

## 2019-2020

Funding for this year is £81,105. School received funding of £1,320 for 19 primary Pupil Premium pupils, £935 for 35 secondary Pupil Premium pupils, £300 for 1 service child. The school also received £2,300 for 10 post LAC pupils.

Number of pupils funded for Pupil Premium in 19-20 is 65 (46%).

	Amount	Key Stage			Totals	
	£	1-2	3	4	No.	£
Primary	1,320	19			19	25,080
Secondary	935		20	15	35	32,725
Service	300			1	1	300
Post LAC	2,300	3	5	2	10	23,000
<b>Totals</b>		<b>22</b>	<b>25</b>	<b>18</b>	<b>65</b>	<b>81,105</b>

The school currently supports one looked after child and funding is received directly from the virtual school. This is not reflected in the figures above.

## Key Objectives 2019-2020

Objectives		
1.	<p><b>Well- being</b></p> <ul style="list-style-type: none"> <li>Work with a Play therapist and Trailblazers mental health workers to support the wellbeing of students</li> <li>Introduction of inclusion learning workers to support Pastoral work of Intervention co-ordinator.</li> <li>Consolidation of THRIVE within classes and Restorative practice used as a whole school ethos. Including training of ACES and trauma informed schools.</li> </ul>	<ul style="list-style-type: none"> <li>Play therapist has been working with a small group of children. Progress and feedback from parents has been positive. This has feedback into EHCA's and thrive scores. Trailblazers has not been as positive or receptive to working for our cohort of children- explore Different options for next year.</li> <li>Introduction of learning mentors has been very positive for the students and has supported them in getting back to lessons and receiving interventions they need. Next Academic year they will now be a permanent position.</li> <li>THRIVE, ACES, RP and trauma informed continues to be a key part of school life. We will hold more training as some got cancelled due to COVID 19. More support to insure this becomes consistent in tutor times.</li> </ul>
2.	<p><b>English</b></p> <ul style="list-style-type: none"> <li>To improve reading and spelling ages of students by 6 months.</li> <li>To continue to improve the handwriting and fine motor skills through interventions such as Pegs 2 Paper.</li> </ul>	<ul style="list-style-type: none"> <li>Due to Covid 19- the tests for spelling and reading were not carried out. The on-assessment graph shows that 82% of PP children were on track to meet their targets compared to 78% of Non-Pupil premium.</li> <li>Pegs 2 Paper has continued to be implemented in tutor times. We have built on fine motor skills. We have also introduced write dance for some Children. The writing data shows that 75% of Pupil Premium were on track to</li> </ul>

		<i>meet targets compared to 78% of Non-pupil premium.</i>
<b>3. Maths</b>	<ul style="list-style-type: none"> <li>Continue to develop an active Maths curriculum including mastery.</li> <li>Develop a Maths and PE intervention to support the progress of Maths skills.</li> </ul>	<ul style="list-style-type: none"> <li><i>The feedback from teachers has been positive on the mastery curriculum. This will continue next year. The difficulty is that some areas will not have been looked at as much due to Covid 19 so data may not be completely accurate. Pupil premium children and working above their peers in statistics and working mathematically but are slightly behind in Number and Algebra and Geometry and measure so further intervention will need to be put into place for this.</i></li> <li><i>An active Maths and PE intervention has been started but due to Covid 19 we have insufficient data on this intervention we hope to continue next year to see the impact.</i></li> </ul>
<b>4. Engagement</b>	<ul style="list-style-type: none"> <li>Run Family thrive to support the links between home and school and the ethos of THRIVE.</li> <li>Provide opportunities for wider clubs and experiences e.g. All sorts, gymnastics and other trips to build on social and emotional skills.</li> </ul>	<ul style="list-style-type: none"> <li><i>One family thrive course was run this academic year. 100% of the attendees gave positive feedback and said it improved their knowledge and skills. All would recommend the course. Another course had to be postponed due to Covid 19.</i></li> <li><i>All sorts have supported us with lunch time clubs to build on pupil's engagement. Feedback has been 100% positive from those who attend.</i></li> </ul>

## Key Expenditure

Investment for this year is intended for the following:

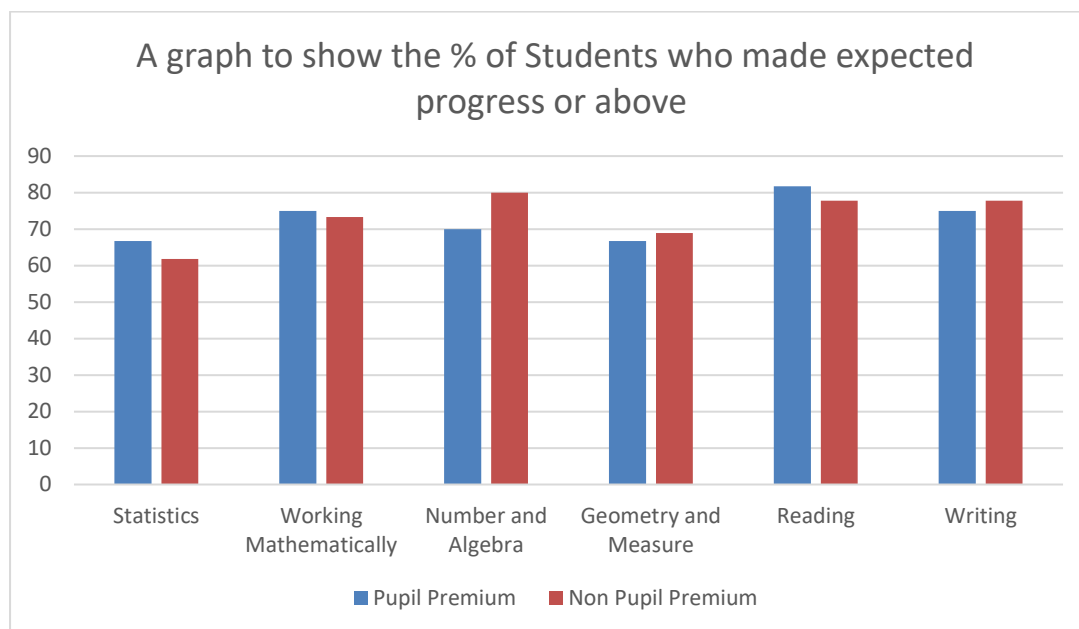
Description	Costs	Actual Spend
	£	
Salary related costs	53,548	55,087
Mental health support for students	8,310	4,350
Breakfast club & art/lego club	3,546	3,219
To improve outdoor play facilities	1,983	1,983
Educational Psychologist support	2,160	0
Intervention resources	7,203	696
Licences and sensory room apps	1,355	0
Residential trip support	3,000	0
<b>Total</b>	<b>81,105</b>	<b>65,335</b>

*£3,832 underspend brought forward from 18-19 committed to Thrive staff training and intervention resources for 19-20.*

*Due to Covid 19 we have an under spend of £19,601. We intend to carry this money forward to support the mental health and well being of children through our new soft play and intervention facility.*

## Attainment and Progress

**NB: This graph is based on 105 children- it excludes are year 10 and 11 who are working on accreditation and are new starters who we have in-sufficient data for and any children who have left our school roll.**



This graph shows the mid- year review for Pupil Premium pupils and the progress they have made against their peers. We can see from this graph that Pupil premium children have made better progress in reading, statistics and working mathematically. However, they are slightly behind in Writing and Geometry and measure but the gap is closing and remains close. However, for Number and Algebra the gap is beginning to widen and we would have implanted some more doodle maths interventions as well as our active PE and maths. Due to Covid 19 we have been unable to effectively input interventions within our teaching and learning and assess the impact that this is having on the students. During the Lockdown period we have set the students work and activities to build upon their prior knowledge and support their gaps to increase learnings within an area. But we are unable to assess if children have retained this knowledge or being able to progress from their prior knowledge to effectively make progress and close the gap. Our next steps will be to re- evaluate the learning and assess children's knowledge to plan effectively for the next academic year.