

## **Pupil Premium Strategy 2020-21: 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 – 54% 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 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.	<p>Raise individual attainment addressing concerns with families which lead to underachievement.</p> <p>Provide advice and guidance on a range of issues including housing, health and finance.</p> <p>Provide uniform to pupil premium pupils</p>	<p>Increased attendance.</p> <p>Parents more engaged with their child's learning that leads to improved attainment.</p> <p>Parents become more confident and 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</p>	Targeted individuals across all year groups. Emma Moore maintains an active caseload of pupils and families which is regularly under review.	Ongoing 2020-2021	£30000	Emma Moore (DSL)

			being part of the school community, which improves motivation to learn.				
<b>Non-residential educational visits</b> e.g. Sydenham Gardens	<p>Previous trips have improved pupil engagement and reinforcing of classroom material.</p> <p>It is well documented that educational visits encourage pupils to learn and increases motivation.</p> <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>Provide opportunities to transfer and apply knowledge and skills taught in the classroom.</p> <p>Promote independence and greater self-awareness.</p> <p>Increase cultural experiences.</p> <p>Sydenham Gardens provides experience and importance of the natural world on mental health and wellbeing.</p>	<p>Pupils learning of classroom material is reinforced and level of engagement is raised.</p> <p>Pupils show increased confidence and independence.</p> <p>Pupils develop better social skills and increase culture capital, forming positive memories of their experiences.</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	£2000	Sam Waring (AHT)
<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,</p>	Remote (instead of direct) support for individuals and groups to learn, apply and extend communication skills.	<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>	Targeted individuals (as identified by teachers and therapists) across both the primary and secondary departments.	Additional days/sessions allocated to specific individuals and/or groups.	£12000	Gaynor Peerless (AHT)

	speech and language in 2018-19						
<p><b>Out of hours learning:</b></p> <p><b>After school clubs including:</b></p> <p>Very limited offer due to pandemic</p> <p>Breakfast club</p> <p>Duke of Edinburgh award scheme (limited)</p>	<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 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>	<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> <p>Upper secondary.</p>		£6000	Sam Waring (AHT)
<b>Speech Bubbles</b>	<p>Independent research indicates that it had promise to develop pupils' self-efficacy</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>The following classes access this intervention: Sycamore Oak</p>		£3750.00	Gaynor Peerless (AHT)

	<p>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 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>		<p>Pupils make good progress on communication skills.</p>	<p>Ash Elm Willow Chestnut</p>			
<p><b>Targeted Resources</b></p> <p>Resource budget delegated to middle leaders to provide targeted</p>	<p>Science and Animal Week was a success last year.</p> <p>Evaluation and feedback collected from staff and pupils were very positive citing shared</p>	<p>Provide sensory input for pupils, improve wellbeing and interaction with animals.</p>	<p>Improved engagement with science. More positive attitudes to learning.</p> <p>Pupils gained sensory experiences interacting with</p>	<p>Whole school</p> <p>Separate Action Plan</p>		<p>£6000</p>	<p>Winston Lo/ Michael Burt (MLT)</p>

<p>support to identified groups of pupils.</p> <p>Science and Animal Week and/or new activity tbc</p>	<p>experiences as a group. Many wanted a repeat of this next year.</p>		<p>animals and a sense of responsibility and care when interacting with live animals.</p>				
<p><b>Parental engagement</b></p>	<p>There is some evidence that shows that engaging parents in their children's learning improves attainment although this is challenging (EEF toolkit).</p>	<p>Increase attendance of parents at curriculum events or workshops.</p> <p>Increase and aid parents' engagement of learning to improve pupil progress.</p> <p>Implement email as primary point of communication with parents instead of pupil contact book.</p>	<p>Parents take an active interest in improving their children's attainment and social/communication skills by learning strategies for child support at home.</p> <p>Increased attendance of (video/telephone) parents evenings and school events.</p>	<p>Whole school</p>		<p>£1000</p>	<p>Emma Moore (DSL)</p>
<p><b>Library</b></p> <p>Increase resources in library</p>	<p>Much evidence relating to reading and reading comprehension as vital to pupil progress in all areas of learning.</p> <p>Increased library resources will allow</p>	<p>Extra resources in the library to provide for ERIC (Everyone Reading In Class) and drive pupil improvement and interest in literacy.</p>	<p>Improved progress in reading and reading comprehension.</p> <p>Increased confidence and enthusiasm for reading leading to</p>	<p>Whole school</p>	<p>ERIC sessions 3 days a week.</p>	<p>£5000</p>	<p>Denise Brereton /Greg Marsden (MLT)</p>

	pupils of all ages and ability to access literacy skills.		improved levels of literacy in pupils.				
<b>Extended ipad/laptop provision</b>	Evidence has indicated the effectiveness of computer assisted learning provided it is used appropriately.	Extended ipad/laptop provision will allow more students to access digital learning.	Students will develop confidence in learning and using ICT skills effectively.  Teachers use ipads and laptops as an aid to supplement teaching and learning and learn new skills particularly with software such as Clicker 8.	Whole school		£26000	Andy Taylor (HT)
<b>ELSA support</b>	Evidence suggests that ELSA intervention can have a moderate improvement in academic performance and reduce problematic behaviours.	Identify and support students with emotional/behavioural difficulties.	Students will improve in emotionally regulating and consequently make more progress in their learning.	Targeted individuals by teachers across primary and secondary phases.		£2500	Emma Moore (DSL)
						<b>PPG 2020-21</b> £93,706	
						<b>Total PPG proposed expenditure 2020-21</b> £94,000	