

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Brent Knoll School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andy Taylor
Pupil premium lead	Winston Lo
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,695
Recovery premium funding allocation this academic year	£26,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£123,085

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not generally the primary challenge our pupils face, we strive to minimise any variance in outcomes for disadvantaged pupils across the school by provision of additional intervention in the areas of:

- Communication barriers
- Environmental barriers
- Parental engagement
- Attendance

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.

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	<i>High deprivation – 57% of pupils eligible for PP. Lewisham in top 20% of most deprived areas in England ranked 48th most deprived out of 326 local authorities.</i>
2	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.
3	Environmental barriers – some pupils’ sensory needs are negatively affected by their physical environment; this can reduce their ability to learn effectively.

4	Parental engagement – some parents require a high level of support to engage fully in all aspects of school life.
5	Attendance –some pupils struggle to maintain consistently high levels of attendance. This interrupted attendance pattern leads to slower levels of progress.
6	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.

## 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
1. Improved attainment of all pupils in all subject areas.	Pupil progress tracked on SOLAR with underachieving pupils identified for interventions. More pupils achieving accreditation at KS4.
2. Quality of teaching to be at least good and often outstanding.	More pupils achieving accreditation at KS4. SOLAR data indicates consistent progress. Pupils become more independent in their work. Books show progress and good writing skills.
3. Pupils will access a range of communication techniques to support their learning and ability to express themselves and understand others.	Embedding of Communicate in Print in all lessons and visible widespread use of Makaton sign language throughout the school. Speech bubbles sessions used to promote confidence in pupils verbally expressing themselves. SaLT reports on individual pupils. Personal Development Tracker reports.
4. Sustained parental engagement as a valuable part of the school community to support pupils' learning, pupils' families and wellbeing.	Regular contact (at least weekly) with all parents to inform of school events and notices. Strategies to empower parents to support and encourage their child's learning. Access for all parents to laptops and online facilities for learning.
5. Pupils will have regular physical activity to improve health and mental wellbeing.	The school will establish a Daily Mile on top of weekly PE lessons to promote physical exercise and wellbeing. Wellbeing activities will also include art therapy and lego therapy. Personal Development Tracker reports.

<p>6. Pupils will improve literacy and reading skills.</p>	<p>The school will implement ERIC (Extra Reading In Class) time which will involve 20-30 minute sessions 3 mornings a week. These will involve pupils reading out loud, listening to spoken word and demonstrating comprehension skills.</p> <p>Nessy Fingers software package will help pupils with word recognition as well as developing typing speed.</p>
<p>7. Improved and sustained attendance for all pupils.</p>	<p>Attendance figures for the school will be comparable to or above national averages.</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: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Non-residential educational visits</b> e.g. Sydenham Gardens	Previous trips have improved pupil engagement and reinforcing of classroom material. It is well documented that educational visits encourage pupils to learn and increases motivation. School trips also provide visual and sensory experiences that stimulate pupils' learning and understanding. They can also improve life and social skills.	2,6
<b>Library</b> Extend library provision	Much evidence relating to reading and reading comprehension as vital to pupil progress in all areas of learning. Increased library resources will allow pupils of all ages and ability to access literacy skills.	2,3,6
<b>Extended ipad/laptop provision</b>	Evidence has indicated the effectiveness of computer assisted learning provided it is used appropriately.	2,3,6

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

Budgeted cost: £27750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Increase speech and language therapy across all year groups</b>	EEF toolkit describes a moderate impact for low cost for oral Language interventions. PDT indicates PPG pupils achieving at least as well as nonPPG pupils in communication, speech and language	2
<b>Out of hours learning: After school clubs including:</b> Very limited offer due to	Activities offered over previous years have been accessed by PPG pupils resulting in improved social and communication skills.	

pandemic Breakfast club Duke of Edinburgh award scheme (limited)		
<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 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>	2
<b>Targeted Resources</b> Resource budget delegated to middle leaders to provide targeted support to identified groups of pupils. Science and Animal Week and/or new activity tbc	<p>Science and Animal Week was a success previously.</p> <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.</p>	

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

Budgeted cost: £60500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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.	4,5
<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).	4
<b>ELSA support</b>	Evidence suggests that ELSA intervention can have a moderate improvement in academic performance and reduce problematic behaviours.	
<b>Recovery Home School Support</b>	1 year contract. Targeted support aimed at involving parents and raising the attendance and engagement of pupils in response to additional	4,5

	challenges presented with regard to COVID recovery	
<b>Recovery Midday Meals Supervision</b>	1 year contract. Additional supervision in response to additional challenges presented with regard to COVID recovery	

**Total budgeted cost: £126250**

## 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 2020 to 2021 academic year.

Covid 19 disrupted many of the intended outcomes and activities for 2020-21, with online teaching and learning becoming a feature for a significant part of the year. Online packages such as Seesaw allowed pupils to access and complete work set by teachers from home for all subjects. Reading Eggs was also brought in to allow pupils access to a library of diverse reading material to maintain reading and literacy skills for all ages at home. Laptops were provided to pupils who had no access to online learning at home. Additionally, the school provided printed copies of work set by teachers which were posted home to pupils with no access to online learning.

In Year 11, Accreditation details and final destinations.

Pupil	Pupil Premium Indicator	GCSE	GCSE	FS	ENTRY	ENTRY
		English	Maths	MATHS EL	English	Add english
		WJEC	Edexcel	EDEXCEL	WJEC	WJEC
1	F	~	~	1	~	~
2	T	~	~	2	E3	~
3	T	1	1	3	E3	~
4	T	~	1	3	E3	~
5	T	~	~	1	E2	~
6	T	~	~	2	E3	~
7	F	~	1	1	E1	E2
8	T	~	~	~	~	~
9	T	~	~	2	E2	E2
10	T	~	~	~	~	~
11	T	~	~	1	E2	E2
12	T	~	~	1	E2	~
13	T	~	~	~	~	~
14	F	~	~	3	E2	E2
15	T	~	~	~	~	~
16	F	~	~	~	~	~
17	F	~	~	~	~	~

	Destination (number of students)					
All students (17)	FE College - Bromley	FE College - Lewisham	FE College - Capel Manor	Specialist School 6 <sup>th</sup> Form - Drumbeat	Specialist School 6 <sup>th</sup> Form - Shooters Hill	Specialist School 6 <sup>th</sup> Form - Greenvale School
	4	1	1	6	3	2
Courses followed	Personal Progression Pathway	Supported learning - Vocational taster course	3 day Animal Husbandry Entry level3/level1	6 <sup>th</sup> form full time education	6 <sup>th</sup> form vocational work skills programme	6 <sup>th</sup> form full time education
	Supported Learning Course - Vocational taster					
	Vocational taster course					
Data on progress and PDT.						

Interventions	Objective	Outcomes/Impact	Evaluation of Impact
<b>Home School Support</b>	<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</p>	<p>Impact was difficult to evaluate due to lockdown and absences attributed to Covid 19.</p> <p>Some evidence of more parental engagement as a consequence of school lockdown e.g. direct involvement with accessing online work and supporting the child's learning at home.</p> <p>Also, regular phone contact with parents to check on pupils and their families during lockdown and provide advice regarding wellbeing and safety.</p>

		<p>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>	Weekly emails with newsletters and information sent to parents.
<p><b>Non-residential educational visits</b> e.g. Sydenham Gardens</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>	<p>Non-residential visits were severely curbed by Covid 19.</p> <p>Pupils developed more self-confidence with carrying out various tasks in Sydenham Gardens.</p> <p>Pupils could apply knowledge learned in class to activities in Sydenham Gardens.</p>
<p><b>Increase speech and language therapy across all year groups</b></p>	<p>Remote (instead of 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>Limited speech and language provided during lockdown via online methods.</p> <p>Speech and language therapy was restored later in the year and some transition work was</p>

		Pupils make good progress on communication skills.	done with Yr11s as well as work with various individuals.
<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>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>No out of hours clubs were running.</p> <p>The daily mile was introduced to promote health and fitness although this took place during morning registration. The majority of pupils took part.</p>
<b>Speech Bubbles</b>	Promotes communication, confidence and well-being.	PPG pupils achieve as well as non-PPG pupils in communication,	

		<p>speech and language.</p> <p>Pupils make good progress on communication skills.</p>	
<p><b>Targeted Resources</b></p> <p>Resource budget delegated to middle leaders to provide targeted support to identified groups of pupils.</p> <p>Science and Animal Week and/or new activity tbc</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 animals and a sense of responsibility and care when interacting with live animals.</p>	<p>The proposed activity using the targeted resources budget did not take place due to the pandemic although discussions involving the middle leaders on how to spend the budget took place early in the year.</p>
<p><b>Parental engagement</b></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</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>Weekly newsletters emailed to parents to inform and promote engagement with school news and events.</p> <p>During lockdown, weekly phone calls were made to check on wellbeing, discuss work and various issues.</p> <p>Laptops issued to disadvantaged pupils to aid access to work online and encourage parental support at home.</p> <p>Parents evenings conducted over the phone or online which increased attendance and</p>

	parents instead of pupil contact book.		involvement of parents in their child's learning.
<b>Library</b>  Increase resources in library	Extra resources in the library to provide for ERIC (Everyone Reading In Class) and drive pupil improvement and interest in literacy.	Improved progress in reading and reading comprehension.  Increased confidence and enthusiasm for reading leading to improved levels of literacy in pupils.	A library was set up in the primary area of the school with a diverse range of books brought in. The secondary library was also maintained with a broad range of books and reading materials.  These books were used for ERIC time which saw increased engagement and progress in reading, literacy and comprehension.
<b>Extended ipad/laptop provision</b>	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.	New ipads and laptops brought in allowing pupils to develop confidence in using and experimenting with ICT.  Pupils access various software packages to improve on typing skills, reading and literacy.
<b>ELSA support</b>	Identify and support students with emotional/behavioural difficulties.	Students will improve in emotionally regulating and consequently make more progress in their learning.	An additional ELSA practitioner has been recruited.  Although lockdown has created issues for some, pupils targeted and referred to ELSA have generally shown improvement in regulating behaviour and emotions.