

# Pupil premium strategy statement

## Brompton hall School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	37 (80%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024
Date this statement was published	07/03/2024
Date on which it will be reviewed	07/03/2025
Statement authorised by	Danny Kenny
Pupil premium lead	Debra Law
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,915
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	Not Applicable
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	Not Applicable
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

## Part A: Pupil premium strategy plan

### Statement of intent

At Brompton Hall School (BHS) we have high aspirations and ambition for all our children and believe that every child should be able to fulfil their potential. We are committed to ensuring that all our children are given every chance to achieve, prosper and lead happy, healthy lives.

Pupil premium funding is used to our pupils with achieve and sustain positive outcomes in a way which supports their individual needs.

At BHS we believe that all pupils can succeed, and we have a solution focused approach to overcoming barriers. We support children to develop a love for learning and ensure that we meet their individual needs and interests effectively.

We target support, based on robust diagnostic assessment of need. Pupils will access broad, balanced, and fit for purpose curriculum with relevant enrichment activities. Our approach will benefit all our pupils.

Through monitor the effectiveness of strategies on learning and review provision in the light of tracking data and other evidence. All staff are involved in the analysis of data so that they are fully aware of the requirements of Pupil Premium Funding and the impact of their work is having on the progress of disadvantaged children.

We will teach disadvantaged learnings alongside their peers how to embrace an independent life, ensuring they learn appropriate social skills, work experience, careers guidance and further education.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b><i>Social, Emotional and Mental Health issues</i></b> As an SEMH school our pupils have identified social, emotional and mental health issues, this means many of our disadvantaged pupils suffer from low self-esteem.
2	<b><i>Limited educational aspiration</i></b> Many of our pupils have experienced negative educational experiences and as a result they do not value education. This is manifest in a variety of ways included poor attendance and disengagement from learning.
3	<b><i>Issues around attainment and achievement</i></b> Many of our disadvantaged pupils often arrive at school with low attainment. Progress is often measured in small incremental steps and for some disadvantaged pupils very small steps progress.
4	<b><i>Learning behaviour</i></b> Many of our disadvantaged pupils have a primary SEMH need. Our challenge is to consistently upskill staff to ensure they have the skills to meet a variety of differing behaviour challenges.

## 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
<p>To improve how pupils feel about themselves, others and the world around them through Pastoral support and interventions such as THRIVE.</p>	<p>SEMH issues identified in pupils EHCPs and displayed by pupils are reduced.</p> <p>SEMH needs of our pupils has improved, as evidenced through;</p> <ul style="list-style-type: none"> <li>• data,</li> <li>• verbal feedback,</li> <li>• wellbeing audits</li> <li>• issues recorded on CPOMS</li> <li>• feedback from parents/carers.</li> </ul>
<p>Opportunities throughout the year focused on increasing aspirations including</p> <ul style="list-style-type: none"> <li>• Careers meetings</li> <li>• Discussions with class tutors and other staff.</li> <li>• visits from role models,</li> <li>• visits to colleges</li> <li>• presentations from people representing varied professions,</li> </ul>	<p>Evidence from discussions, questionnaires illustrate pupils are increasingly aware of their career options and have a potential career path.</p> <p>Additionally, parents' aspirations rise in terms of future options, including further education for their children.</p>
<p>All pupils will leave BHS with some English, Maths, and vocational qualifications. This will impact on pupils' self-esteem, confidence and self-belief that they will be able to tackle future challenges on their learning journeys.</p>	<p>All pupils achieve either ELC / Functional Skills or GCSE qualifications in English &amp; Maths as well as some vocational qualification.</p> <p>All pupils have identified post 16 destinations.</p> <p>Pupils present as confident and content.</p> <p>Preparation for adulthood is successful.</p>
<p>Strategies are in place which support families to address issues around attendance including;</p> <ul style="list-style-type: none"> <li>• first day calling,</li> <li>• attendance rewards</li> <li>• free breakfast club</li> <li>• regular meetings with parents of pupils with poor attendance.</li> </ul>	<p>Attendance figures for disadvantaged pupils are in line with their non-disadvantaged peers.</p> <p>Feedback from pupils illustrate that they are happy to attend school.</p> <p>Parents have a good relationship with school which has impacted positively on their child's attendance.</p>
<p>Pupils identified as disadvantaged are effectively supported to achieve their full potential and close the gaps in their learning through;</p> <ul style="list-style-type: none"> <li>• quality first teaching</li> <li>• curriculum adaptation</li> <li>• targeted interventions where necessary</li> <li>• All our disadvantaged learners will</li> </ul>	<p>Outcomes are in line with their non-disadvantaged peers as evidenced by:</p> <ul style="list-style-type: none"> <li>• observations</li> <li>• improving progress / attainment data</li> <li>• feedback from parent carers</li> </ul>
<p>To empower our disadvantaged pupils to choose the right learning behaviour.</p>	<p>Pupils treat themselves and others with care and consideration.</p> <p>Making appropriate relationships</p> <p>Pupils care for the environment around them</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: £ 9,050**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Thrive training: X2 staff	£3,000	To equip staff with skills to support pupils with SEMH.	1,2,3,4,
Team Teach: Train the trainer	£4,550	To provide enhanced training for our trainers to improve the quality of practice across the setting.	1,2,3,4
Team Teach: Staff training	£1,500	Staff learn enhanced de-escalation skills.	1,2,3,4

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

**Budgeted cost: £33,000**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Full time THRIVE practitioner to support pupils SEMH needs	£25000	Disadvantaged pupils accessing 1-1 interventions in an afternoon to ensure the gaps in their reading ages/oracy skills are reduced.	1,2,3,4
Read, Write Inc. phonics resources	£8,000	Improving the quality of teaching RWI with the correct resources recommended by the English Hub and through thorough training provided by RWI trainers.	1,2,3,4

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

**Budgeted cost: £ 3,000**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Rewards	£3,000	Variety of activities for pupils linked to the rewards system to support engagement and motivation.	1,2,3,4

**Total budgeted cost: £45,050 (£9,050 + £33,000 + 3,000)**