

St Luke's School Pupil Premium, Pupil Premium Plus, new Recovery Premium and School-led Tutoring Funding Strategy Statement

Academic Year September 2022 – August 2023

Financial Year April 2022-March 2023



- Aims of the Policy
- Pupil Premium Grant
- Pupil Premium Plus Grant
- The Recovery Premium
- School-led Tutoring
- Metrics and Financial Amounts

Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

Pupil Premium Grant

1. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium. In addition, this policy refers to the DfE's information on what maintained schools must publish online.

2. Purpose of the grant

- The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.
- The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.
- We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

3. Use of the grant

- We consider the context of the school and the main challenges or barriers our pupils face.
- We use evidence to inform our decisions on pupil premium spending – for example, by using evidence-based research and resources and learning from what works in our school
- We address a wide range of needs, and take group and individual needs into account
- We engage with parents to take their views on the needs of their child into account

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Improving online and remote learning provision
- Inclusion of PPG pupils in extra-curricular activities where they otherwise may not be able to as a result of their families' financial status
- Employing extra teaching assistants
- Running catch-up sessions for children who need extra help with maths or literacy

- Providing extra tuition where needed

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

4. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 2 to Year 11.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals (Ever6-FSM)

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children (LAC or, CLA)

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

Post-looked after children (Post-LAC)

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children (Ever6-services)

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their

parents died while serving in the armed forces

5. Roles and responsibilities

The Executive Headteacher, the Head of School and school leaders are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing board is responsible for:

- Holding the Executive Head and Head of School to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Head of School and Executive Headteacher to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Executive Headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

We are supportive of improved measures for the Virtual School to access information directly from our MIS regarding attendance and progress.

6. Monitoring arrangements

This policy will be reviewed annually by the Head of School, Head of Operations and Executive Headteacher. At every review, the policy will be shared with the governing board.

Recovery Premium

Purpose

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. Carry forward from 2021-2022 financial year is: £10,005 plus the additional payments in April and June of £10,005, **totalling £20,010 for 2022/23**

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Recovery Premium 2022-2023: We are advised that there now will be additional money for the Recovery Premium 2022-2023, though as yet the amount is unknown (June 2022)

Pupil eligibility

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free schools meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post-looked after children (post-LAC)

Using recovery premium funding

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

As with pupil premium, funding for looked-after children should be managed by the local authority virtual school head. They should work with schools, including the designated teacher, to decide how to use the funding effectively to support looked after children.

Reporting and accountability

Schools must show how they are using their recovery premium effectively:

- by reporting on their use of recovery premium as part of their [pupil premium strategy statement](#)
- through [inspections by Ofsted](#) - as part of these inspections, inspectors may discuss plans schools have to spend their recovery premium funding

School-Led Tutoring Grant

School-Led Tutoring is being introduced as part of the National Tutoring Programme in 2021/22. Eligible state-funded schools and academy trusts will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.

- During the academic year, 21/22 eligible schools around the UK will receive extra funding. Each school will have access to an additional £203 for 60% of their Pupil Premium, which must contribute towards tutoring.
- Schools can use the premium to source extra tutoring for students, and it covers 75% of local or online tutoring costs. Each school will have to source the remaining 25% through other budgets.

Analysis from the Government's research into pupil progress in the autumn term 2020/21 shows

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the National Tutoring Programme (NTP). The Government is offering schools and academy trusts a new expanded tutoring offer from the start of academic year 2021/22. Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring

School-Led Tutoring

Funding: Funding is allocated for around 60% of pupils eligible for pupil premium per school. 75% of the cost is subsidised in academic year 2021/22. Schools and academy trusts will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium.

The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.

How to Access: The school-level allocations will be published on GOV.UK maintained schools will be funded via the local authority. Although there is no requirement to apply for this ring-fenced funding, there are conditions attached including the completion of an end of year financial return.

The grant is designed to help close the education gap between disadvantaged and vulnerable pupils and their peers. Schools and academy trusts are expected to prioritise these pupils for the tutoring. However, schools have the flexibility to decide which pupils need the most support to help them catch-up on missed education.

Conditions of funding

- Allocations distributed in academic year 2021/22 will only be available for that academic year and will not be added to schools and academy trusts' baselines in calculating any future years' funding allocations
- The grant is ring-fenced for expenditure on School-Led Tutoring only
- If schools decide not to use the School-Led Tutoring grant allocated to them, they cannot use it for other interventions and we will recover the full amount back as an overpayment
- The funding should be used to cover the actual staff costs of delivering catch-up tuition. If internal staff are being paid to tutor, this must be in addition to their contracted hours and duties. The funding cannot be used to cover costs such as diagnostic tools, room hire, equipment, laptops, transport, stationery, or record keeping
- This funding cannot be used to pay for the unsubsidised costs of NTP Academic Mentors or Tuition Partners
- All schools and academy trusts are required to return the data requested.
- Schools and academy trusts are expected to keep records of all payments related to the School-Led Tutoring grant. These will be required in the event of an audit

For maintained schools, payments will be sent to local authorities on the last working day of each month in:

- September 2021
- December 2021
- April 2022

Overview St Luke's School Strategy for Disadvantaged Pupils

September 2022 – August 2023

Our values are:

- We look after ourselves
- We look after each other
- We look after our learning
- We look after our Environment

Here at St Luke's School, we promote an ethos of 'achievement for all' so that each child is able to succeed and thrive through childhood into adulthood. As a school, we are a learning organisation. We continuously strive to do better for the children and young people. In doing so, we try new things, seek to learn from those experiences, and work to adopt and embed the practices that work best. The use of the Pupil Premium money is seen as integral to school improvement and development and you will find this golden thread connecting School Action Planning with our most disadvantaged pupils.

Research has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. The economic impact has nationally led to an increase in pupils qualifying for pupil premium and this has also been the case in our setting.

We have an individualised approach to addressing barriers to learning and emotional support from early years to school leaving age. The importance of *quality teaching first* is particularly important for disadvantaged pupils. Where teachers perceive a high degree of obstacles to pupils' learning, then their attainment is lower (Burrichter, 2006, Banerjee, 2016). Knowledge of SEND specific strategies is essential, whilst a genuine belief in the individual's capacity to overcome these additional barriers is essential in supporting the disadvantaged child with SEND to progress in their learning.

Where positive expectations of a child is shown and structure imposed by the teacher communicates a trustful space, Banerjee (2016) triangulates sources that determine a 'pupils relationship with teachers, perception of teacher sensitivity and the reasons for attendance are the strongest predictors of scholastic achievement'. An absence of positive role models from school and the child's family and peer group may not conclusively be a factor of underperformance (Gorard, See and Davies, 2012) though with our SEND pupils we believe that this is an integral part of raising standards – repeating, copying, aspiration. The antithesis of this – a feeling of not belonging - where a child perceives unfairness and discrimination through race for

example and compounded through both school and neighbourhood factors will impact significantly on a child's engagement with school and learning as they lose trust.

Bolstering a positive sense of self-identity confirms to the child their worth, presence and trust from which to learn. Positivity exemplified through representation of difference (e.g. race, religion, gender, SEND, physical needs, sexual identity) enabled through a breadth of visual resources, essentially reinforces the individual's sense of self, trust and aspiration.

The importance given to healthy eating and engagement in cooking in our school supports children to expand their tastes, broaden their diet and develop improved independence skills for cooking. For some disadvantaged children, food choices are limited by social deprivation, family's choices and their own limited understanding. Where fruit and vegetables are a regular part of a child's diet, Tobin (2013) confirms, there is a proven positive correlation with higher academic performance. We know that the challenges of eating for many of our pupils with SEND exist, though in our most disadvantaged children, this is a commonality of the group.

Working with the families of our pupils to engage them in their child's education has been supported through extensive support by the school. Communication between home and school is strident in supporting regular, non-adversarial contact using voice and texting through Class Dojo. The regular communication supports the parent/carers' understanding about their child's progress, with examples of their work. Throughout the pandemic when working online for all pupils (when not in school during the three lockdowns) parents and carers were supported to take an active part in learning to support their child's academic and pastoral progress. We have used the Covid Premium Catch Up grant to support disadvantaged children with the IT equipment and better online reading and maths programmes. With careful selection, our choice has strategically sought to improve parents' understanding of their child's abilities, assessments and how these are benchmarked in order to better appreciate progress and next steps.

We know that better engagement with learning supports our disadvantaged children's progress and, this strategy to further engage parents who have otherwise been estranged with scholastic activities for a range of reasons, has been maintained as we continue to use the same programmes in school, post-Covid. We seek to treat the implementation of activities as a process rather than an event and as such want to allow enough time for implementation, particularly in the preparation stage.

Leadership capacity is developed through teams of people, where distributed leadership forms a part of our everyday working. Where we seek to identify tight areas for improvement using robust diagnostic processes from which to make evidence-informed decision on what to implement, there are challenges with small cohorts and rapidly changing cohorts. With the bulges in our current Year 11, 10 and 9, we will have 101 children leave in three years – 60% change of pupils. The pupils set to attend our school are increasingly complex, though without clear local authority strategy for pupil intake (ie will the makeup of children be increasingly SEMH/ SLD/ MLD?) it is hard to plan with certainty.

We understand that positive parental engagement in their child's learning can overcome many of the socio-economic barriers disadvantaged children face (Westerlund et al., 2013). Educating parents and providing them with strategies and tools that promote academic achievement increases academic achievement (Little-Harrison, 2012). Lost learning has not been as critical as expected in March 2020 and our concerted efforts to support the children's families to support teachers and TAs in school has been an identifiable aspect of this.

As such, our focus on our most vulnerable pupils and their families is expected to continually support improved educational standards for all our cohorts. The focus of our PP spending seeks to avoid bolt-on strategies, but secure individual's progress and outcomes through quality teaching.

In identifying the priorities for our school, we look to the teachers, pupils and their families as well as documentation on successful use of additional funding through organisations such as the Education Endowment Foundation. The most effective use of the money has been found by the EEF as:

- Pupil Premium Strategy is recommended as a 3 year period with annual reviews and necessary adjustments, planning for sustaining and scaling an innovation from the outset.
- School leaders will focus on a small number of priorities each year that are likely to make the biggest difference, with a focus on effective implementation.
- The PPG is embedded within a broader, strategic implementation cycle
- The approaches are selected on the basis of strong educational evidence, considering cost effectiveness and benchmarking
- PPG will also be spent on non-academic interventions including attendance to boost attainment.

It is these particular areas of evidence that we have been acutely aware of with regard to planning the spending of our money and the intentions to make as great an impact as possible.

St Luke's School overview 2022-2023

School name	St Luke's School
Pupils in school: Academic Year 2021/2022	160 children aged 7 to 16 Primary age: 20 Secondary age: 140
Financial year covered by this statement	April 2022 to March 2023
Academic year covered by statement	September 2022-August 2023
Publish date	October 2022
Review date	April 2023/ August 2023
Statement authorised by	Stephen Hoult-Allen
Pupil premium lead	Jamie Caple
Governor lead	Andrew Summerskill
Proportion of disadvantaged pupils: Pupil Premium Grant Pupil Premium recipients: 85chn/53% Free School Meals (FSM): 68chn/ 43% Free School Meals (Ever-6) 68chn/43% Post CLA: 2chn/ 1.25% CLA: 4chn/ 2.5% Services Children (SC): 1chn/ 0.6%	
Pupil premium allocation (financial yr 2022/23) <i>Annual funding</i>	£69,995
Pupil Premium Carry Forward (April 2022)	£6,322.97
Pupil premium Plus allocation (fin. yr 2022/23)	£6,443
Pupil Premium Plus Carry Forward (April 2022)	£3,382
Pupil Premium Plus Grant to spend 2022/23:	£86,152.97
Covid Recovery Carry Forward:	£10,005 Payments in Apr, Jun 2022: 10,005
Covid Recovery To Spend 2022/23:	£ 20,010
School Led Tutoring	£27,245 (£18,968 + summer payment)
School-led Tutoring Grant To Spend 2021/22:	£27,245 <i>(plus £6,322.97 contribution from Pupil Premium Grant for compliance with the fund)=£25,291.88</i>

Carry Forward Spending from financial year 2021/2022

Covid Catchup Funding Carry Forward 2022-2023

What was not spent in the Academic year 2020/21?

- Carry Forward April 2022: £10,005

Why was this not spent in that Academic year?

- *Financial constraints of the budget meant the school was extremely cautious spending money. Additional monies came in for Covid testing and some of the spending attributed to Catchup was aligned with this budget.*

Pupil Premium Funding Carry Forward 2021-2022

What was not spent in the Academic year 2021/22?

- Carry Forward is £6,322.97

Why was this not spent in that Academic year?

- *Better value for money and some projects continuing.*

Pupil Premium PLUS Funding Carry Forward 2021-2022

What was not spent in the Academic year 2021/22?

- Carry Forward is £3,382

Why was this not spent in that Academic year?

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Disadvantaged pupil barriers to success

Individual's cognitive disabilities and SEND complex needs and their requirement for bespoke teaching methods /resources/ support impact on other disadvantages.

Low and non-engagement of parents as a result of lack of capacity: own special needs, non-connection with aspiration of learning/ work; own mental health and wellbeing

Regulation of own behaviours for FSM pupils. 90% of exclusions/suspensions are vulnerable pupils.

The need to improve a positive sense of worth, value, aspiration and belonging particularly for those impacted by Covid and mental health along with those with SEMH and who are FSM, CLA

Diet and implications on sensory needs, wellbeing, fitness, alertness. FSM children's choices of food, access to fresh fruit and vegetables are further compounded by the current financial climate.

Transitional arrangements are difficult for 90% of our pupils.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Impact Evidence Sought	Target date
Improve teaching of reading to support improvements in cognition,	Reading rates improve, testing establishes progress, online access	Summer

understanding, self-esteem and self-worth. Engagement of wider parental engagement in reading with their children.	promotes reading, improved access to phonics reading schemes.	
Improve access to information for parents and pupils about the curriculum and progress measures, so that learning can be better discussed in the family.	Parents and carers are more confident in talking about progress. They are able to follow progress on online programmes for learning. New families feel confident in understanding the curriculum aims and intent.	Summer
Improve knowledge and progress of pupils identified with SEMH and challenging behaviours. Systems for improving behaviours for learning are benchmarked and adapted with external expertise to apply across the school.	Staff feel confident in systematically managing challenging behaviours across the school and understand the mechanisms for recording and managing outcomes for pupils in a more unified way. Staff work with pupils on individual targets within a clear framework that promotes pro-social behaviours.	Termly

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Further research the relationship between absence and attainment for disadvantaged pupils, to investigate the reasons underlying the association	Close monitoring and strategies for attendance improvement, settings and placement of pupils – other factors in their placement and the relevance. Analyse pupils' attendance and correlate with attainment, with improvements in attendance tracked for impact.
Improve child and family engagement with school and learning	Work with parents and carers to be further engaged with their child's schooling – eg online working and sessions in the school, post-pandemic. Curriculum development and communication
Increasing opportunities for self-confidence, skills building and sense of purpose with work-related learning for aspiration for the working world	Qualifications gain, real life work experience, novelty learning, communication skills and performance/acting presentation skills in serving customers in the Horsebox Café. Ensuring all pupils experience careers teaching and opportunities and that Gatsby evidences broadening activities.
Year 11s successfully transition to college with additional mentoring support to bridge Year 11 and Year 12	Programmes of weekly sessions in Year 11(including after school hours) to support transition arrangements and activities for bonding and exploring issues around transitioning to college.

Teaching priorities for current academic year

Aim	Impact Evidence Sought	Target date
Quality First Teaching Establishing robust and targeted CPD through Performance Management.	Training impacting on quality of provision translating to pupil progress and safeguarding.	Summer
Maths consistency White Rose maths training strategies embedded across the school, translated into STAPPS attainment tracking.	White Rose training for SEND for coverage, consistency and progress rates value added scores increasing.	Spring
SCERTS for improved communication skills	Improved EHCP outcomes and focused PSD	Summer
Behaviours for learning consistency across the school.	Systematic use of strategies, tracked for impact and staff value judgements of improvements.	Summer

Strategy spending for disadvantaged pupils including academic achievement 2022-2023/25

3 year period with annual reviews and necessary adjustments

Covid Recovery Premium Carry Forward			
Covid Carry Forward: £21,552			
Aim	Fund accessed	Impact Evidence Sought	Spending, Date
Purchasing of TES programme of CPD after researching and trialling Online Safety company for 2021-2022	Covid Recovery. EO9 Training £5,000	Targeted CPD by line managers for all staff. Move of some essential, statutory training online to widen access to training through INSETs in person.	Autumn 2022 Spent £5,000
SYP (Connexions) additional work experience and training for work experience placement Health and Safety checks	Covid Recovery. E £5,000	Continued use of work experience placements with SYP	Autumn 2022
SIOT support for children with complex OT needs. Contribution to one day per	Covid Recovery. E27 Professional Services OT £5,000	Liaison with teachers and Interventions team for impact in the classroom on pro-social behaviours.	Annual 2022 Spent £5,000

week salary; programmes and identification of needs.			
ICT programmes and software support including Twinkle, Jan Constantine, mathletics, reading eggs.	Covid Recovery. E27 Professional Services £5,000	Continued support with trialled and tested programmes that have supported pupils' progress and access, particularly for boys.	Spent £5,000
Recovery Premium to spend 2022-2023:			£21,552
Spent:			£
Remaining March 2023			£
Carry Forward 2023-2024			£
Pupil Premium Grant			
Pupil Premium Grant £69,995 + Carry forward £6,322.97 = £77,327.97			
Aim	Fund accessed	Impact Evidence	Spending, Date
Pod cast creation – Year 10/11 studies	Pupil Premium	£130 for 10 headsets	£130 June22
Support projects for all pupils with PPG to access class based learning in ICT	Pupil Premium E20 IT £4,000	£4K towards IT project for IT suite in old Beetles Class for all pupils to access as a learning environment.	Spent £4,000
Pupils not accessing food/ not enough food. Further funding for cookery lessons – costs of ingredients increased and additional foods provided for those in greatest needs	Pupil Premium E25 Food £3,000	Expecting to support children over the course of the year with increased cookery sessions to support children in their families access appropriate, healthy foods	Spent £2,500 Spent £500 for additional meals for those not accessing FSM but vulnerable.
Additional SYP (Connexions) support for transitions to college and working life	Pupil Premium E27 Professional Services £6,500	In the light of the reduction of Transitions UK provision, supporting children to access work experience. Money accessible through not spending on the School-led tutoring additional contribution.	£6,500
Coaching Training for development of coaching culture in the school (and wider federation).	Pupil Premium E09 Training £5,000	Senior leaders to access coaching training to support improved work with staff and pupils to focus on impactful activities and outcomes.	£5,000 spent
£40,000 staffing to deliver additional SALT and sensory interventions for pupils	Pupil Premium Grant E03 Staffing	Proportion of work with FSM children identified.	£40,00 spent

with disadvantage. (Ros, Anita, Bex,) R Andrew leading	£40,000	Proportion of work with LAC/ Post-LAC children. Communication requirements addressed through bespoke programmes and liaison with NHS SaLT to embed and improve communication skills. Range of interventions created through evidenced impactful solutions and, trialling new initiatives.	
Trips for pupils with FSM less likely to attend trips as a result of the prohibitive costs for parents. JC leading	Pupil Premium £19 Pupil Trips £5,000	Critical engagement of most disadvantaged children to access learning outside the classroom, experience trips away from families and build relationships with peers.	Procedures to access this to enable school trips to go ahead. To support children access PGL.
Additional tutoring for Year 11 students in maths and literacy	£6,873 Pupil Premium Grant One off	£6,873 as 25% additional uplift to School-led tutoring. M Sides. Realigned towards additional SYP when known if School-led tutoring funding is clawed back.	
Pupil Premium Grant 2022-2023			£76,317.97
Pupil Premium Grant Spent March 2023			
Remaining April 2023			£
Carry forward April 2023:			
Pupil Premium Plus Grant			
CLA Pupil Premium PLUS Grant (£6,443) + £3,382 carry forward) = £9,825			
Aim	Fund accessed	Impact Evidence	Spending, Date
Additional counselling and funding for pupils and specified access to learning required for self-esteem and therapies.	Pupil Premium Plus £6500	Supporting individuals' needs and mental health issues. From September we have 0 children looked after and as such, the funding will be clawed back.	
		Drum kit lessons	£154
		Targetted support JW	£165
		Targetted support JW	£55
		Targetted support JW	£165
Pupil Premium Plus Grant for 2022-2023			£9,825

		Spent	£
		Remaining March 2023	£
		Carry forward 2023/24	£
School Led Tutoring Grant			
School led Tutoring Grant: £27,245 + PPG 25%			
Aim	Fund accessed	Impact Evidence	Spending, Date
Additional careers and Connexions advice for individuals commissioned through Connexions for children in Year 7 - Year9 for early secondary school age children to engage in futures planning.	£6,322.97 School-led tutoring	Connexions additional sessions £6,322.97 J Roper and A Tallantire leading	
School Led Tutoring (£18,968.91 + £4,010 from PPG) Remaining Sept 2022			£27,245
		Spent	
Carry Forward likely to be claimed back 31 August 2022			£27,245

Where we have tried to access the School-Led Tutoring Grant.

- We have sought to use tutors with SEND experience.
- Those accessed by the Local Authority and approved by them have no availability.
- We have sought to invite teachers and TAs to undertake the training and accreditation offered, though have not had the uptake.
- We have sought to use the funding to run summer clubs, though other providers locally have provided fuller programmes and a minority of our staff have supported our pupils to access these.
- Our pupils' gaps in learning are not easily determined by gaps in knowledge like a mainstream child. Instead, they require the consistency of tutoring and a knowledge over time. Short fixes aren't often credible in a way neurotypical learners work.

References and citations.

Macleod, S. and Sharp, C. and Bernardinelli, D. and Skipp, A. and Higgins, S. (2015) 'Supporting the attainment of disadvantaged pupils: articulating success and good practice : Research report November 2015.', Project Report. Department for Education. , London.

Martin, K., Sharp, C. and Mehta, P. (2013). 'The Impact of the Summer Schools Programme on Pupils: Research Report'. Slough: NFER [online]. Available: <https://www.nfer.ac.uk/impact-of-the-summer-schoolsprogramme-on-pupils/> [28 February, 2018].

Sharp, C. (2018) 'Can Summer Schools Improve Outcomes for Disadvantaged Pupils? NFER Social Mobility Briefing'. National Foundation for Educational Research. Slough.

Banerjee, P.A (2016) 'A systematic review of factors linked to poor academic performance of disadvantaged students in science and maths in schools'. Cogent Education, Durham.

Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

No Isolation: AV1 Robot: The child's eyes, ears and voice in the classroom.

https://www.noisolation.com/av1?qclid=CjwKCAjwzaSLBhBJEiwAJSRoko59eAlyUvvNyTGkeWsGb-88L4R2Mk8zd6ld2KISZ4xbudqf0Lub5hoCCewQAvD_BwE

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