

# Brookfields Specialist SEN School Pupil premium strategy statement 2023 - 2024

This statement details our school's use of pupil premium 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	Brookfields Specialist SEN School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	28% (67)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2023/2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	C Bernie Headteacher
Pupil premium lead	E Bukht
Governor lead	C McLean

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£135,347
<b>Total budget for this academic year</b>	<b>£219,392</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Brookfields School aims to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary factor our pupils face, all of our pupils may be considered to be in the disadvantaged group due to the nature of their special educational needs and disabilities, and face particular challenges around:

- Academic attainment
- Progression to further education
- Preparation for Adulthood
- Employability
- Social opportunities
- Communication

The focus of our approach is on high quality teaching, concentrating on the areas our pupils require most, including targeted support based on a robust assessment of need, and ensuring that all learners are able to access a broad and balanced curriculum.

Our pupil premium strategy is integral to wider school plans for education recovery and is driven by the needs and strengths of all our young people. This will help us to ensure we continue to offer them the relevant skills, knowledge and behaviours 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	<b>Individual Special Educational Needs of pupils</b> Each of our pupils has individual learning needs and they experience different barriers to learning. All pupils show a significant delay in age-related expectations and often require additional therapeutic in put in order to be ready to learn.
2	<b>Access to relevant, bespoke curriculum being delivered by well-qualified and well-trained staff;</b> including COVID-19 recovery curriculum. Our assessments show that pupils achieve better outcomes when they receive pathway specific learning, taught by well qualified staff. We want to ensure that all students are accessing relevant, well-resourced

	<p>lessons with well-trained teaching staff. As the current economic and employment climate is challenging, there is a higher than average turnover of staff, so additional training and professional development is crucial to delivery of quality first teaching.</p>
3	<p><b>Emotional well-being, behavioural and mental health needs of the pupils</b></p> <p>Through observations, records, research and conversations with staff, pupils and their families, pupils who are dysregulated are not able to access learning. We recognise that this group of learners need support, interventions and strategies to enable them to self-soothe and regulate in order that high quality teaching and learning can take place.</p> <p>Our assessments, observations and discussions with pupils and families also demonstrate that the education, wellbeing and wider aspects of development of many of our pupils have been further impacted by the pandemic. These findings are backed up by several national studies.</p>
4	<p><b>Opportunities to learn outside the classroom</b></p> <p>Through observations and conversations with pupils and their families, we find that our pupils are less likely to have opportunities to access outdoor learning, particularly highlighted during the pandemic. One of the greatest barriers to success, as per assessment and EHCP annual review data, is pupils being unable to generalise skills in wider contexts.</p>
5	<p><b>Barriers to communication</b></p> <p>Our assessments, observations and work with pupils show that all Brookfields' pupils have greater challenges around communicating and expressing their needs than their neuro-typical peers, which can lead to deterioration in safe behaviours, breakdown in social relationships, negatively impact on the level of independence and which is detrimental to the overall quality of life.</p>
6	<p><b>Family engagement</b></p> <p>Through conversations with our families, we know that the wellbeing and wider aspects of development of our pupils has been impacted by the pandemic. This includes the regular cycle of work with families to provide them with the skills and knowledge to support their child in the home setting and also parental confidence in delivery of strategies.</p>
7	<p><b>Personal skills preparing for adulthood</b></p> <p>Our assessments, observations and work with pupils indicate that our pupils often require additional support to develop personal skills, e.g., independent travel which can be a barrier to accessing further education or work placements and can result in a lower quality of life due to isolation.</p>

## 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
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<p><b>1. Individual Special Educational Needs of pupils</b></p> <p>Pupils are well engaged in learning and making progress, through accessing the appropriate curriculum pathway.</p>	<ul style="list-style-type: none"> <li>• Pupil attainment will show that all pupils are meeting or exceeding PLP and IEP targets.</li> <li>• Pupils will make at least expected progress towards their EHCP outcomes.</li> </ul>
<p><b>2. Access to relevant, bespoke curriculum being delivered by well-qualified and well-trained staff</b></p> <p>Staff knowledge and competency will develop and increase through attending targeted CPD to support individuals or groups of pupils.</p> <p>Groups of pupils will receive specialist strategies in order to engage with learning and make progress.</p>	<ul style="list-style-type: none"> <li>• Pupils are making progress across subject areas as a result of specialist strategies.</li> <li>• CPD records demonstrate targeted training for key groups of staff.</li> <li>• BlueSky Evaluations and individual staff performance management reviews will show the impact CPD has had on staff confidence and delivery in the classroom and the attainment made by pupils.</li> <li>• Brookfields' Rainbow audit will reflect growth in confidence of pedagogy.</li> </ul>
<p><b>3. Emotional well-being, behavioural and mental health needs of the pupils</b></p> <p>Pupils will have access to a rich, well-researched and evidenced curriculum relevant for their age and stage of learning that means they are prepared for their next stage of education.</p> <p>Pupils' SEMH needs will be met through a variety of Nurture and trauma informed strategies, with some learners accessing a different provision within the school site.</p>	<ul style="list-style-type: none"> <li>• Pupils will achieve their termly PLP targets, resulting in expected progress at annual reviews.</li> <li>• Pupils in the Nurture base will demonstrate increased self-regulation, pro-social behaviours and will access some inclusion opportunities with peers on semi-formal and formal pathways.</li> <li>• Evidence of effectiveness of Therapeutic Thinking plans in relation to the behaviour incidents data.</li> </ul>
<p><b>4. Opportunities to learn outside the classroom</b></p> <p>Pupils will be supported, as appropriate, with their emotional wellbeing, behavioural and mental health needs through accessing activities in the community.</p> <p>Pupils are supported with physical development opportunities and become safe members of the community, through taking measured risks and learning from experiences.</p>	<ul style="list-style-type: none"> <li>• Behaviour for learning will be seen across Brookfields School in preparation for, and during, educational visits.</li> <li>• Increase in number of offsite educational visits and opportunities to generalise skills in different contexts.</li> <li>• Evidence of curricular opportunities to build towards pupils being able to transition off school site.</li> </ul>

Pupils are supported to communicate with unfamiliar members of the community in order to complete tasks or ask for help.	<ul style="list-style-type: none"> <li>Evidence of EHCP targets being met as a result of educational visits.</li> </ul>
<b>5. Barriers to communication</b> Pupils can use a range of receptive and expressive communication systems to aid understanding and to develop expressive communication skills.	<ul style="list-style-type: none"> <li>Through achievement of PLP termly outcomes.</li> <li>Progress in the communication strands of the curriculum.</li> <li>Evidence of communication and interaction between all pupils through observation.</li> <li>Moderation from SALT that Brookfields is an effective Total Communication Environment.</li> </ul>
<b>6. Family engagement</b> Families are able to use specialist strategies outside of school in order to keep their children safe and be able to access experiences which enrich their lives.  Families are active partners in their child's learning and progress.	<ul style="list-style-type: none"> <li>Through observations and discussions with pupils and their families at annual review.</li> <li>90% + parents have at least one in person visit to the school over the course of the year.</li> <li>Reduction in caseloads for Brookfields' Family Support Workers.</li> <li>Feedback from Social Care team about impact of support from school as observed in the home and community.</li> </ul>
<b>7. Personal skills preparing for adulthood</b> Pupils accessing formal learning will develop skills to make independent journeys to local places of importance to them e.g. work experience, travelling to/from school. They will have greater confidence to support real connection with the wider community.	<ul style="list-style-type: none"> <li>Through observations and discussions with pupils and families.</li> <li>Evidence of progress towards learning outcomes from educational visits.</li> </ul>

## 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

Budgeted cost: **£32427**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enhanced mathematical curriculum</b> to engage and support pupils in maths and mathematical thinking. This will include new playground markings and activities for pupils to take part in outside timetabled mathematics sessions and the implementation of a new maths teaching scheme</p>	<p>Pupils are demonstrating large gaps in their learning so we aim to introduce a maths scheme that is appropriate to their needs and that will introduce a structure and rigour that can be followed throughout the school.</p> <p>We have also observed that many students become disengaged with maths, and are not able to generalise skills in a meaningful way outside the classroom.</p> <p>NRICH Millennium Mathematics Project <a href="https://nrich.maths.org/">https://nrich.maths.org/</a></p>	<p>1, 2</p>
<p>Provision of <b>wide range of resources for curriculum activities</b> across the school.</p>	<p>The curriculum is topic based and by having appropriate resources staff will be able to develop and enhance pupil engagement with the curriculum.</p>	<p>1, 2</p>
<p>CPD for teaching staff: training for <b>newly appointed Middle Leaders</b> and training for <b>Key Stage 4 staff</b> to support pupils and their families with <b>social skills, engagement for learning and online safety</b>.</p>	<p>EEF Effective Professional development guidance report  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p> <p>EEF parental engagement guidance report  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p> <p>Department for Education (DfE) (2021) Keeping children safe in education  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KC_SIE_2021_September_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KC_SIE_2021_September_guidance.pdf</a></p> <p>E safety for schools – NSPCC  <a href="https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools">https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools</a></p>	<p>2, 3, 6, 7</p>
<p>Additional hours of a Specialist Teaching</p>	<p>EEF making best use of teaching assistants guidance report</p>	<p>1, 2, 3</p>

Assistant to set up the Nurture provision and base teaching space.	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf</a>	
<p><b>Accredited PECS training for identified teachers and LSAs Explore, Enrich, and Engage Pathways</b></p> <p>An introduction to PECS / use of symbols within communication for identified support staff.</p>	<p>“For children with autism spectrum disorder (ASD), a paucity or lack of appropriate communication skills is often among the biggest impediments to smooth family functioning. When a child is having difficulties with a family activity or routine, determine whether a problem with one or more of these specific communication skills is contributing to the difficulty.”</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7216867/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7216867/</a></p> <p><i>Promoting Functional Communication Within the Home</i></p> <p>Andy Bondy, Catherine Horton, and Lori Frost</p>	2, 5, 6

### Targeted academic support

Budgeted cost: **£27728**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Setting up Nurture Provision</b></p> <p>This enables us to provide additional support to identified pupils, providing a nurturing environment and curriculum for pupils who cannot access learning effectively despite extra support in place in the main school environment</p>	<p>The emotional and mental health of pupils is something we have been concerned about for a long time and increasingly since COVID 19.</p> <p>Nurture Group research</p> <p>EEF research on Emotional Recovery</p> <p>Barry and Matthew Carpenter's work on The Recovery Curriculum.</p> <p><a href="https://www.tes.com/magazine/archive/how-effective-are-nurture-groups">https://www.tes.com/magazine/archive/how-effective-are-nurture-groups</a></p>	3, 6
<p>Provide a wide range of activities to promote opportunities for <b>English, Literacy and Communication.</b></p>	<p>Wide range of research, including: SWALSS / Hirsch / Quigley / Willingham - building vocabulary is key to student progress</p>	5

<p>This will include <b>drama workshops, high quality age-appropriate texts</b> and work with the <b>ACE Centre to develop vocabulary</b> across the school</p>	<p>Nicola Grove – benefit of storytelling in educating students with SEN</p> <p>NLT: Diversity and children and young people’s reading in 2020</p> <p>EEF oral language report</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p><b>Life skills</b></p> <p>Funding will be available for <b>pupils to practice a range of practical life skills</b>, including the use of ‘real’ crockery and travelling by bus and train.</p>	<p>Life skills is an important part of our curriculum and it is has been evident through discussions with pupils how little access they have had to their local communities. In order for the pupils to develop their life skills in a broader way it is important to be able to allow them to access the community and appropriate life skills onsite, using a CPA approach in some areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	7

## Wider strategies

Budgeted cost: **£28565**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Outdoor learning</b></p> <p>Learning outside the classroom is an essential part of our curriculum offer, especially as we come out of lockdown and work with pupils who have been unable to access the outdoors.</p> <p><b>Outdoor spaces will be developed, and opportunities for adventurous outdoor activities provided for pupils in the secondary school</b></p>	<p>Council for Learning Outside the Classroom</p> <p><a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a></p>	4
<p><b>Parental engagement</b></p>	<p>EEF parental engagement guidance report</p>	6



<p>The School Development Plan identified parental engagement as a priority area for the school last year. This funding will continue to support the Primary School to work with families, who are building up their confidence to come in to school more often, since the Covid-19 restrictions were lifted.</p> <p>Parent attendance at parents' evenings across the school and at open events for their children's classes.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	
<p><b>Sensory needs of learners</b></p> <p>Many of our learners have a wide range of sensory needs. This funding will be used to support a <b>range of activities and resources</b></p> <p>This will include <b>refreshing the sensory garden</b>, resources for classes and purchasing a new <b>Soundbeam and Vestibulator</b>.</p>	<p>Wide range of research, including:</p> <p>Soundbeam research</p> <p>Adventurous play as a mechanism for reducing risk for childhood anxiety: A conceptual model Helen Dodd, Kathryn Lester</p> <p>Mental Health of Children and Young People in England 2021 NHS</p> <p><a href="https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey#">https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey#</a></p>	<p>1, 2, 3</p>
<p><b>Print Studio</b></p> <p>Re-purposing a work space to incorporate a design studio to produce items with pupil designs as part of an ongoing Enterprise project that learners from pre-, semi- and formal pathways can meaningfully contribute to in order to develop life skills.</p>	<p>Work Related Learning enriches and adds another dimension to the pupil's education. The responsibilities associated with finding and securing employment are developed through role play and through real life experiences such as Work Experience.</p> <p><a href="https://brookfieldsschool.org/wp-content/uploads/2018/05/The-SEND-Gatsby-Benchmark-Toolkit-2018.pdf">https://brookfieldsschool.org/wp-content/uploads/2018/05/The-SEND-Gatsby-Benchmark-Toolkit-2018.pdf</a></p>	<p>1, 2, 4, 7</p>

**Total budgeted cost: £88720**

## 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 2022-2023 academic year.

#### **Individual Special Educational Needs of pupils**

**Access to relevant, bespoke curriculum being delivered by well-qualified and well-trained staff**

**Emotional well-being, behavioural and mental health needs of the pupils**

**Opportunities to learn outside the classroom**

**Barriers to communication**

**Family engagement**

#### **Personal skills preparing for adulthood**

Our internal assessments during 2022/23 indicated that our pupils' made progress in academic and wider development outcomes.

Research released by the DfE recognises the ongoing effect of the isolation and disruption to education experienced during Covid-19: "the negative impact on children's personal, social and emotional development has also continued, with many lacking confidence in group activities." The Nurture base is set up and started the year with 7 pupils and 3 members of staff. These pupils previously demonstrated extreme emotional and confidence difficulties in sharing space and resources with pupils in their class (up to 12 pupils).

The team has grown from 1 full-time teacher and STA to now have a further LSA and TA, in order to free up the STA to work across the school and strengthen nurture-based SEMH interventions. We also used a member of Nurture base staff to co-teach and plan with class-based staff in order to successfully re-integrate 3 of the Nurture base pupils over the course of the year.

The Nurture base currently provides for 3 pupils full-time, and 1 pupil who accesses a part-time Nurture / part-time KS4 timetable. The successful reintegration of 3 pupils demonstrates that this approach can be very effective, and a significant reduction in challenging behaviour incidents relating to these pupils is evident; a year on and in a

bigger class, the incidents have reduced in roughly the same week from a total of 334 reduced to 72.

Through the consolidation of the reading spine across all key stages and a newly written assessment framework across Literacy, we have already seen an improvement in the quality of delivery of reading and the engagement of pupils in being readers. Internal assessment data has been captured using the new framework for all pupils, and progress is expected to be seen in the Autumn term.

Our assessments and observations have shown that there is an ongoing impact on mental health, and this is coming through in a rise in levels of extremely challenging adolescent behaviours, likely as a result of reduced access to key mental health services and pressures on home circumstances, following the pandemic. Recent evidence shared at the Government committee discussing *Education recovery in schools in England* suggest that “it could take a decade for schools to return the attainment gap between disadvantaged students and their classmates to pre-pandemic levels”. We used pupil premium funding to help provide wellbeing support and targeted interventions, often linked with learning offsite to increase access to open spaces and to develop tolerance of sharing space with members of the public. There were 172 Educational Visits approved with destinations varying from the local park, climbing wall, water sports centre, camping site to the Toby Carvery, Reading town centre, other school sites for competitions, Legoland, Chessington World of Adventures and Cadbury World. Destination and activity choices were informed by data collected from annual reviews, places of importance linked to curriculum learning and consultation with pupils and families about their interests and locations that they found challenging to access outside of school time. The result was that over 95% of pupils took part in at least one offsite educational visit and the breadth of experiences and cultural capital was increased, in line with the developmental starting points of the pupils. Pupils and staff reported high levels of enthusiasm and generalisation of skills as a result of learning outside the classroom. There were other successes including securing of paid work at Ikea for 2 pupils as a result of work experience and travel training trips.

Items purchased or in process to be purchased with the Pupil Premium Grant include communication aids, an adapted 2-person bike, reading materials, library equipment and resources, items for parent packs so they could transfer teaching strategies modelled at our open days to the home environment. Resources have also been purchased to support pupils to generalise skills and self-regulation between school and respite provision.

We have also invested in Makaton, PECS and RWI training for staff in each key stage across the school. Literacy learning walks identified the gaps in training due to Covid. Where there are trained members of staff, fidelity to the schemes is strong, demonstrating that high quality training for key members of staff facilitate learning.

