

Pupil Premium Report

The Pupil Premium Grant, launched by the Government in 2011-12, is additional to main school funding (Dedicated Schools Grant -DSG). This is allocated to schools as a means to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') and for those who have been looked after for 1 day or more, adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order. Historically it also included children of service personnel.

In making provision for socially disadvantaged children, we recognise that not all children who receive FSM will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for FSM. The school therefore allocates the Pupil Premium Funding to support any child or group of children we have identified as being socially disadvantaged.

Funding Received - Financial year 2020/21 = £7,640.02

Outline of Pupil attainment priorities

In making provision for pupils to improve at the correct rate in terms of their educational development the school needs to identify and understand the priorities required to achieve the required outcomes. The identification of priorities will be determined by:

1. Observing the children and gaining an understanding of their development needs and formulating a programme of interventions and actions to meet them.
2. Analysing attainment data (current and historic) including trends and progress at a school, local and national level so that the current benchmark can be identified.
3. Undertake a review of the previous plan to address these needs to ascertain their level of success and whether to continue, cease or change how they are delivered.
4. Assess the achievement of best value in the delivery of interventions and actions.
5. Researching improvements in improving attainment outcomes, for example, through Sutton Trust

The identification of the appropriate priorities are (revised for COVID response):

1. Focussed 1-1 and small group therapeutic sessions
2. Provision of staff for 1-1 reading to aid comprehension
3. Provision of staff for 1-1 for numeracy support and precision teaching
4. Breakfast Club
5. Drama club activities to support self-confidence and collaboration – cancelled due to COVID

Funding Allocated	Phase Group Involved	Nature of support	Intended Outcomes of support provided,	Monitoring & accountability
1. Focussed 1-1 and small group therapeutic sessions				
£4000	All year groups	Small group sessions with therapeutic lead to develop: - friendship groups & social skills - strategies for managing stress - Understanding mental wellbeing	Pupils developing friends and attachments. Pupils who understand how to manage when they are becoming heightened. Pupils who have developed strategies	Therapeutic lead - Half-termly review of groups and pupil feedback.

			for self-care and mental wellbeing	
2. Provision of staff for 1:1 reading to aid comprehension				
£1,600	Targeted pupils	Staff appointed to work 1:1 on developing comprehension skills.	Accelerated progress in reading and access to core subjects.	DH - half-termly through assessment data. Discussion with reading LSC on individual progress weekly.
3. Provision of staff for 1-1 for numeracy support and precision teaching				
£1,600	Targeted pupils	Staff appointed to 1:1 on developing recall and timetables skills.	Accelerated progress in Maths and Times Tables.	DH - T&L half-termly through assessment data. Discussion with reading LSC on individual progress weekly.
4. Breakfast Club				
£400	All pupils	Morning social eating activity, observation and interaction.	Pupils who become more comfortable eating in front of others. Pupils developing social skills	DH - Half-termly assessment & observation
5. Drama club activities to support self-confidence and collaboration – Cancelled due to COVID				
£0	All pupils	Drama and voice workshops to support the development of positive voice and self-confidence.	Improved confidence of pupils, especially in relation to social communication.	DH - Half-termly assessment

Total spend for 2019/2020 = £7,600

OUTCOMES:

Pupils developing friends and attachments & social skills:

- Yr. 11 boys group have excelled and have developed a strong friendship group both in and out of school. There is social mixing at lunchtime and boys are now engaging in physical activity and sports together.
- Yr.10 group now engage in social activities at lunchtime and have begun to form friendships both in and out of school. The PP group in year 10 have developed stronger social skills than their non-PP peers.

Pupils who understand how to manage when they are becoming heightened.

- 62% of the PP group now have a strong sense of self-regulation and can recognise when they are heightened and respond with appropriate and self-help strategies, seeking help when needed. This is compared to 28% of the non-PP group.

Pupils who have developed strategies for self-care and mental wellbeing.

- All pupils in the PP group are able to administer self-care and seek the support of adult intervention when feeling low levels of wellbeing
- Further work is required to develop a proactive approach to wellbeing including health enhancing physical activity and improved sleep patterns.

Accelerated progress in reading and access to core subjects & accelerated progress in Maths and Times Tables.

- All PP pupils in Yr.11 will be accessing GCSE or Functional skills level English and Maths, with 38% entered for English, Maths and Double science.
- KS3 and Yr.10 pupils in the PP group are all following pathways for GCSE English, Maths and Double science.

Pupils who become more comfortable eating in front of others.

- Uptake for school dinners is up 75% from the start of the year to the end.
- 63% of PP pupils participate in social lunch in the dinner hall and have developed the confidence to eat in front of others and enjoy this experience, this is more prominent than the skills developed by non-PP pupils.