



Holy Brook School Pupil Premium Plan 2019/20

Introduction

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and those children who are not. Pupil Premium Funding is used to tackle disadvantage in order to reach the pupils who need it most.

Schools are currently given Pupil Premium funding of **£1,320** per pupil for those whose families who have registered for FSM. This includes any child who has been registered for FSM at any point during the past 6 years (Ever 6 FSM). Each school may decide how best to use the funding and they are held accountable for how it has been used to support those pupils eligible. Schools are required to report this information.

2018/19 Pupil Premium Evaluation:

- During the period April 2018 to March 2019 the number of pupils attending HBS who were eligible for Pupil Premium funding was **26**
- During the same period the whole school pupil population average was **32**.
- Therefore the average percentage of pupils eligible for Pupil Premium attending HBS was **81.25%**.
- Actual Pupil Premium Budget **£34,320**

The Holy Brook Special School is an inclusive school and is committed to **Nurturing Achievement** for all its pupils.

Pupils attending HBS possess severe Special Educational Needs (SEN) which is primarily, but not exclusively categorised under Social, Emotional and Mental Health (SEMH). This significant SEN along with the considerable economic deprivation experienced by the vast majority of families results in pupils attending HBS possessing a clear disadvantage when compared to their peers nationally. Funding associated with each pupil's Education Health Care Plan (EHCP) and Pupil Premium is used to address this imbalance and re-engage pupils in education and enable them to close the substantial gap in their attainment compared to their peers nationally. We recognise that if this gap is not closed then each pupil's future life chances is severely impaired.

The principal focus for the use of Pupil Premium funding at HBS during the year 2018-19 was to continue the re-engagement of pupils with their learning in order to develop and increase their potential and their commitment to life-long learning. At HBS we recognise that pupils' embedded negative behaviours have become self-destructive habits. We therefore aim to provide a wide range of positive experiences which will lead to positive emotions which in turn will lead to positive productive behaviours. However, we understand that positive experiences alone will not enable the pupils to change their habitual negative behaviours; these experiences need to be celebrated, explained, referred back to and repeated over a period of time.

The focus of pupil premium spending for 2018-19 was:

1. Pupil Engagement:

- Review whole school Behaviour Policy
- Play Ranger afternoon support directed to pupils presenting as disengaged from learning
- Pupils to access range of learning experiences including the use of Ipads, woodland school and other off-site experiences

2. Staff Training:

- All staff to receive on-going extensive training with RBC Play Rangers and other externally sourced providers in **Sensory Play**

3. Development of Sensory Play opportunities across the school:

- Curriculum enhancement: All class base outside areas will provide opportunities for pupils to access developmentally appropriate sensory play experiences linked to the curriculum
- Collaboration: All pupils will be presented with opportunities to investigate, explore and problem solve with their peers
- Pupil Voice: All pupils will be supported in the development of their:
 - ✓ social communication
 - ✓ social interaction
 - ✓ social imagination
- Feedback: The Sensory Play Room will be available for pupils to access following any Significant Incident to de-escalate and participate in follow up debrief

HBS Pupil Premium Actual Spend 2018-19	
<u>Pupil Engagement</u>	
Play Ranger PM Support - Sensory	£ 6,567.00
Additional Pay Ranger AM Support	£ 3,630.00
Woodland School	£ 690.00
IPADS - whole school	£ 6,700.00
Behaviour policy Review	£ 14,521.00
<u>Staff Training</u>	
Nurture Group Network	£ 350.00
<u>Development of Sensory Opportunities</u>	
Sensory Room Project	£ 6,063.00
Total	£ 38,521.00
Income	£ 34,320.00
Overspend	£ 4,201.00

Impact 2018/19:

1. Pupil Progress: During the 12 months April 2018 to March 2019 Pupils' eligible for Pupil Premium funding will make academic progress in line or better than whole school targets. Teachers and learning leaders at HBS use Steps, developed in line with Target Tracker. Steps draws on Target Tracker's assessment model and breaks the curriculum into easy-to-understand statements providing a set of tools to enable teachers and team leaders to carry out formative pupil assessment effectively.

Steps documentation is broken into 'Bands' which are broken down further into 6 steps. Bands broadly represent School Years, e.g. Band 1 Statements are associated with Year 1; Band 2 statements are associated with Year 2, etc. However, a distinction is made between Bands and Years as Bands may have a broader spectrum where some pupils may be working above or below their School Year progression. The national expectation is that pupils make approximately 6 steps or points progress each year and move onto the next Band at the beginning of the next academic year.

Ofsted 2019: "Almost all pupils, including the very high proportion of disadvantaged pupils, make strong progress from their starting points on admission to the school, taking account of their individual circumstances and needs. Pupils' progress tends to strengthen once they settle fully into the school. Where pupils' progress is less than leaders expect, there are usually specific circumstances or additional special educational needs."

Target for the set period: 4.5 points (Target Tracker)

Whole School Progress: 5.3 points

FSM Progress: 5.5 points

Pupil Progress exceeded target set for the period: April 2018 to March 2019

2. Attendance:

- Pupil premium progress will be in line or better than whole school targets
- Whole School attendance will be equal to or greater than **95%**
- Actual Attendance **94%**

Ofsted 2019: "Inspectors identified many strengths when the school was last inspected, such as leaders' clear aims for the school. They noted the good quality of teaching and learning, **pupils' high levels of attendance** and good achievement."

Attendance 1% below target

3. Behaviour:

Ofsted 2019: "You have taken particular care to improve the reporting of behaviour incidents. Pupils' behaviour remains well managed. All incidents are meticulously recorded and followed up with adults and pupils. Leaders train all new staff to understand that pupils communicate their feelings through their behaviour."

- ✓ Between Spring Term 2017/18 and Autumn Term 2018/19 there was a **35%** decrease in Significant Incidents
- ✓ Between Spring Term 1 and Spring Term 2 2018/19 there was a **45%** decrease in Significant Incidents
- ✓ 46% of cohort 0 Restrictive Physical Intervention (RPI)
- ✓ 75% of cohort decreasing incidents of RPI over the 12 month period

A new electronic recording system was implemented January 2019 therefore comparison between Autumn Term 2018/19 and Spring Term 2018/19 not possible. **Ofsted 2019:** A new system of electronic recording is helping leaders to analyse information about pupils' behaviour quickly and to respond quickly to any trends.

There has been a noteworthy decrease in Significant Incidents between April 2018 to March 2019

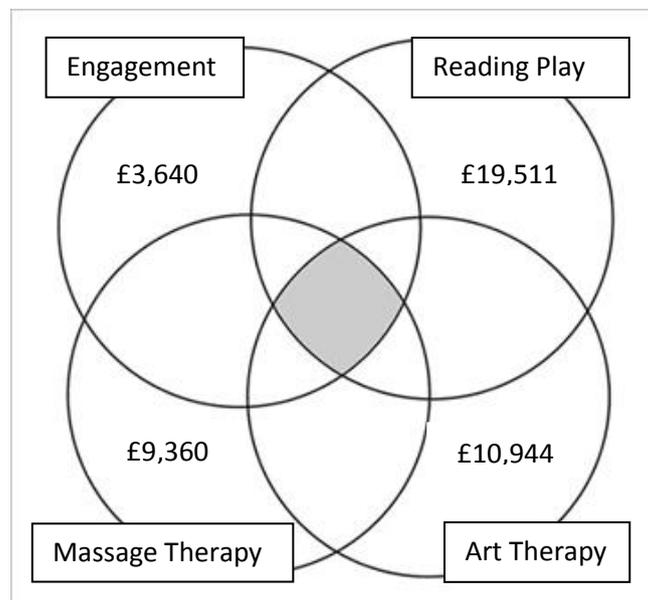
Pupil Premium Funding Aims 2019/20

- During the period April 2019 to March 2020 the average number of pupils attending HBS expected to be eligible for Pupil Premium Funding is **22**
- During the same period the whole school pupil population average is expected to be **32**.
- Therefore the average percentage of pupils eligible for Pupil Premium attending HBS will be **68.75%**.
- Estimated Pupil Premium Budget **£29,040 (£1320 x 22)**

Rationale: Pupils attending HBS, who are eligible for Pupil Premium funding, continue to encounter both significant economic and emotional barriers in reaching their academic potential. In 2019/20 HBS will use the Pupil Premium to support our pupils' continued re-engagement in learning. We will start from the premise that HBS staff will work positively and confidently with pupils and find the least intrusive and most positive way to support, empower and keep children safe. The foundation of good practice in working with pupils at HBS will be:

- Building relationships of trust and understanding
- Understanding triggers and finding solutions
- If incidents do occur, defusing the situation and/or distracting the child wherever possible.

Positive environments where children can flourish, Ofsted 2018



The majority of pupils at HBS will present as ready to learn and will be able to engage in lessons as a part of a small class with a class teacher and a Learning Team Assistant (LTA). The support pupils receive reflects their changing need, as pupils' independence and resilience grows during their time at HBS. However there will be occasions when all pupils need additional support. Pupil Premium funding will be used to enhance our curriculum with increased opportunities to take part in off-site trips and provide planned interventions for pupils at risk of disengagement.

Engagement: "leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and *cultural capital** they need to succeed in life"

Ofsted Framework 2019

*Cultural Capital – having the skills, knowledge, norms and values which can be used to get ahead in education and life more generally

www.revisesociology.com

HBS will use Pupil Premium funding to provide pupils with a range of cultural experiences which they may have not yet been exposed to such as visits to museums, theatres, farms, zoos or just visiting and experiencing local areas of outstanding natural beauty. In addition the funding will also be used to invite artists, theatre groups, living history groups into the school. All experiences will be woven into the school curriculum and be used to provide meta-cognitive opportunities for pupils to become more active and engaged learners.

Reading Play: “The provision of a high quality service is crucial to us and we aim to show that through our staffing and use of recreational open spaces and parks. We require all our Play workers to have at least gained or to be working towards an NVQ Level 2 qualification (or equivalent) in Play work. We feel that having qualified staff maximises the child’s development through play and improves the overall standard of the play experience.”
www.readingplay.co.uk

HBS will use Reading Play play workers to support pupils who are experiencing difficulties in accessing learning in their class base. Pupils who are working on an Individual Time Table will be supported 1:1 by a Play Ranger for a daily 30 minute session over a maximum of 6 weeks, with the aim of re-integrating the pupil back into their class. At the end of this period the School Leadership Team (SLT) will decide whether the pupil will move to the next stage of support or return to the class time table. **The Education Endowment Fund (EEF)** states that such early years, play based interventions “have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.”

Massage Therapy: “Massage is a treatment which aims to relax, revive and heal the body. Using manual hands-on movements and manipulation of the soft tissues and muscles in the body, massage therapy works to promote healing and enhance a person’s overall well-being.”

www.therapy-directory.org.uk

HBS will use the Massage Therapist to provide 1:1 support for pupils over two mornings each week. Pupils will either access a 6 week intervention programme working 1:1 with the therapist at a specific time each week or pupils will be identified as in need of on-the-spot support, for example if they are recovering from a crisis. For pupils with Autistic Spectrum Condition (ASC) massage may provide relaxation, decreasing stress and calming muscle spasms. It can also help a child become more accustomed to tactile stimulation and aid in body awareness as well as promote more on-task and social relatedness behaviour.

Art Therapy: “Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication. Within this context, art is not used as a diagnostic tool but as a medium to address emotional issues which may be confusing and distressing. Art therapists work with children, young people, adults and the elderly. Clients may have a wide range of difficulties, disabilities or diagnoses. These include emotional, behavioural or mental health problems, learning or physical disabilities, life-limiting conditions, neurological conditions and physical illnesses.”

www.baat.org (The British Association of Art Therapists)

HBS will use the Art Therapist to provide 1:1 therapeutic support for up to 6 pupils each week for 6 – 7 week interventions. The art therapist will adapt their approach according to the individual needs of the pupil they are treating and can focus on specific outcomes, for example:

- ✓ building self-esteem
- ✓ developing coping skills
- ✓ working through trauma in a safe, non-intrusive way
- ✓ developing interpersonal skills
- ✓ building resilience
- ✓ supporting sensory integration
- ✓ teaching and supporting self-regulation

Pupil Premium Funding 2019/20 –Proposed Impact

Total Number of estimated Pupils Eligible For Grant: 22 (68%) Total Grant 2019/20 £29,040		
Focus	Outcomes	Budget
Reading Play	To support, run active play experiences for all pupils at Lunch Break To provide 1:1 early years play based intervention for pupils learning outside the classroom To lead INSET for staff in indoor and outdoor play	£19,511
Art Therapy	To provide 1:1 focused therapeutic intervention for up to 6 pupils each term To provide verbal / written feedback to class teachers To provide INSET on Art Therapy for staff	£10,944
Massage Therapy	To provide 1:1 focused therapeutic intervention for up to 10 pupils each term To provide verbal / written feedback to class teachers To provide INSET on Art Therapy for staff	£9,360
Engagement	To ensure all pupils experience a minimum of one cultural event each term To ensure all visits / visitors are linked in to the school curriculum	£3,640
Estimated Income £29, 040		Budgeted Cost: £43,455

Monitoring:

Evidence of the effectiveness of the allocation of the Pupil Premium Funding will be gathered from a wide variety of sources using both hard and soft data:

1. Pupil Academic Progress
2. Pupil Attendance
3. Teaching & Learning Observation
4. Feedback from training
5. Analysis of negative incidents(including Restrictive Physical Intervention)
6. Staff Questionnaire (Spring Term 2020)
7. Pupil Questionnaire (Spring Term 2020)
8. Parent Questionnaire (Spring Term 2019)

Targets 2019/20:

1. Pupil Progress

- ✓ >75% pupils make expected academic progress (Target Tracker)
- ✓ >75% pupils will show progress in emotional resilience (Boxall Profile)

2. Attendance

- ✓ Whole School attendance will be ≥ 95%
- ✓ <10% pupils will have attendance under 85%

3. Behaviour

- ✓ >75% pupils show reduction in negative incidents over 12 month period
- ✓ <10% pupils requiring support out of class