

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	168
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andy Taylor
Pupil premium lead	Paul Shaw
Governor / Trustee lead	Catherine Van Rooyen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,560
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	£104,560

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.

Quality-First Teaching is the biggest driver for the progress of Pupil Premium students and research shows that they make substantial additional progress in comparison to their non-disadvantaged peers when they have high quality teaching.

We are a local authority maintained special school with 168 pupils on roll. In a school such as this, we can base our strategy on our extensive knowledge and understanding of individual students and activities that remove barriers to learning.

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	High deprivation – 53% of pupils eligible for PP. Lewisham is in top 20% of most deprived areas in England- ranked 48th most deprived out of 326 local authorities.
2	Communication barriers - some pupils have complex social, communication and emotional needs which can result in emotional dysregulation. 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 guidance to engage fully in all aspects of school life and understand how to support their child/ren.
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.	<p>Academic progress tracked on SOLAR and RAG rating with pupils scoring a 0 or 1 in the RAG rating for English and maths identified for specific support and/or interventions.</p> <p>PP students to continue to attain within 5% of non-PP pupils across all curriculum subjects.</p> <p>All year 11 pupils to achieve at least 7 accredited qualifications</p>

<p>2. Quality of teaching to be at least good and often outstanding. Focus on developing pedagogical understanding of metacognition, retrieval and spaced practice</p>	<p>More pupils achieving accreditation at KS4. SOLAR data indicates consistent progress. Pupils become more independent in their work demonstrated through PDT analysis of the Independence and Organisation strand Teachers supported in developing understanding of what makes great teaching through attending CPD opportunities and attending teacher meetings 100% of teachers having observed other colleagues through a learning walk at least once during the academic year. All teachers to have taken part in at least one book look, led by a subject specialist</p>
<p>3. Pupils will access a range of communication techniques to support their learning and ability to express themselves and understand others.</p>	<p>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. Six classes (years 2-6) will access the intervention across the year (two classes per term). This ensures that every pupil should access both interventions (SB/MW) at least once in their primary phase SaLT reports on individual pupils show progress being made in pupil's communication and interaction skills PP students to continue to show parity (within 5%) of non-PP pupils in all 6 areas of need as demonstrated by the PDT</p>
<p>4. Devise strategies to improve parental engagement to support pupils' learning, pupils' families and wellbeing.</p>	<p>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. 100% of families invited to half-termly Parent forum sessions. Hybrid model of parent's evening (virtual and face to face)and extension</p>

	of date (week long appointments rather than one day) to increase engagement.
5. Reintroduction of a calm space at lunchtimes to support regulation and promote social communication and interaction	<p>Lunchtime club being used by selected students (twenty) based on need (communication/interaction/sensory needs)</p> <p>Personal Development Tracker reports and behaviour reports show improved emotional understanding and regulation and reduced incidence of physical restraint</p>
6. Pupils will improve literacy and reading skills.	<p>The school will embed ERIC (Every child 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>Literacy intervention for identified pupils will develop skills as evidenced by the case studies.</p> <p>Two annual case studies used as examples to demonstrate effectiveness of literacy interventions shared with SLT</p>
7. Improved and sustained attendance for all pupils.	<p>Attendance figures for the school will be comparable to or above national averages.</p> <p>PP pupil's attendance on par (within 5%) with non-PP attendance</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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Non-residential educational visits e.g. Sydenham Gardens, ROH, allotment, work experience, Sutton life centre	<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 and cultural capital.</p> <p>School trips provide visual and sensory experiences that stimulate pupils' learning and understanding. They can also improve life- and social skills.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress.</p>	2 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain increased speech and language therapy across all year groups	EEF toolkit describes a moderate impact for low cost for oral language interventions. +6 months	2

<p>Speech Bubbles</p>	<p>Independent research indicates that it had promise to develop pupils' self-efficacy and communication skills. 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>Several studies also show the impact of trained teaching assistants effectively supporting oral language skills and reading outcomes.</p>	<p>1 2 6</p>
<p>Targeted Resources</p> <p>Rewards – disco x 2, Safari Pete</p> <p>Literacy support</p>	<p>Science and Animal Week was a success previously. 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. Evidence shows that animals have proven to be effective at calming an autistic individual through stressful situations, helping to avoid emotional dysregulation. Animal therapy can also help autistic individuals focus their attention more effectively. EEF Reading comprehension strategies have high impact on average (+6 months)</p> <p>https://d2tic4wv01iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1695254886</p>	<p>2 3 6</p>
<p>Out of hours learning: Before/After school clubs including:</p> <p>Breakfast club Duke of Edinburgh award scheme Communication club Multi-sports club</p>	<p>Activities offered are accessed by PPG pupils resulting in improved social and communication skills. Pupils will also gain in confidence and develop greater independence skills.</p> <p>Evidence shows that hunger has a big impact on pupils' concentration, learning and hence outcomes. Currently 83% of those attending breakfast club are PPG</p> <p>DofE current data Communication club and multi sports club current data</p>	<p>2 6</p>

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

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Support (SHS)	<p>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> <p>SHS provides families with a familiar face and the expertise to offer vital support in many areas</p> <p>Offer extended to cover school holidays.</p>	4 5
Parental engagement	<p>There is some evidence that shows that engaging parents in their children's learning improves attainment although this is challenging (EEF toolkit). https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/supporting-parents/EEF Parental Engagement Summary of recommendations.pdf?v=1695257668</p>	4
ELSA support	<p>Evidence suggests that ELSA intervention can have a moderate improvement in academic performance and reduce problematic behaviours. https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/primary-sel/EEF SEL Summary of recommendations poster.pdf?v=1695280997</p> <p>Social and emotional learning can have +4 months impact.</p>	2 5 6

Total budgeted cost: £105,000

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.

Interventions	Objective	Outcomes/Impact	Evaluation of Impact
Non-residential educational visits e.g. Sydenham Gardens, allotment, ROH, library, food bank	Promote independence and greater self-awareness.	Pupils show increased confidence and independence. Acquisition of an allotment has allowed students to develop some key life skills and understand where their food comes from. 100% of pupils have experienced non-residential visits	Pupils developed more self-confidence with carrying out various tasks in Sydenham Gardens. Pupils supporting the local community and families through volunteering at the food bank and making donations
	Increase cultural capital experiences.	Pupils develop better social skills and increase culture capital, forming positive memories of their experiences.	The opportunities on offer have greatly increased the cultural capital of many pupils and given them experiences they may not enter encounter in their lives
	Sydenham Gardens provides experience and importance of the natural world on mental health and wellbeing. It also provides opportunities to transfer and apply knowledge and skills	Pupils learning of classroom material is reinforced and level of engagement is raised.	Pupils could apply knowledge learned in class to activities in Sydenham Gardens and the allotment. 100% of primary and KS3 classes had access to Sydenham Gardens.

	taught in the classroom		
Maintain speech and language therapy across all year groups	Direct support for individuals and groups to learn, apply and extend communication skills.	<p>PPG pupils achieve as well as non-PPG pupils (within 5%) in communication, speech and language.</p> <p>Pupils make good progress on communication skills.</p> <p>100% of pupils accessed the SaLT and OT service</p>	<p>PPG pupils achieved as well as non-PPG</p> <p>Speech and language therapy continues to support the development of communication skills. The delivery model ensures all pupils have access to the service and assessment / individual work is tailored to pupils needs.</p> <p>Development of the use of AAC devices has enabled 8 students to have a voice and support them in their communication</p> <p>Transition work with Year 11 pupils has proved successful in supporting pupils to transition to their next destination. With 100% success rate</p>
Speech Bubbles	Promotes communication development, confidence and well-being.	<p>PPG pupils achieve as well as non-PPG pupils in communication, speech and language.</p> <p>Pupils make good progress in communication skills.</p>	<p>75% of pupils involved in SB improved their learning, speaking and listening skills</p> <p>63% of pupils improved their emotional behaviour</p>

			and conduct behaviour There were 32 participants (28 male, 4 female). 14 pp, 18non-PP
Targeted Resources			
Safari Pete/Disco	Provide sensory input for pupils, improve wellbeing and interaction with animals.		Safari Pete and the mobile disco have proved to be effective in motivating pupils towards a shared goal. Activities develop cultural capital 100% of pupils had access to this
Literacy intervention	Target individuals and provide intensive literacy support	<p>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>Increased confidence particularly in word building and dictation activities.</p> <p>Improved decoding strategies when segmenting and blending sounds in words for reading.</p> <p>Improved spelling. Ability to use strategies to help</p>	<p>12 pupils have been supported this year.</p> <p>All have made significant improvements in their literacy.</p> <p>A highly effective intervention.</p> <p>Case study evidence to show this</p>

		<p>with spelling and ability to self- correct words.</p> <p>Improved confidence when participating in reading and writing activities in class.</p> <p>Feedback from teachers to show confidence in reading activities.</p>															
Home School Support	<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 being part of the school community, which improves motivation to learn.</p>	<p>Regular phone contact with parents to check on pupils and their families post Covid-19 and provide advice regarding wellbeing and safety.</p> <p>Weekly emails with newsletters and information sent to parents.</p> <p>Analysis of family circumstances resulted in targeted support for vulnerable families.</p> <p>56 families were supported (36 were PPG (64%))</p> <table border="1"> <thead> <tr> <th>Key stage</th> <th>No. of pupils</th> </tr> </thead> <tbody> <tr> <td>FS</td> <td>2</td> </tr> <tr> <td>KS1</td> <td>7</td> </tr> <tr> <td>KS2</td> <td>18</td> </tr> <tr> <td>KS3</td> <td>23</td> </tr> <tr> <td>KS4</td> <td>4</td> </tr> <tr> <td>KS5</td> <td>2</td> </tr> </tbody> </table>	Key stage	No. of pupils	FS	2	KS1	7	KS2	18	KS3	23	KS4	4	KS5	2
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<p>Parental engagement</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>Weekly newsletters emailed to parents to inform and promote engagement with school news and events.</p> <p>Programme of on-site activities re-established (parents evening, AR, sports day)</p> <p>Increased parental attendance at range of workshops/events. Over the course of the year attendance at one or more parent's evenings was 65%</p> <p>Pupil forum data shows that of the parents that attended 35% were PPG, on average 11 parents (7%) attended.</p>
<p>ELSA support</p>	<p>Identify and support students with emotional/behavioural difficulties.</p>	<p>Students will improve in emotionally regulating and consequently make more progress in their learning.</p>	<p>An additional ELSA practitioner has been recruited and trained</p> <p>21 pupils were seen by ELSA. improvements were seen in regulating behaviour and understanding emotions as well as greater resilience</p>