

Pupil premium strategy statement

1. Summary information					
School	Albright Education Centre				
Academic Year	2020/21	Total PP budget	Approx. £18,145	Date of most recent PP Review	Sept. 2019
Total number of pupils	29	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Oct. 2020 To update figures

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving 5 9 - 4 incl. EM (2019/20 only)	25%	40%
% achieving 5 9 - 4 (2019/20 only)	62.5%	80%
% achieving 5 9 - 1 (2019/20 only)	62.5%	80%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	All pupils entering the service have large gaps in their knowledge due to poor or non - attendance at their mainstream school.
B.	Vast majority have reading ages significantly below their chronological age.
C.	Their medical and /or psychological/psychiatric problems present barriers to regular attendance.
External barriers	
D.	Negative prior experiences of education in their mainstream school has resulted in pupils having low self-esteem and anxieties about school.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop the breadth of Pupils' vocabulary	Pupils will access the curriculum more effectively and will therefore progress at expected levels across the board, if not exceeding targets.
B.	Improved attendance for all PP pupils.	To ensure all Pupil Premium pupils make expected or above progress in their attendance targets.
C.	To develop pupil's Social, Emotional and Mental well-being	To ensure all Pupil Premium pupils make expected or above progress in their SEMH well-being targets.

5. Planned expenditure					
Academic year		2020/ 21			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Develop the breadth of pupils' vocabulary.	Consistent approach across all subject areas with topic word banks for every topic/ subject.	SEEC Model – (Select, Explain, Explore, Consolidate) supports the idea that children acquire language most successfully in this manner. SEEC also supports the Frayer model which we already use as a school.	The Literacy Working Group will meet on a regular basis and share the strategies and impact with all staff at CPD training meetings. It will also become a focus for Learning Walks and Observations.	LL/ RK	Ongoing
A. Develop the breadth of pupils' vocabulary.	Pupils to have access to support from a qualified Speech and Language Therapist – with particular emphasis on extending vocabulary.	Our Speech and Language Therapist has already had a positive impact on pupils' ability to access the curriculum (as seen in reports) and this will be extended to cater for specific vocabulary assessments.	Overseen by the SENCO and the Speech and Language Therapist – Regular reporting will take place.	RK	Ongoing with termly reporting
C. To develop pupil's Social, Emotional and Mental well-being.	To embed the Enrichment programme into the curriculum for all pupils.	Provide children with opportunities to engage in a range of activities to improve their mental well-being. Exercise and fresh air is recognised as aiding mental health. The activities will help develop self-esteem, independence and also develop pupils' communication skills and team work capabilities.	LA wellbeing survey. SEMH data will be monitored. Pupil feedback. School newsletter	SD/ RK	Jan 20
C. To develop pupil's Social, Emotional and Mental well-being.	To develop the curriculum to ensure greater opportunities for wellbeing subjects.	Providing a broader curriculum with more wellbeing opportunities will ensure pupils get an equitable and balanced approach to their education.	Introducing Forest School, PE and Communication has been added to the timetables for all pupils. The wellbeing focus of all of these subject areas will help pupils and will offer a balanced range of academic and Social Emotional subject areas.	SL/ RK	Ongoing
Total budgeted cost					£2000 - SaLT £2000 - Curriculum £5000 - Enrichment

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Develop the breadth of pupils' vocabulary.	Vocab programme	Specialist and targeted assessments by the speech and language therapist to ensure appropriate intervention and support is in place for PP pupils, particularly those receiving an EHCP or that may be transitioning into a mainstream school and need specialist support in place.	Regular reporting will take place between the SENCO and therapist. These reports will be fed back to parents, pupils, staff and governors as appropriate.	RK	Termly reviews
	Lego therapy (to develop vocabulary)	Pupils follow a specialist programme that encourages social skills and therefore encourages a range of vocab skills.	Overseen by the SENCO. The impact will be tracked and measured against the SEMH targets that pupils are set from the Wellbeing survey.	RK	Termly reviews
	SULP – (Social Use of Language Programme)	Identified pupils will take part in Communication classes and SULP lessons following the specialist programme – helping pupils engage in expanding their use of vocabulary in a variety of social settings and scenarios.	Overseen by the SENCO. The impact will be tracked and measured against the SEMH targets that pupils are set from the Wellbeing survey.	RK	Termly reviews
B. Improved attendance for all PP pupils.	Weekly attendance assemblies, termly attendance draw, ongoing monitoring and interventions (such as same day calls, attendance competition, and regularly feedback to SLT and Governors.	Reward focus – Pupils are encouraged to increase their attendance through the use of rewards. By having an ongoing system that tracks pupils' attendance every week during assemblies and form time, keeping it relevant, pupils will engage more.	Weekly meetings with line manager to ensure attendance targets and interventions are regularly monitored and reviewed.	JPo / SL	Ongoing
Total budgeted cost					£1500 –Assessments £250 - Lego therapy £750 – SULP £700 – Attendance rewards

i. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. To develop pupil's Social, Emotional and Mental well-being.	Targeted counselling for individual pupil premium children as necessary.	Opportunities to review and monitor a child's well-being, focusing on specific needs, identified primarily through the wellbeing survey.	Information shared with all staff and a record kept of meetings with targets identified. Tracked in accordance with the wellbeing survey targets – demonstrating specific areas pupils have made progress in.	RK/ GD/ MK	Termly reviews
Total budgeted cost					£6000 – 1hr counselling per PP pupil per month

6. Review of expenditure				
7.				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Improved progress in numeracy	Walk and Talk mocks	Guide pupils through the styles of questions, remind them about the importance of showing their workings – where they can afford to drop marks or opportunities to pick up marks and the language used in papers.	Walk and talk Mocks- Missed planned slot due to current circumstances. Planned for next year.	-
A. Improved progress in numeracy	Parent and pupil Maths work booklets	Hold a Parent Maths workshop on Parent's Evening to introduce the Maths work booklet. Pupils to complete 20 minutes per week, ideally with parents so that they are more engaged with their learning as well as supported and so parents can feed back to school on successes or difficulties.	Parents evening workshop- Parents have been shown Onmaths and Mathsgenie which links into GCSE revision. Students have the opportunity to attempt exam style questions at home and can track progress against their GCSE target grade. A 5 minute tutorial was shown during parents' evenings via the interactive whiteboard. This has been valuable during the extended break as work has continued on this over the past few weeks. Perhaps further feedback from parents could be obtained over the year to highlight any difficulties or areas of improvement with this resource.	-
A. Improved progress in numeracy	Use of Diagnostic Question, online	Track pupil progress so that appropriate and timely intervention can be put in place as necessary.	The use of this online tool has been used regularly both in lessons and at home by students. Their results have been tracked and are evident within records kept in folders. A major benefit has been the program being able to outline key areas of weakness for each individual student and the feedback that students are able to give for each question.	-
C. To develop pupil's Social, Emotional and Mental well-being.	To embed the Enrichment programme into the curriculum for all pupils.	Provide children with opportunities to engage in a range of activities to improve their mental well-being. Exercise and fresh air is recognised as aiding mental health. The activities will help develop self-esteem, independence and also develop pupils' communication skills and team work capabilities.	Friday afternoons have been dedicated to an Enrichment programme and all pupils have participated. All pupils have made excellent progress against their SEMH targets.	£5,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>A.Improved progress in Numeracy</p> <p>A.Improved progress in Numeracy</p>	<p>Numeracy intervention slots for PP pupils – Targeted pupils, (focus on basic number bonding skills/ basic algebra/shape and space etc.)</p> <p>Vertical peer Maths tuition slots on Wednesdays.</p>	<p>Personalised intervention focusing on the needs of the individual pupil to ensure they make rapid progress.</p> <p>Form time slots where older and HA maths pupils will tutor younger, LA maths pupils, using a prepared booklet. Support for LA and the opportunity for HA pupils to make concrete their understanding of different topics.</p>	<p>Focused intervention has been actioned in form time and strategies have also been actioned as part of the numeracy working group when using maths across the curriculum. An intervention strategy was also in place for the upcoming booster sessions in preparation for the GCSE exams. Some of these were planned for the May half term break.</p> <p>This did not happen due to the lockdown. Ideally planned for 20/21.</p>	
<p>B. Improved attendance for all PP pupils.</p>	<p>Weekly attendance assemblies, termly attendance draw (such as same day calls, attendance competition, and regularly feedback to SLT and Governors.</p>	<p>Reward focus - Pupils are encouraged to increase their attendance through the use of rewards. By having an ongoing system that tracks pupils' attendance every week during assemblies and form time, keeping it relevant, pupils will engage more.</p>	<p>Attendance has improved significantly for all pupils, including PP pupils. Several reward strategies have been put in place and regular and immediate follow up to pupils not in school has meant that targeted intervention has been successful. Attendance will continue to be a focus.</p>	<p>£300</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A.Improved Progress in Numeracy	Numeracy working Group. Core working group will trial numeracy strategies and share a selection of the best with staff for whole school focus.	Focused strategies should bring about a rapid improvement in a pupils' progress levels.	Numeracy Working Group has been very successful, meeting regularly and trialling different strategies across a range of subject areas, including Science and Food. This has fed into form activities and ultimately has led to an improvement in Numeracy levels evidenced in recall and understanding of entry level skills such as analogue times, metric conversions	
A.Improved Progress in Numeracy	Purchase Maths flashcards for all pupils, used on a topic rotational basis	On the spot revision tool, allowing constant revision of formulas and rules. Access at home as well as school.	Flashcards have been used as part of PP students' intervention. Mainly during form time activities but also for some homework tasks as a revision tool for upcoming tasks.	£180
C. To develop pupil's Social, Emotional and Mental well-being.	Targeted mentoring for individual pupil premium children as necessary.	Opportunities to review and monitor a child's well-being, focusing on specific needs.	Targeted pupils were identified and worked alongside a counsellor rather than a mentor. This has had a massive impact on the SEMH of our pupils. This will continue next year but will be budgeted for from next year's pupil premium funding as this was supposed to be a 'free' strategy.	£6000

8.

9. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.highschool.sch.uk