# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Sir Charles Parsons |
| Number of pupils in school | 213 |
| Proportion (%) of pupil premium eligible pupils | 45% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2 years |
| Date this statement was published | 15th December 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | K. Hamilton |
| Pupil premium lead | K. Hamilton |
| Governor / Trustee lead | 1. Ferguson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £94 630 |
| Recovery premium funding allocation this academic year | £27 840 |
| 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 | £122 470 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Data provided by the school’s assessment and monitoring systems demonstrates that the attainment for students who are eligible for pupil premium funding is not significantly different from that of all students within the school; however, the difference between levels of attainment for students within the school and that of their mainstream peers is very significant. This difference is a direct consequence of their special educational needs and is the same for all students at the school.  The school recognises that for all students who attend Sir Charles Parsons, the key barriers to attainment are each individual’s special educational needs. Student’s education, health and care plans identify these needs, the provision they require and sets aspirational aims and outcomes for each individual.  The school will use the pupil premium funding and recovery premium to support and further develop the provision for these students to support the attainment of the aspirational aims and outcomes identified in their EHC plans. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Individual student’s SEND as described in their EHC plans, impacting on their ability to make and maintain progress. |
| 2 | Developing independence and practical life skills |
| 3 | Wider family issues which impact on attendance, engagement and readiness to learn. |
| 4 | Self-regulation and understanding of emotions |
| 5 | The ability to interact appropriately with peers and adults and to develop and sustain meaningful relationships with others. |

## 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.

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| Intended outcome | Success criteria |
| Students emotionally ready to access and engage with learning | Thrive action plans in place and progressing for all pastoral classes. Individual plans in place and progressing for all students identified as requiring Thrive support.  Thrive group sessions taking place on a regular basis. |
| Red and Orange pathway students at KS4 and 5 have developed independence skills appropriate to their ability level, accessing community based real –life, learning opportunities.  Red and orange pathway students are able to access a wider range of opportunities after school due to their increased skills and confidence. | Life skills curriculum fully in place. Initial curriculum offer reviewed and evaluated, changes made and embedded. Red and orange pathway students making and maintaining progress and accessing increased range of opportunities outside of school post 16 and post 19. |
| Students will be make progress with all areas identified in their EHC plans, accessing high quality individualised learning opportunities. | Students across all pathways have access to appropriate, targeted learning through a personalised learning programme to address their specific areas of need. |
| Students are supported by emotionally literate adults who have a deep understanding of the link between experience, emotion and action and will support students to develop positive strategies to manage difficult situations. | Staff know, understand and apply thrive concepts when supporting young people who are experiencing emotional difficulties or may be acting in a way which is challenging for staff or peers. |
| Students and their families are supported by school to address issues impacting on the student’s current or future outcomes. | Students and their families are able to talk honestly and openly with school about difficulties they are experiencing. The school is able to provide help and support either directly or by signposting to other agencies. |

## 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: £ 10 000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for staff in the delivery of the life skills curriculum and time for review and redevelopment after initial trial. | EEF research shows the importance of regular review as part of curriculum development. | 1,2 |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 83 369

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Delivery of personalised learning programmes, including rebound therapy, hydrotherapy, literacy, numeracy, life skills and independent travel training. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  Independent Travel Training is likely to enhance pupils’ social and employment opportunities:  [Department for Education (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575323/Home_to_school_travel_and_transport_guidance.pdf) | 1,2 |
| Delivery of Thrive sessions for individuals and small groups to support emotional and social development. | Students cannot attend to learning if they are not emotionally ready to learn. Social and emotional needs impact on ability to attend and engage with learning.  Evidence links- thriveapproach.com | 1,4,5 |

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

Budgeted cost: £ 28 793

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Student support team developed to include family and multi-agency team. | Impact of wider family issues on ability to engage with school and on future outcomes has been documented by NSPCC, Barnardo’s and EEF.  [Supporting children with special educational needs and disabilities | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/coronavirus-supporting-children-special-educational-needs-disabilities/) | 3 |
| Thrive awareness for whole staff team to support emotional wellbeing and readiness to learn and engage appropriately with peers. | Students cannot attend to learning if they are not emotionally ready to learn. Social and emotional needs impact on ability to attend and engage with learning.  Evidence links- thriveapproach.com | 1,4,5 |

**Total budgeted cost: £** 122 162

# 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.

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| Outcomes for students were affected by the covid pandemic. The changes to curriculum delivery required to maintain infection control measures and the disruption to learning due to school closure and staff and student illness and absence prevented students from making the expected progress in subject based learning. The impact was clear across all cohorts, however, while those students who receive pupil premium funding were affected, they were not affected more than any other cohort.  Students made at least expected progress with the objectives identified in their education, health and care (EHC) plans and in many cases exceeded the targets set. Staff worked with families to set individual education plan targets to support the objectives in the EHC plans which could be delivered as part of home based learning. This included adapting and developing personalised learning programmes to be accessed at home and providing sensory packs and training to parents to support therapy input for student isolating or unable to attend school.  The school’s investment in Thrive over a number of years means that all staff have an understanding of how to recognise and support young people who are struggling with social and emotional difficulties. This was used very effectively to support young people at home and in school to cope with the impact of the pandemic on their emotional and mental health. Thrive training has been funded using pupil premium.  The school also provided support direct to families through weekly welfare calls and support with signposting to other agencies. This support was particularly targeted at those families who the school identified as likely to be impacted on most severely by the pandemic, either financially or socially. These families were supported by the school to access appropriate sources of support and the school provided an advocacy service in some cases, speaking on the family’s behalf to agencies and organisations. This provided direct welfare support for some of the most disadvantaged students, ensuring that their health and welfare needs were met. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Thrive | Thriveapproach.com |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |