

Review of Pupil Premium Spending 2020/2021

1. Review of expenditure				
Previous Academic Year		2020/21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	As one of the whole school targets was to improve vocabulary, this was a well-supported target for improving the quality of teaching for all. It ensured it was reviewed regularly not only by the Literacy Working group but by the whole staff. Regular CPD focused on this aspect. Pupil and staff feedback was positive and data demonstrated good progress in this area.	
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.	SaLT reports documenting the progress of pupils was so positive it has led to us increasing this provision for 21/22. Reviewed regularly and pupils benefitted from this input greatly.	£2000 - SaLT £2000 - Curriculum

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.	The SEMH Tracker demonstrates excellent progress in these areas for all pupils but particularly PP students. 'Soft' data is also collected from pupils (feedback forms/ student council), and the well-being survey also confirms this.	£2000 - Curriculum £5,000 - Enrichment
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.	The broad curriculum has been so successful we have moved towards introducing a new subject area around this – Explore and Equip to start from Sept 21, focusing on the well-being of pupils as well as academic opportunities and new skills being developed. Focusing on the fact that we are an Alternative Provision we have moved away from predominantly tracking pupils academically and now track 50% of subjects socially emotionally which has meant that many pupils are enabled to demonstrate greater progress in more areas.	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	Qualitative data has been collected, including recall and pupil's understanding and application of new vocabulary. Initial assessments were completed and progress has been positive. As a result, this programme is expanding next year to incorporate all pupils and the curriculum has been amended to facilitate this.	£1500 – Assessments
	Lego therapy (to develop vocabulary)	Pupils follow a specialist programme that encourages social skills and therefore encourages a range of vocab skills.	This therapy has contributed to pupil's individual SaLT reports and has been tracked on a termly basis.	£250 - Lego therapy
	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.	Qualitative data tracked every 6 or 12 weeks depending on the programme pupils are completing, contributing to the SEMH tracker also. Positive feedback from pupils and staff. This is being extended to all KS3 pupils from Sept 21.	£750 – SULP

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.	Although the pandemic obviously impacted on physical attendance of pupils, attendance to lessons virtually was still tracked and monitored. It remained high with pupils predominantly hitting their targets. Early intervention continued with the support of the FSW. Extremely positive given the vulnerable nature of our pupils and the impact of the pandemic.	£700 – Attendance rewards
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	Counsellors were able to contribute to whole school mentoring and wellbeing sessions as well as one to one sessions. This was able to continue over the pandemic and helped ensure our pupils had their needs met in a timely and effective manner. Reports from counsellors are collected on a termly basis and identify progress made by individuals against their personal targets. They were also able to tackle whole school areas of concern (such as Healthy Relationships) which was beneficial for all pupils.	£6000 – 1hr counselling per PP pupil per month

2. 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

GCSE Results (20/21) – BASED ON 15 PUPILS (11 SCHOOL/ 4 HT)

	Pupils eligible for PP	Pupils not eligible for PP
% achieving 5 9-4 inc. Eng & Mat	4/15 – 27%	2/15 – 13%
% achieving 5 9-4	4/15 – 27%	2/15 – 13%
% achieving 5 9-1	7/15 – 47%	2/15 – 13%