



## Pupil Premium

The Pupil Premium is a sum of money given to schools to support disadvantaged pupils. The funding is allocated to schools with pupils up to Y11 who are or have been eligible for Free School Meals (FSM), are Looked After (CLA), have been adopted from care, are subject to a Special Guardianship order or have parents currently in the Armed Forces. (NB Pupil Premium for CLA is allocated individually on request from 'The Virtual School' and is not part of the school's allocated budget).

As a school we recognise that not all pupils eligible for FSM register for them and that not all pupils who are socially disadvantaged qualify for pupil premium. Therefore the school has decided that some Pupil Premium grant each year will be allocated to support this wider group, with the aim of subsequently benefitting all pupils.\* A major force for this allocation continues to be on personal development, behaviour and wellbeing, support for speech and language and improvement of social skills, particularly through participation in alternative curriculum opportunities including residential trips.

Pupil Premium is focused on raising achievement which will include social skills, self-esteem, confidence and independence as well as progress in literacy, numeracy, problem solving and team working. A range of data is used to identify pupils, focus support and to evaluate success. The Senior Leadership Team, along with LAC, monitors the effectiveness of support and identifies any additional pupils in need, through weekly LABS meetings.

Since 2013-2014, the school has received additional funding for Primary PE and for year 7 Catch Up.

### Pupil Premium Funding: Current Year (2019/20)

Year	Allocation	Spending Priorities	Impact SDP
Pupil Premium 2019/20	£65,510	<ul style="list-style-type: none"> <li>• Support and training to develop staff confidence, expertise and improve teaching, learning and assessment</li> <li>• Additional speech and language support</li> <li>• Duke of Edinburgh Bronze Accreditation</li> <li>• Support for residential and day trip social experiences</li> <li>• Staff training on de-escalation strategies and approaches (Essex STEPS), forest school, SENCo and active learning</li> <li>• Specific intervention/support for identified pupils- Yarra Farm, Firebreak, In Step arts</li> <li>• Specialist HLTA hours and part of IT resources to raise standards in teaching, learning and assessment</li> <li>• Robust safeguarding recording systems</li> </ul>	<ul style="list-style-type: none"> <li>• PDBW</li> <li>• Specialist HLTA hours allocated- interventions</li> <li>• Safeguarding</li> <li>• <b>Transition</b></li> <li>• <b>Independence</b></li> <li>• <b>Curriculum</b></li> <li>• <b>Teaching, learning and assessment</b></li> <li>• <b>Skill development</b></li> <li>• <b>Sharing best practice</b></li> </ul>

PE Funding	£13,500	<ul style="list-style-type: none"> <li>• Equipment to set up play leader and peer mentor scheme</li> <li>• Specialist support from local sports partnership including before school, break time and lunch time activities</li> <li>• Recruitment of PE/Extended Learning specialist HLTA</li> <li>• Plan for gym resource to extend PE provision</li> <li>• Renewed outdoor equipment for primary and storage- scooters</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curriculum</b></li> <li>• PDBW- health, lifestyle and wellbeing/social skills</li> </ul>
Y7 Catch Up Funding	£13,500	<ul style="list-style-type: none"> <li>• Resources to support differentiated curriculum</li> <li>• Specialist HLTA provision- numeracy and literacy</li> <li>• Maths intervention programme</li> <li>• SENCo training</li> <li>• Technology materials for numeracy and literacy linked projects- eg. clocks (time) to reinforce key concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curriculum</b></li> <li>• <b>Skill development</b></li> <li>• <b>Teaching and learning</b></li> <li>• <b>Assessment</b></li> </ul>

## Evaluation of 2018/19 Pupil Premium Funding

### General Pupil Premium

#### *On-going activities:*

Once more, a large proportion of the grant has been spent on supporting pupils to access visits as well as take part in residential trips. Every pupil had the opportunity to take part in a residential experience and over 87% of pupils took this opportunity. The impact on the development of social skills and access to new experiences is difficult to measure statistically but evidence is available from pupil and parent comments and through pictures and individual case studies (see additional visual evidence).

Pupil premium has been used again to invest in one of our most beneficial resources for positive impact on pupil learning and individual progress, some of our specialist HLTA team.

Additional speech, language and communication (SCLN) support has continued- our specialist SLCN HLTA continued to be updated with relevant training and supported the work of our allocated health professional SLCN practitioner from Provide. She has been able to continue dedicated hours in school to work closely with a wider range of pupils in and out of the class, especially in KS2 to develop their communication skills. Pupils demonstrate greater willingness to communicate and clarity of speech.

Pupil premium has enabled us to cover on costs for our Pupil Development, Behaviour and Wellbeing HLTA who has implemented a range of specific intervention groups for pupils based on their need in different areas such as building resilience and dealing with stress, making positive peer relationships and developing confidence. She has also established regular 'girls group' provision for all female pupils linking closely with the SRE curriculum to target issues relevant to this cohort at different stages, and similarly a range of 'boys groups' to support pupils with key questions and concerns in order to support their personal development.

We have been able to continue to extend our Outdoor Learning provision through relevant training for key staff involved in Forest School, resources and materials to ensure that pupils can benefit from the significant outcomes, such as wellbeing, confidence and communication in this important area of the curriculum.

Staff training to develop confidence in de-escalation strategies and support pupil development, behaviour and wellbeing, using Essex STEPS approaches has continued in order to induct new staff. Other training has included specific intervention and support strategies appropriate for different groups and individual pupils. Staff have also had training to ensure confidence and skill in curriculum areas such as art, which has been shared in school and had significant impact on the standard of teaching and learning in this area. Leadership skills have been developed at middle and senior levels, including SENCo accreditation for one member of staff and links with partner schools, strengthening practice and expertise within the staff team for the benefit of pupils.

### ***Activities new for 2018/19***

Y11 pupils have benefitted from recruitment of a member of staff to enable the school to become a Duke of Edinburgh accredited centre and support our cohort to achieve their Bronze Award. Evidence shows increased independence, responsibility and maturity within this group in preparation for transition to college. Resources have been provided to ensure safeguarding needs are met and to support pupils with equipment for D of E. Pupil voice responses show the impact of this alongside achievement of a nationally recognised accreditation at a higher level than previously offered in school.

Breakfast Club has continued to offer pupils a good start to the day. Reports from tutors state that this has had a beneficial effect on pupils who concentrate better at the start of the day, making greater progress in lessons, removing barriers to learning and setting pupils up for success.

Support staff have had additional training on the Evidence for Learning app. Increased allocation of iPads for assessment to enable staff to capture small steps in learning across the curriculum for the most disadvantaged pupils. This is a vital tool to engage parents and carers in pupil learning and continues to be an area for continued development during 2019-20.

## Pupil Premium Grant - Y7 Catch Up

Specific literacy and numeracy resources such as Numicon, Mathletics and Twinkl have continued to be provided to support pupils and provide staff with differentiated, accessible materials. Reading pens have been trialled to explore the potential for tools and technology to support pupil independence with their reading and provide ways to enable them to access text.

## Primary PE Grant

Primary pupils have once again been able to participate in inter-school sports competitions through MESSA, achieving well in activities such as indoor games, Boccia and other sports and experiences which have supported self-esteem and physical skill development. They have also been supported by Sports Leaders in Year 11 on a High Ropes trip, building their confidence and resilience.

PE staff have organised and run additional gross motor and yoga sessions for primary pupils to support their PE development and emotional well-being. Additional equipment has been purchased to set up our play leader and peer mentor programme to target and support social skills during break and lunchtime for primary pupils who can find this a challenging area and to extend numeracy skills outside the classroom.

PE Grant and Pupil Premium have continued to enable us to provide targeted support from Anglia Sports Partnership so that primary pupils have additional targeted physical activity at lunchtimes. They have enabled pupils to access team games such as Kwik Cricket, bowling, hockey, basketball and rounders as well as to develop specific skills. Pupils have enjoyed participating in these sessions. PE staff report that skills have improved and understanding of how to play as part of a team has also improved. Pupils have a much more positive view of PE and games and are more willing to participate in formal lessons and sports day.

*“Ofsted recognises the concern raised by headteachers that there are vulnerable pupils in need of support who are not eligible for Pupil Premium funding - if an intervention is required for 100 pupils and, of these, only 60 are eligible for Pupil Premium funding, then 60% could be funded with Pupil Premium money (for accounting purposes), with the remaining 40% being funded by other sources. This allows schools to meet the needs of all the children in their schools, and use the Pupil Premium funding to create economies of scale - Ofsted highlighted this approach in their second report on the Pupil Premium (Feb 2013)” Rowland, The Pupil Premium - from the updated guide by Marc Rowland (Deputy Director of the National Education Trust) accessed on 6/7/18*