

## Pupil Premium Strategy 2019-20: policy into practice

### 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.*"

## **Barriers to Learning**

High deprivation – 52% of pupils eligible for PP. Lewisham in top 20% of most deprived areas in England ranked 48<sup>th</sup> most deprived out of 326 local authorities.

Communication barriers - some pupils have complex social, communication and emotional needs which can result in emotional deregulation. This lack of regulation 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.

Interventions	Evidence/Rationale	Objective	Outcomes/Impact	Pupils: Year Group Numbers	Dates	Cost	Staff
<b>Home School Support</b>	Over recent years, targeted support of parents has been a useful and successful strategy in involving parents and raising the attendance and engagement of pupils.	Raise individual attainment addressing concerns with families which lead to underachievement.  Provide advice and guidance on a range of issues	Increased attendance.  Parents more engaged with their child's learning that leads to improved attainment.  Parents become more confident and	Targeted individuals across all year groups. Emma Moore maintains an active caseload of pupils and families which is	Ongoing 2019-2020		Emma Moore Home School Support Practitioner Class teams to follow up as needed.

		<p>including housing, health and finance.</p> <p>Provide uniform to pupil premium pupils</p>	<p>empowered to deal with arising issues which frees up time for them to engage with their child's learning.</p> <p>Uniforms provide students with a sense of belonging and being part of the school community, which improves motivation to learn.</p>	<p>regularly under review.</p>		
<b>Residential school journeys</b> Wide range of activities accessed including: Macaroni Woods, Arundel	Research has shown that outdoor learning experiences have a positive impact on learning (EEF toolkit).	Promote independence, self-motivation, social and communication skills.	<p>Pupils show increased confidence and resilience.</p> <p>Improved communication and social skills.</p>	School journeys undertaken with secondary phase.	School journeys mainly in the summer term.	
<b>Non-residential educational visits</b> e.g. Sydenham Gardens, old folks care home, Science museum, Dulwich Picture Gallery, V &A museum	<p>Previous trips have improved pupil engagement of, and reinforced classroom material.</p> <p>It is well documented that educational visits encourage pupils to learn and increases motivation.</p>	<p>Provide opportunities to transfer and apply knowledge and skills taught in the classroom.</p> <p>Promote independence and greater self-awareness.</p>	<p>Pupils learning of classroom material is reinforced and level of engagement is raised.</p> <p>Pupils show increased confidence and independence.</p>	Educational visits throughout the year across both primary and secondary departments.	Visits are arranged to support both the curriculum and to promote positive behaviour	

	<p>School trips also provide visual and sensory experiences that stimulate pupils' learning and understanding. They can also improve life and social skills.</p>	<p>Increase cultural experiences.</p>	<p>Pupils develop better social skills and increase culture capital, forming positive memories of their experiences.</p>				
<b>Increase speech and language therapy across all year groups</b>	<p>EEF toolkit describes a moderate impact for low cost for oral language interventions.</p> <p>PDT indicates PPG pupils achieving at least as well as non-PPG pupils in communication, speech and language in 2018-19</p>	<p>Direct support for individuals and groups to learn, apply and extend communication skills.</p>	<p>PPG pupils achieve as well as non-PPG pupils in communication, speech and language.</p> <p>Pupils make good progress on communication skills.</p>	<p>Targeted individuals (as identified by teachers and therapists) across both the primary and secondary departments.</p>	<p>Additional days/sessions allocated to specific individuals and/or groups.</p>		
<b>Out of hours learning: After school clubs including:</b> Football (secondary) Football (primary) ICT Cookery Play group Boxercise	<p>Activities offered over previous years have been accessed by PPG pupils resulting in improved social and communication skills.</p>	<p>Promote a range of practical physical skills.</p> <p>Promote health and fitness.</p> <p>Provide opportunities to raise self-esteem and self-awareness.</p> <p>Provide opportunities to work as part of a</p>	<p>Improved social and communication skills.</p> <p>Increased health and fitness.</p> <p>Improved self-esteem, independence and self-awareness.</p>	<p>All pupils are encouraged to engage in out of hours learning.</p> <p>PPG pupils are specifically urged to engage.</p>			

Duke of Edinburgh award scheme Drama club		<p>group (often with less familiar peers).</p> <p>Provide opportunities to develop social interaction and play skills.</p> <p>Promote independence and raise self-esteem.</p> <p>Provide opportunities to learn practical life skills.</p>		Upper secondary.			
<b>Speech Bubbles</b>	<p>Independent research indicates that it had promise to develop pupils' self-efficacy and communication skills.</p> <p>Wider evidence from the EEF toolkit on oral language interventions shows consistently positive effects of on average +5 months' additional progress over the course of a year. The impact tends to be greatest for younger children and those</p>	<p>Promotes communication, confidence and well-being.</p>	<p>PPG pupils achieve as well as non-PPG pupils in communication, speech and language.</p> <p>Pupils make good progress on communication skills.</p>	<p>The following classes access this intervention:</p> <p>Sycamore Oak Ash Elm Willow Chestnut</p>			

	<p>from disadvantaged backgrounds.</p> <p>A number of studies also show the impact of trained teaching assistants effectively supporting oral language skills and reading outcomes.</p>						
<b>Targeted Resources</b>  Resource budget delegated to middle leaders to provide targeted support to identified groups of pupils.  Science and Animal Week  Living eggs scheme	Science and Animal Week was a success last year.  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.	Provide sensory input for pupils, improve wellbeing and interaction with animals.	Improved engagement with science. More positive attitudes to learning.  Pupils gained sensory experiences interacting with animals and a sense of responsibility and care when holding live chicks.	Whole school Separate Action Plan		£6000	Winston Lo Michael Burt
<b>Art Therapy</b>	Evidence from EEF toolkit demonstrates a substantial positive impact on attitudes to	Uses visual media as the main channel of communication.	Increased confidence, improved communication and	One day a week: timetable followed.	One day a week: Individuals and /or		

	learning, motivation, social interaction and attainment.	Supports children with complex emotional needs.  Offers non-verbal ways of communicating emotion, feelings and needs.	more positive attitudes to learning.	Individuals and/or small groups which change over time.  Teacher referrals.	small groups which change over time.		
<b>Additional Therapeutic Counselling</b>	Over recent years, pupils have benefited from counselling as a way to communicate personal issues in confidence and in a quiet, secure space within the school.	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.	Improved self-awareness and self-regulation skills.  Improved coping strategies to address emotional needs and issues.  Improved communication of emotions, anxieties and personal issues.	Identified individuals across the secondary department. Primary pupils can also be referred.	Three days a week: timetable followed. Individuals change over time.		Ellen Davis Also, counsellor Jeannette
<b>Parental engagement</b>	There is some evidence that shows that engaging parents in their children's learning improves attainment although this is challenging (EEF toolkit).	Increase attendance of parents at curriculum events or workshops.  Increase and aid parents' engagement of	Parents take an active interest in improving their children's attainment and social/communication skills by learning strategies for child support at home.	Whole school			

		learning to improve pupil progress.	Increased attendance of parents at parents evenings and school events.				
						<b>PPG 2019-20</b>	
						<b>Total PPG proposed expenditure 2019-20</b>	