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	Brantridge School
Number of pupils in school	63 (75 when census was taken)
Proportion (%) of pupil premium eligible pupils	45% (29 primary/5 secondary)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	Sept 23
Date on which it will be reviewed	July 2024
Statement authorised by	Dafydd Roberts Principal
Pupil premium lead	Danielle Harry Vice Principal
Governor / Trustee lead	Michael Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42195 (primary) + £5175 (secondary)
NTP funding allocation this academic year	£7,050
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	£47,370 + £7050 Total £54,420

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. Our targets are:

- To raise the attainment and progress of pupils at risk of underachieving in Reading, Writing and Maths
- To raise social and emotional well-being of pupils at risk of underachieving in Reading, Writing and Maths
- To raise social and emotional well-being of pupils at risk of underachieving in Reading, Writing and Maths as a result of regression stemming from difficulties related to transition
- To raise the attainment and progress of more able pupils at risk of underachievement in Reading, Writing and Maths
- To increase engagement and participation of those pupils/families who are financially disadvantaged or vulnerable whether or not they qualify for Free School Meals

Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Attendance
- Social opportunities

External Barriers:

- Overall attendance of PP pupils is less than non PP children
- Parents own literacy levels can be low, meaning the support they can offer with homework and school work may be limited.

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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

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	Many of our pupils have been excluded from their previous schools or been isolated away from their peers this has led to them having a negative view of schools and leads to behavioural and attendance issues.
2	Our assessments using the PASS survey show that they have poor self-worth, self-confidence, self-regard; this leads to pupils believing they have nothing worth writing or are not clever and therefore refuse to commit to print.
3	Many of our pupils have missed or had disrupted schooling (including COVID) leading to: Poor phonological awareness Gaps in knowledge Poor attendance
4	Our assessments, observations and discussions with disadvantaged pupils show that many have memory or processing difficulties
5	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
6	Our assessments, observations and discussions with disadvantaged pupils show that many have signs of dyslexia
7	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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
Progress for PPG children in reading, writing, phonics and maths will on average be higher than non PPG children so that the attainment gap in reading writing and maths begins to close (Diminish the difference)	Other than children with Special Educational Disability needs, an increased percentage of PP children will meet National expectations in reading writing and maths
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Increased attendance of targeted PP children	All PP will achieve and maintain an attendance rate of 94%.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue of an active learning Teaching and Learning Responsibility lead to develop and improve teaching across the school in line with DfE guidance. The lead will engage in research and will develop the quality of teaching through CPD.	Active learning is an approach which gets your students more involved and engaged in their learning. Research shows that active learning can help students achieve a far deeper understanding of a topic than by simply listening to lectures or reading textbooks. For teachers, active learning provides more opportunities to interact with students. For example, it can give you more ways to get continual feedback to evaluate your teaching. https://www.ucl.ac.uk/teaching-learning/publications/2019/aug/active-learning Active learning helps students to develop their collaborative skills. Students will learn to take risks and build self-confidence. Students will gain motivation as they prepare ahead of time. Active learning can boost creative thinking skills. Lilli Nielsen, 1993, SIKON: *Early Learning – Step by Step*.	1, 2
Creation of an English project by the English lead to develop and improve teaching of Reading and writing across the school in line with DfE guidance. The lead will engage in research and work with local schools to develop the quality of teaching through CPD and project implementation.	Research shows that regular reading: improves brain connectivity. increases your vocabulary and comprehension. empowers you to empathize with other people. aids in sleep readiness. reduces stress. lowers blood pressure and heart rate. fights depression symptoms. prevents cognitive decline as you age. https://www.healthline.com/health/benefits-of-reading-books Heidi Moawad http://www.theschoolpsychologyservice.com/what-works/ Implement https://www.janeconsidine.com/jane-considine-TWS-online-training	1,2,3

CPD for teaching staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	3
CPD for staff delivering dyslexia interventions	https://thriveedservices.com/highly-effective-dyslexia-interventions-and-programs/ One of the strategies is to use active learning (see above) https://dyslexiaida.org/dyslexia-basics-2/ http://www.thedyslexia-spldtrust.org.uk/4/resources/2/schools-and-local-authorities/280/interventions-for-literacy/ https://www.bdadyslexia.org.uk/advice/educators/teaching-for-neurodiversity/webinar-training-teaching-for-neurodiversity This webinar training package aims to improve identification and understanding of dyslexia and other SpLD. It is for teachers and support staff, dyslexic individuals and their families	6

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

Budgeted cost: £23407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of online programs for English and maths *(Maths shed and monsterphonics and Readingeggs)*	Some research shows that on average, students retain 25-60% more material when learning online compared to only 8-10% in a classroom. This is mostly due to the students being able to learn faster online; e-learning requires 40-60% less time to learn than in a traditional classroom setting because students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose. MathShed includes: Mastery teaching slides following White Rose and taking a whole-class, no worksheets approach. A wide range of maths skills categories including number-bonds and times-tables. An online game, which gives access to our platform on all current desktop, laptop, tablet and mobile devices. A teacher hub, which allows simple management of student records, teachers and classes. Local authority studies found: The results showed that children spelt 38% more words containing previously taught	3,4,6

	graphemes correctly after 5 weeks of Monster Phonics.	
Purchase resources to support dyslexic pupils including Clicker 8 renewal	https://thriveedservices.com/highly-effective-dyslexia-interventions-and-programs/ One of the strategies is to use active learning (see above) https://dyslexiaida.org/dyslexia-basics-2/ http://www.thedyslexia-spldtrust.org.uk/4/resources/2/schools-and-local-authorities/280/interventions-for-literacy/ https://www.bdadyslexia.org.uk/advice/educators/teaching-for-neurodiversity/webinar-training-teaching-for-neurodiversity This webinar training package aims to improve identification and understanding of dyslexia and other SpLD. It is for teachers and support staff, dyslexic individuals and their families Clicker is easily the most widely-used reading and writing tool in the UK for young learners with dyslexia. Its simplicity and flexibility make it highly effective across the primary age range and curriculum. Clicker is a powerful tool for supporting many pupils across the autistic spectrum. Clicker's multisensory approach of using words, pictures and sounds keeps learners interested and motivated, and gives them the tools they need to achieve success. Clicker enables you to present pupils with activities that are broken down into small steps, and to revisit learning objectives in a variety of ways.	6
Enhancing the resources available to support teachers in planning engaging and active lessons	Active learning is an approach which gets your students more involved and engaged in their learning. Research shows that active learning can help students achieve a far deeper understanding of a topic than by simply listening to lectures or reading textbooks. For teachers, active learning provides more opportunities to interact with students. For example, it can give you more ways to get continual feedback to evaluate your teaching. https://www.ucl.ac.uk/teaching-learning/publications/2019/aug/active-learning Active learning helps students to develop their collaborative skills. Students will learn to take risks and build self-confidence. Students will gain motivation as they prepare ahead of time. Active learning can boost creative thinking skills. Lilli Nielsen, 1993, SIKON: *Early Learning – Step by Step*.	3
Continue 1:1 music tuition in piano	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf This document shows the benefits of music	2

	including: Research has shown a direct link between music and improved reading ability in children. It shows that pupils who were given certain types of music instruction had improved reading comprehension compared to those who did not34. Greatest improvement was seen when teaching was tailored to pupils' existing skills and abilities – for example if reading and language skills are of a high standard initially, more advanced musical education may be needed to have an impact on it35. There is also evidence that music education can have a significant effect on the reading ability of pupils who had been experiencing difficulties, particularly teaching associated with rhythm. In addition, studies have shown that music instruction improved pupils' ability to remember words and so improve their vocabulary, and also enhance language development. Sylvain Moreno et al, Short-Term Music Training Enhances Verbal Intelligence and Executive Function, Psychological Science, September 2011,	
Invest in tools to diagnose pupils areas of need and train staff in these areas	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf Typically, teachers, especially secondary school teachers, receive minimal information on SEND as part of their initial teacher training. This knowledge is often something that comes informally, piecemeal and from experience. There are some good reasons for 15 that: children and young people with SEND show a huge variety of individual needs, and it is not normally useful to assume that 'all' those with a particular need will require the same type of support. Mitchell (2014) suggests rather that: "my strong advice to you is that you should develop a repertoire of such strategies nested within your own philosophy…professional wisdom, and above all knowledge of the characteristics and needs of your students". Attention Deficit Hyperactivity Disorder (ADHD) is a common reason for referral to Child and Adolescent Mental Health Services (CAMHS), but families experience long delays between first professional contact and diagnosis, which risks development of secondary impairments. Conclusions The use of standardised diagnostic assessments could reduce diagnostic uncertainty and increase access to evidence-based interven- tions. https://acamh.onlinelibrary.wiley.com/doi/abs/10.1111/camh.12285	4,5,6
1:1 targeted interventions including NTP	**The benefits of one-to-one tuition:** 1. The tutor has the opportunity to focus on the specific subjects and areas that your child may be struggling with. At	1, 2, 3, 4

	school, a teacher can only give limited individual attention to each student, as there is limited classroom time available and the requirement for the teacher to meet the needs of the whole teaching group. 2. There are fewer distractions if your child is learning in a home setting, with little noise or distractions from classmates, which can often impact your child's concentration and performance. 3. A tutor can quickly gauge the current achievement, future potential and learning style of your child and will be able to adapt their teaching to this to bring the greatest benefit. 4. A tutor can provide academic challenge for your child if they do not find this at their school. This can enthuse and invigorate learning and enjoyment for a particular subject, infecting other areas of their school life.	

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

Budgeted cost: £17293

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the animal provision within the school.	www.bluecross.org.uk Research shows that pets can help to build children's empathy, responsibility and life skills, so it's not surprising that many schools look into keeping animals. But before you opt to get a school pet, do plenty of research to make sure you can give them all the care they need. In many cases, choosing a visiting pet scheme instead may be a better idea. **Benefits of school pets** Having animals to care for ties in with the school curriculum of emotional and social needs – empathy, care, love, compassion, understanding, commitment and building confidence Pets can encourage a child's learning needs, especially in reading, communication, observation and speaking. This is a useful tool when teaching all children but can be particularly helpful for those with special educational needs (SEN). They can help children with behavioural needs as time with the pets can be used as a reward For many children, it will be their only contact with a pet as they don't have them at home.	1,5,7

Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	4,5
Enhancing the trips and experiences available to disadvantaged children	Sometimes, the best way to get the most out of the classroom is to leave it and take learning outside. Outdoor learning can make for happier, healthier, well-rounded students – particularly for those with special educational needs (SEN). https://www.theguardian.com/teacher-network/2016/may/01/nature-nurture-pupils-special-educational-needs-outdoor-education Educational trips offer a multitude of benefits for pupils of all abilities. They help motivate, raise attainment and expose students to new experiences. They can be especially valuable to pupils who are hard to reach or who do not respond well to traditional teaching methods, for whatever reason. Children with SEN or disabilities often learn best through doing; educational trips provide pupils with real life experiences and help them develop the necessary skills to enable them to lead an independent or semi-independent life in adulthood. https://senmagazine.co.uk/content/education/school-trips/7850/school-trips-for-all/	7
Providing psychological support and assessment for disadvantaged pupils who require a diagnosis to access accurate support	Attention Deficit Hyperactivity Disorder (ADHD) is a common reason for referral to Child and Adolescent Mental Health Services (CAMHS), but families experience long delays between first professional contact and diagnosis, which risks development of secondary impairments. Conclusions The use of standardised diagnostic assessments could reduce diagnostic uncertainty and increase access to evidence-based interventions. https://acamh.onlinelibrary.wiley.com/doi/abs/10.1111/camh.12285 Counselling offers children and young people a space to talk about their thoughts and feelings in a safe environment. It helps them to share any worries or problems they may have and to build their confidence and self-esteem. https://changingpathways.org/therapy-counselling/children-and-young-peoples-counselling/#:~:text=Counselling%20offers%20children%20and%20young,their%20confidence%20and%20self%2Desteem.	1,2,5

Enhancing the outdoor space by creating a sensory garden available for PP learners with enhanced sensory needs, including autism.	Sensory gardens have a vast range of benefits and are a perfect way to improve the sensory development of autism sufferers. Autism is a developmental disability that impairs social interaction, communication, and behaviour. Sufferers find it hard to understand the emotions of others, and often have delayed language development. It is common for individuals with autism to suffer from a variety of cognitive, learning, emotional, and behaviour problems. There is no cure for autism, but speech and language therapy, occupational therapy, educational support, sensory aids and a number of autism interventions are available to help sufferers and improve their way of life. https://www.experia.co.uk/blog/designing-sensory-gardens-autism/	1,2,3,4,5
To develop a pathway approach to better meet the primary needs of the pupils.	The school will be split into 4 pathways: Enquirers -Academic Inventors- Autism Explorers- Play based Adventurers- Practical (ADHD) Staff will specialise in these areas and will need specific training. We have used research to inform these approaches. We are using a continuous provision approach in the Explorers classrooms. Continuous Provision refers to the resources provided in the classroom for children to interact with creatively. The idea of continuous provision is that it encourages children to be active learners, interacting with materials they can access day to day. Children are born with a natural curiosity and play allows them to use this to learn through real world contexts. Research has clearly established the benefits of learning through play in fostering child development and learning (Danniels & Pyle, 2018). The Learning through play at school white paper details how the 8 pedagogies of teaching and learning all lend themselves to learning through play. The Inventor's pathway primarily includes students with a diagnosis of Autism. We understand that these neurodiverse students have a unique set of needs, and the staff work holistically to ensure that these needs are met. The TEACCH tasks in the morning are a great way of providing explicit instruction and repetition and reduces anxiety in pupils as they know what to expect. The effectiveness of the TEACCH program is emphasized on several research projects. Lee (2009), Butler	

	(2007), Peerenboom (2003), Timothy (2003), Lal&shahane (2000), Ozonoff&Cathcart (1998), showed that the children's abilities in social communication, self-help and motor skill have been raised in their IEPS. The Adventurers pathway is for pupils whose primary diagnosis or presentation is ADHD, although other pupils without this diagnosis may benefit from this learning style. These pupils learn best with a practical and hands on approach. These pupils are often energetic and lively, and it is important that the environment and lessons are adapted to enable them to succeed. Based on the research of Dr. Khan Zeenat Muzaffar (2023) the classrooms are designed in a way that maximises the learning opportunities for these pupils. Other guidance emanating from that research is at the heart of the approach in this pathway. These include: keeping instructions short and structured, vary the pace of the lesson, using props and visual and providing movement breaks. They need space to be able to move and to learn in an active way. The Enquirers pathway is for pupils who are ready to learn in a more formal way. They follow the National Curriculum, and the hope is that they will be able to access Statutory national tests. The way the curriculum is delivered is still adapted to the needs of the pupils. Active learning is a key delivery approach. Active learning is based on a theory called constructivism. Constructivism emphasises the fact that learners construct or build their own understanding. Constructivists argue that learning is a process of 'making meaning'. Learners develop their existing knowledge and understanding in order to achieve deeper levels of understanding.	

Total budgeted cost: £44,970

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.

We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Sumdog: On average the pupils using Sumdog made 1 years progress in the last 12 months from their starting point in Sumdog. Sumdog provided pupils an extra avenue to learn and practice maths skills. Pupils answered on average 475 questions correctly.

Readingeggs: 112 books were read on reading eggs. 74 hours were spent on this. 197 books were read on reading eggspress during 242 hours. This also provided additional online learning.

GL assessments: This provided online assessments for English and maths as well as dyslexia screener. Over 50% of the school show some signs of dyslexia.

Tapestry: Tapestry purchased to record learning online to increase engagement with parents.

Counselling: 8 pupils accessed counselling last academic year.

Private assessments: Pupil was assessed and diagnosed with ADHD and the school was provided with further strategies to support him.

Piano lessons: 12 pupils accessed weekly 1:1 piano lessons.

Guitar lessons: 8 pupils accessed paired guitar lessons for 1 term.

We increased the technology within the school including the purchase of more Ipads to support the use of Tapestry, sumdog and reading eggs as well as other educational apps. This has improved engagement as well as the staff ability to evidence pupils learning in different ways.

Clicker 8- was renewed including training to support those pupils with dyslexia.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

Art therapy

SALT support

Occupational therapy and resources

Outdoor learning

Offsite PE provision

1:1 interventions for dyslexia/ literacy support

Pupil support

Access to laptops and Ipads

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.