, placing it in the 20% most deprived areas in England. Lewisham has the highest proportion of children and young people (29.6%) in economic deprivation in England.

We believe that we will be the first-choice school for children and young people with social and communication skills as well as those with complex needs which lie within the moderate learning difficulties range in Lewisham and the surrounding boroughs.

We also believe that we will be recognised nationally as a centre of excellence in successfully developing our young people's social and communication skills. This is reflected in our new school motto to "be the best that we can be."

Our recent Ofsted inspection in June 2019 stated that *"The leadership team has maintained the good quality of education in the school since the last inspection. You make sure that pupils' progress is measured through various systems. You emphasise pupils' academic learning and their personal and social development. Leaders have developed an approach which measures all aspects of pupils' progress and is based on the school's strong knowledge of the pupils as individuals."*

Ofsted also stated that *"You have been ambitious to move the school forward and secure the best outcomes for the pupils. You and the school's leaders have created a culture of high expectations. You have put robust systems and processes into place. You have worked to create and promote a strong middle leadership team. This has had a positive impact, strengthening the quality of teaching and learning across the school. Middle leaders are confident in their roles and are creating an ethos of collaboration where good practice is shared across all key stages. The governing body has a strong insight into the school's strengths and where improvement is needed."*

Recent initiatives/improvements

Barriers to Learning

High deprivation – 65% of pupils eligible for PP. Lewisham in top 20% of most deprived areas in England ranked 48th most deprived out of 326 local authorities.

Communication barriers - some pupils have complex social, communication and emotional needs which can result in challenging behaviours. These behaviours can impact on their ability to learn effectively.

Environmental barriers – some pupils' sensory needs are negatively affected by their physical environment; this can reduce their ability to learn effectively.

Parental engagement – some parents require a high level of support to engage fully in all aspects of school life.

Attendance –some pupils struggle to maintain consistently high levels of attendance. This interrupted attendance pattern leads to slower levels of progress.

Starting levels – many pupils have entering at early years have underdeveloped communication skills as well as poor personal, social and emotional development compared with most children of similar age.

Overview of the school

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll 153

Total numbers of pupils eligible for PPG 100 (65.4%)

Total amount of PPG received £113,000

Summary of PPG spending 2018/19

Objectives in spending PPG:

- Reduce the achievement gap between those who are eligible for PPG and those who are not
- Improve the engagement of those eligible for PPG
- Provide targeted support for those experiencing mental health issues, social and emotional difficulties

Summary of spending and actions taken:

- School Home Support service-providing support for targeted families through further expansion of the role of the School Home Support Practitioner
- Develop mentor/tutor provision for identified secondary aged children
- Intensive targeted literacy support through lead practitioner intervention
- Extend therapy provision across the school by increasing the number of days of psycho therapeutic counselling offered and continuing partnership with the Cassel Centre to provide art therapy
- Extend speech and language therapy to provide an increased level of support for the development communication skills across the school.
- Extend out of hours learning via the use of after school clubs.
- Extend out of school learning through range of planned for residential and non-residential visits.
- MLT target resources to raise engagement and provide support for identified groups of pupils – Science and Animal Week.

| Interventions | Cost Do these look reasonable amounts? | Objective (targeting those eligible for PPG) | Impact |
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| <p>School Home Support We have a School Home Support Worker based at the school. Our School Home Support worker supports families to tackle the underlying issues that cause poor attendance/behaviour and lead to under-achievement. Engaging parents with their child's education has a direct impact on a child's achievement.</p> | £21000 | <ul style="list-style-type: none"> • Raise individual attainment addressing concerns with families which lead to underachievement • Provide advice and guidance on a range of issues including housing, health and finance • Provide uniform to pupil premium pupils | <p>Advice and guidance are provided for families on a whole range of issues including housing, health and finance. This resulted in improved engagement with learning and on-going support for parents.</p> <p>Data from PDT for school home support show that PP students' progress is greater than non-PP students.</p> |
| <p>Increase speech and language therapy across the school Speech and language support are timetabled across all year groups. Individual targets and programmes have been devised to address specific needs.</p> | £30000 | Direct support for individuals and groups to learn, apply and extend communication skills | PDT and whole school data analysis (July 2019) indicates PPG pupils achieving at least as well as non-PPG pupils in communication, speech and language. |
| <p>Provide subsidy for residential school journeys Wide range of activities accessed including:</p> | £13200 | Ensure all eligible pupils have full access to residential school | <p>This has resulted in raised self-esteem and confidence and well as first hand, concrete learning experiences.</p> <p>Whole school SOLAR PHSCE data (July 2018) indicates that both PPG and non-PPG pupil at making at least expected progress. With a greater percentage of PPG pupils exceeding expected progress.</p> |
| <p>Provide subsidy for non-residential educational visits Access to non-residential educational visits provided concrete social and curriculum related learning opportunities to include:</p> <p>Sydenham Gardens, old folks care home, Science museum, Dulwich Picture Gallery, V & A museum</p> | £21300 | <p>Ensure all eligible pupils have full access to non-residential educational visits.</p> <p>Ensure primary aged children have the opportunity to experience outdoor and adventurous learning</p> | <p>Almost all PPG pupils achieved at least expected progress across the core and foundations subjects. Whole school SOLAR data (July 2018)</p> <p>This has resulted in increased levels of independence, improved social interaction together With use of more extensive forms of communication.</p> |

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| <p>Out of hours learning: after school clubs</p> <ul style="list-style-type: none"> • Football Secondary • Football Primary • ICT • Cookery • Play Group (2 days) • Boxercise • Duke of Edinburgh Award scheme • Drama club • Cycling club | <p>£39000</p> | <ul style="list-style-type: none"> • Promote a range of practical physical skills • Promote health and fitness • Provide opportunities to raise self-esteem and self-awareness • Provide opportunities to work as part of a group (often with less familiar peers) • Provide opportunities to develop social interaction and play skills • Promote independence and raise self-esteem • Provide opportunities to learn practical life | <p>Activities offered have been accessed by PPG pupils resulting in improved social and communication skills as evidenced in whole school SOLAR data (July 2019).</p> |
| <p>Speech bubbles</p> | | <ul style="list-style-type: none"> • Promotes communication, confidence and well-being | <p>Data from PDT for speech bubbles show that PP students have made good progress exceeds the progress of non-PP students.</p> |
| <p>Targeted Resources</p> <p>Resource budget delegated to Middle leaders to provide targeted support to identified groups of pupils.</p> <p>MLT decided on running Science and Animal week.</p> <p>Living Eggs scheme.</p> | <p>£6000</p> | <p>Science and Animal week</p> <ul style="list-style-type: none"> • Provide sensory input for pupils, improve wellbeing and interaction with animals • Improve communication with peers and adults • Provide learning as a fun experience for all. <p>Living eggs allowed</p> <ul style="list-style-type: none"> • All pupils to experience first hand the hatching of chicks and holding live chicks with care. • Promotes communication, careful treatment of animals, engagement in science, shared experiences | <p>Evaluation and feedback collected from staff and pupils were very positive citing shared experiences as a group. Many wanted a repeat of this next year. Parents and carers commented on how much their children enjoyed it.</p> <p>Many pupils enjoyed visiting the chicks and holding them. Some helped to care for the chicks adding a sense of responsibility for them.</p> |

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| | | <ul style="list-style-type: none"> Provides sensory experience for pupils. | |
| Art Therapy | £1500 | <p>Uses visual media as the main channel of communication</p> <ul style="list-style-type: none"> Supports children with complex emotional needs Offers non-verbal ways of communicating emotion, feelings and needs | Data from PDT for art therapy show that PP students have made good progress and exceeds the progress of non-PP students. |
| <p>Additional therapeutic counselling</p> <p>Our school counsellor is based in school three days per week. She provides psychotherapeutic counselling to children referred to her by staff. She works closely with parents to support their children and coordinates the work of other additional therapies within the school.</p> <p>The Emotional Literacy Support Assistant (ELSA) project is an initiative designed to build the capacity of schools to support the emotional needs of their pupils. It recognises that children learn better and are happier at school if their emotional needs are also addressed. There are three trained ELSAs at Brent Knoll School working with both primary and secondary students one to one and in small groups.</p> | £14500 | <ul style="list-style-type: none"> Promote greater self-awareness Support the development of self-regulation skills Provide support to individuals at times of crises Provide coping strategies to help address individual emotional needs and specific issues | <p>Data from PDT for school counselling show that PP students have made good progress and exceeds the progress of non-PP students.</p> <p>Data from PDT for ELSA show that PP students have made good progress although but does not exceed the progress of non-PP students on the whole.</p> |

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| Total PPG received | £113000 |
| Total PPG expenditure | £146500 + speech bubbles + ELSA |
| PPG remaining | (additional spend funded from school's budget) |