



Pupil Premium

Closing the attainment gap between vulnerable children and their peers is the greatest challenge facing English schools. Children with Special Educational Needs in particular, have additional challenges compared to some children who attend mainstream schools.

Pupil Premium is additional funding that was introduced by the government in April 2011 and is allocated to Local Authorities and schools to work with students who have language and communication needs, or have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). It is also available for 'Looked after children' and 'Armed forces children'.

Here at Bright Futures School, we are committed to ensuring all our students make the best possible progress. We aim to deliver high quality teaching that is underpinned by careful planning to make a huge impact on the outcomes of our pupil premium children. Outstanding teaching practice is the most important lever schools have to improve outcomes for vulnerable students. By using the pupil premium to improve teaching quality, not only benefits all students within our school but has a particularly positive effect on the most vulnerable children and their outcomes of learning.

Bright Futures school has high aspirations and ambitions for all our students, and we believe that no student should be left behind. We track the achievement of every student on a regular basis and do all we can to make sure each student achieves the best they possibly can socially, emotionally and academically. We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin, family income or background.

The pupil premium is used across the school to reduce school readiness inequity and enable all pupils to reach their potential.

Pupil premium strategy statement

School overview

Metric	Data
School name	Bright Futures School
Pupils in school	43
Proportion of disadvantaged pupils	5
Pupil premium allocation this academic year	£5016.56
Academic year or years covered by statement	2019 - 2020
Publish date	November 2019
Review date	November 2020
Statement authorised by	Ruth Clifford
Pupil premium lead	Ruth Clifford

Student barriers to learning

We are a non-associated independent special school where all students have an EHC Plan. This means all the students have special needs and find day to day life challenging. Progress is monitored through rigorous assessment in all areas of learning and the curriculum. This may include accredited courses such as ASDAN and EQUALS.

The barriers to emotional literacy and having the ability to understand and express feelings has a strong impact on our students.

Student's inappropriate behaviours are difficult to change because they are functional; they serve a purpose for them.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Students make the expected progress in social skills and relationships	A rigorous focus on PHSE throughout the whole curriculum to include a bespoke communication intervention programme	September 2020
Pupil Premium students improve levels of literacy and numeracy	Pupil premium students work towards recognised qualifications through targeted teaching.	September 2020

Remove barriers to learning for all pupil premium students	A strong emphasis on thematic approaches to learning in the classroom using excellent behaviour management techniques	September 2020
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Strategy aims for pupils – wider outcomes (e.g. independence)

Measure	Activity	Target date
To improve behaviour of students attracting pupil premium	Fewer behaviour incidents recorded for these students. Robust and supportive behavioural intervention plans to be in place for these students.	December 2020
Support for extra-curricular activities	Students are able to share their experiences and develop social skills that will stay with them for life.	December 2020

Teaching priorities for current academic year

Aim	Evidence of impact
Priority 1	Communication intervention programme for all students to ensure they make progress
Priority 2	Use targeted teaching practices to gain qualifications in literacy and numeracy
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£3,087.25

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Sensory lights and resources across all pupil premium students to support and increase positive behaviour outcomes.

Priority 2	Increase the use of ICT equipment to support the learning outcomes for students.
Barriers to learning these priorities address	Improving readiness to learn for the pupils
Projected spending	£1,256.17

Wider strategies for current academic year

Measure	Activity
Priority 1	Programme of outreach support for additional students
Priority 2	Increased sensory resources to support Integration regulation
Barriers to learning these priorities address	Poor self-regulation, low confidence in the wider community
Projected spending	£673.14

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development towards Literacy and Maths.	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school English, Maths and Sensory leads to support individual students.	English, Maths and Sensory leads paired with other community schools for moderation and CPD
Wider strategies	Enough time to plan and deliver new programme of outreach activities	Outreach lead to be supported by more staff