

Pupil premium strategy statement

BROWNHILL LEARNING COMMUNITY

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	Brownhill Learning Community
Number of pupils in school	165 (as at Oct 21)
Proportion (%) of pupil premium eligible pupils	Typically 70% See further information
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22
Date this statement was published	02/12/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Kate Connolly
Pupil premium lead	Kate Connolly
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,435 (£78k PRS/£61,435 BH)
Recovery premium funding allocation this academic year	£23,007 (£13,195 PRS/£9,812 BH)
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	£172,254

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.

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 and careers guidance.

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	Ever-changing population of students
2	High number of students with complex needs which can include social and emotional difficulties, speech and language, motor skills and poor social communication. ADHD diagnosed students display low levels of concentration and attention skills.
3	Lower than expected attendance
4	High number of EHCP and individual needs
5	Post Covid issues around mental health for students
6	Gaps in learning due to absences from education (exclusions)
7	High staff absence due to COVID, reducing subject specialist input
8	Transition to further education, workplace

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
Wide range of enrichment experiences, in and out of school	Bespoke packages created for individual students to improve engagement and achievement. Differentiated curriculum offered for all core subjects
Attendance Improvements	Identification of factors effecting attendance Reduction in % of internal exclusions Reduction in % of unauthorised absences
Support to Students mental health & wellbeing	Identify factors effecting mental health and wellbeing for students. External agencies, resources researched and implemented
Closing educational gaps	Evidence of progress above forecast / expected level
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. Reduction in NEETs
Increase in Staff subject specialists	Internal & External recruitment drive, to increase key subject knowledge

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: £ **32,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased Educational Psychologist time	<p>Provide training for staff on how to help children learn and develop.</p> <p>Provide advice in partnership with those who know the child best, on methods or strategies to help a child learn more effectively. Strategies may include teaching approaches, advice on curriculum materials and promoting positive behaviour and relationships.</p> <p>Provide assessment or intervention for a child when further information is required.</p> <p>Keeping up to date with recent research relating to how children learn and develop to inform local authority policy and practice.</p> <p>Project work in schools such as promoting nurturing approaches or developing literacy skills.</p>	2,4,5
Progress in Core Subjects Inc Literacy	<p>Subject Leads to support other teaching staff to implement effective progress schemes</p> <p>Work scrutiny</p> <p>Internal & external quality assurance</p> <p>Departmental meetings to ensure high levels of communication and information sharing</p> <p>Resources purchased to best support quality of teaching</p>	2,6
Recruitment of Specialist Teaching staff	<p>Successful recruitment of:</p> <p>ICT Subject Lead</p> <p>Literacy Lead</p>	6,7

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

Budgeted cost: £ **66,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to-one and small groups</p> <p>Tutor sourced via local agency to support school-led tutoring on an hourly basis, supporting a wide range of students across all three sites.</p>	6
<p>Positive Steps Careers Advisor, SLA</p>	<p>To work along side schools transition mentor, providing career advice, assisting with applications and interview techniques. Careers Events organised to provide best information for students.</p>	7
<p>Work Experience Placements</p>	<p>Our futures – bought professional services. This service sources placements according to pupils needs and requirements.</p> <p>Access to Self-Placements. This is used to source the schools own placements, negotiating requirements with potential companies.</p>	7
<p>Speech & Language</p>	<p>To develop students understanding and use of language, this can include using objects and speech. This will enable the most effected individuals to communicate to their best ability.</p>	2,4,5

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

Budgeted cost: £ **358,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	2,4,5
School Welfare Team	Welfare Team within school, consisting of: Welfare Lead, Family Support Workers, School Counsellors and a school based community officer. Providing in and out of school support to students and their families to improve school engagement and support welfare needs.	2,3,4,5,6
School Youth Team	Youth Team within school, consisting of three youth workers. The team provide 1:1 mentoring sessions to enhance school engagement and group sessions to provide external activities to enhance learning and personal experiences to equip students for adult life.	2,3,4,5,6
Home to School Transport	Transport provided to certain individuals to improve attendance and engagement with school	2,3,4,5
Uniform	School to provide full uniform to the most disadvantaged students	2,3,4,
Breakfast Clubs	School to provide breakfast provisions at whole school, targeting the most disadvantaged families.	2,3,4,5
Music Service	Service purchased via Local Government, to enhance learning experiences to all students, improving confidence and self-esteem expressing freely using musical instruments, supporting wellbeing.	2,4,5

Total budgeted cost: £456,000

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 2020 to 2021 academic year.

The Covid-19 pandemic has disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school. However, it was challenging to provide differentiated support to our pupils online as most preferred paper based work packs.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider
Social Skills – To assist re-engagement back into school	School of Military
Social Skills – To assist re-engagement back into school	UK School Of Military
Horse Therapy – AQA Qualifications	Pastures New
Tutoring Service – Hard to Reach Students	Monarch Education
Vocational Course (Joinery/Motor Vehicle/Bricklaying)	A.C.E.
Vocational Course (Joinery/Motor Vehicle/Bricklaying)	Achieve
Online Learning	NISAI

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Our pupils grow over the year. The PPG being based on the October census means we do not receive funding for all our pupils. The money for those who arrive later the money will go to the school they were at in October. The total number of pupils can fluctuate throughout the year, this is due to the number of permanent exclusions within the Rochdale Borough we receive from mainstream schools/out of area students/medical referrals.

Therefore the school uses some of its own revenue to fund additional support for PP Entitled students.