

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

September 2021 – August 2022



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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.

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 Funding

Purpose

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

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.

Eligibility

All schools that are eligible for pupil premium are eligible for recovery premium. This includes the following types of schools:

- mainstream primary, secondary and all through local authority-maintained schools, academies and free schools serving children aged 4 to 15
- local authority-maintained special schools
- special academies and free schools
- non-maintained special schools
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies

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)

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

Other types of eligible schools will get £290 for each eligible pupil.

- an eligible primary school will not receive less than £2,000
- an eligible secondary school will not receive less than £6,000

As with pupil premium, the funding for looked-after children will be paid to the local authority and should be managed by the [virtual school head](#).

Payment schedule

The recovery premium will be paid in 4 payments to schools during the 2021 to 2022 academic year on the following schedule.

Maintained schools payment schedule

Payments will be sent to local authorities on the last working day of each month in:

- September 2021
- December 2021
- April 2022
- June 2022

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

Coronavirus impacted the world in ways we never could have imagined, and almost overnight, the way we work, communicate and receive an education drastically changed.

The School-Led Grant is ring-fenced to fund local tutoring provisions and also allows schools to use their existing staff. Please note that teachers without QTS or less than two years' experience in the subject and level being tutored, will be required to complete a training course. The training will be available via the NTP website from November onwards.

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 that:

- pupils from disadvantaged backgrounds (eligible for free school meals at any point in the last six years) were about half a month further behind than non-disadvantaged pupils in primary and secondary reading and around a month further behind in primary mathematics on their return to school in autumn 2020.
- pupils made progress to catch up during the autumn term, but disadvantaged pupils remained around half a month further behind their peers in reading and around a month further behind in maths in the second half of the autumn term.

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

Overview: Under School-Led Tutoring, all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar.

Eligibility: All state-funded schools and academy trusts with pupils eligible for pupil premium will receive a ring-fenced grant.

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 19
- December 2021
- April 2022

Overview St Luke's School Strategy for Disadvantaged Pupils

September 2021 – August 2022

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

School name	St Luke's School
Pupils in school: Academic Year 2021/2022	160 children aged 7 to 16 Primary age: 26 Secondary age: 134
Financial year covered by this statement	April 2021 to March 2022
Academic year covered by statement	September 2021-August 2022
Publish date	October 2021
Review date	April 2022/ August 2022
Statement authorised by	Stephen Hoult-Allen
Pupil premium lead	Jamie Caple
Governor lead	Andrew Summerskill
Proportion of disadvantaged pupils: Pupil Premium Grant Free School Meals (FSM) 68, Free School Meals (Ever-6) 68+4, Services Children (SC) 0,	
Pupil premium allocation (financial yr 2021/22) <i>Annual funding</i>	£57,340
Pupil Premium Carry Forward (April 2021)	£32,079
Pupil Premium Grant to spend 2021/22:	£89,419
Pupil premium Plus allocation (fin. yr 2021/22) New CLA status of one pupil (from August 2021) Funding going on additional pastoral support - £1220. Spring term – additional tutoring. Refused counselling.	£14,070 (£4,270 = CLA, £9,800 = PostLAC)
Pupil Premium Plus Carry Forward (April 2021)	£16,000
Pupil Premium Plus Grant to spend 2021/22:	£46,149 £30,070
Covid Recovery Premium (new 2021/22) Provided on the basis of the number of Pupil Premium Children and Pupil Premium Plus children in the setting. <i>Funding for 2021/22 only</i>	September 2021: <i>£5,002.50 Received October 2021</i> December 2021 <i>£5002.50 Received December 2021</i> April 2022 <i>Presume £5002.50</i> June 2022 <i>Presume £5002.50</i>
Total:	£20,010

Covid Premium (2020/21) Carry Forward:	£16,000
Covid Recovery To Spend 2021/22:	£36,010
<p>School Led Tutoring</p> <p>Funding is calculated as 60% of Pupil Premium children: therefore, 38 children at St Luke's</p> <p>Extra funding for 21/22 only: money not used cannot be carried forward and will be clawed back if not used.</p> <p>Circa £203 for 60% of their Pupil Premium children, which must contribute towards tutoring.</p> <p>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; The Pupil Premium Grant. As such £6,322.97 to be included in the PPG spending for the 25% additional costs for the School-led Tutoring.</p>	<p>September 2021 £6,322.97 Received October 2021</p> <p>December 2021 £6,322.97 Received Jan 2022</p> <p>April 2022 Presume £6,322.97</p>
School-led Tutoring Grant To Spend 2021/22:	<p>£18,968.91</p> <p>(plus £6,322.97 contribution from Pupil Premium Grant for compliance with the fund)=£25,291.88</p>

Carry Forward Spending from financial year 2020/2021

<p>Pupil Premium Grant Carry Forward</p> <p>What was not spent in the financial year 2020/21?</p> <ul style="list-style-type: none"> £32,079 <p>Why was this not spent in that financial year?</p> <ul style="list-style-type: none"> <i>Covid-19 issues, disruption to training, recruitment, educational visits, changes of priority relating to Covid developments, trips cancelled, events cancelled, staffing not recruited to fill gaps</i>
<p>Covid Premium Funding Carry Forward</p> <p>What was not spent in the Academic year 2020/21? (Grant given for 2020/2021 with funding provided in two pots - £32,000 December 2020 and £16,000 April 2021)</p> <ul style="list-style-type: none"> Carry Forward September 2021 is £16,000 <p>Why was this not spent in that Academic year?</p> <ul style="list-style-type: none"> <i>Covid-19 issues, disruption to training, recruitment, educational visits, changes of priority relating to Covid developments.</i>

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.
Transitional arrangements are difficult for 90% of our pupils.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improve teaching of reading	Reading rates improve, testing establishes progress, online access promotes reading, improved access to phonics reading schemes.	Summer 2022
Progress of groups of pupils – particularly those identified with SEMH and challenging behaviours. What strategies are effective at reducing anxiety and ensuring more in class work for those affected.	<ul style="list-style-type: none"> • Pupil Progress termly reviews of children's progress against targets and impact of interventions. • Termly data drops • End of year reporting • EHCP Outcomes progress. 	<ul style="list-style-type: none"> • Termly • Termly • End of academic year • EHCP Annual Review

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

Measure	Activity
1. Further research the relationship between absence and attainment for	Close monitoring and strategies for attendance improvement, settings and placement of pupils – other

disadvantaged pupils, to investigate the reasons underlying the association	factors in their placement and the relevance. Summer 2022
2. 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
3. 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 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

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Quality First Teaching	Training impacting on quality of provision translating to pupil progress and safeguarding	Summer 2022
Maths consistency	White Rose training for SEND for coverage, consistency and progress rates value added scores increasing.	Spring 2022
SCERTS for improved communication skills	Improved EHCP outcomes and focused PSD	Summer 2022

Pupil Premium Grant 2020-2021 Review: last year's aims and outcomes

Aim	Outcome
To continue to develop teaching and learning across the school, with a focus on quality first teaching.	£80 R.Barclay Academy JP AT £142 RA Herts course £170 Induction course £119 NQT induction training £210 CP, KT CC Makaton
To improve attendance across the school, supporting children to avoid missing so many days of school, and thus avoiding the associated detrimental effect on their learning.	Employ an additional member of staff (0.5) as an Education Welfare Officer (Wendy) Estimated costs: £10,000 Spent £9.958
Ensure children can better access learning by developing the social and emotional skills required for rapid progress.	Employ support staff (Amber & Wendy & Anita) (2.0) to help deliver interventions and provide ad-hoc support for those most in need.

Aim	Outcome
	Estimated costs: 12 months TA: £40,000 spent £39,832
To support personal, social and academic development by providing exposure to enrichment activities through trips and visits.	Spent £nil

Pupil Premium PLUS 2020-2021 Review: last year's aims and outcomes

Aim	Outcome
To support personal, social and academic development by providing exposure to enrichment activities through trips and visits.	Meeting the shortfall in funding for school trips where parents or carers are unable to make the voluntary contribution. Estimated costs: £1,000 spent £85
To reduce gaps in learning as a result of the impact of being in care, made more complex sometimes through the child's SEND.	Employed support staff (Amber) (0.5) to help deliver interventions and provide ad-hoc support for those most in need. Estimated costs: £10,000. Spent £9,958.00
To help the child self-regulate behaviours in order to access learning and develop friendships	Identified in EHCP as a need. Identified by school staff as being a need. Working with colleagues to support the child (and others) with Protective Behaviours in order they understand their own actions and responsibilities. Weekly behaviour monitoring. Estimated costs: £2,250. Spent £825.00

Strategy spending for disadvantaged pupils including academic achievement 2021-2022/24

3 year period with annual reviews and necessary adjustments

Covid Recovery Premium (incl Covid CatchUp carry forward)			
Covid Recovery Premium £10,010 (+ Covid CatchUp Carry Forward £16,000) : £26,010			
Aim	Fund accessed	Impact Evidence	Spending, Date
Mathletics: Online access to maths to engender ipsative improvements – metacognition and competition. JC	£1,100 Covid Recovery Premium	Access to maths online for children and families to stimulate engagement and track progress in learning against STAPPS in-house assessment.	Spent £1056.00 March 2022
Twinkle Subscription: Teaching resources to personalise learning for individuals and broaden new resources for learning through new curriculum. JC	£1900 Covid Recovery Premium	Teaching resources to support learning and ensure breadth of curriculum. Annual subscription that is used to support learning and breadth alongside curriculum aims.	Spent £1,885.00
SCL Subscription 21/22 Subscription costs for Reading programme. AT	£50 Covid Recovery Premium	Annual subscription to ensure the use of the reading programme.	Spent £82.98 April 2021
Star Early Literacy subscription: Subscription costs to access programmes and support. AT	£200 Covid Recovery Premium	Annual subscription to ensure the use of the reading programme.	Spent £193.68 May 2021
SCL Subscription: 20/21 Subscription costs to access programmes and support. AT Circa £50 per annum	£50 Covid Recovery Premium	Annual subscription to ensure the use of the reading programme.	Spent £51.36 May 2021
Use of IT laptops from DfE to ensure they can be used on the school systems for wifi : safeguarding children: Cost to commission DfE laptops for pupil classes in Upper School by HfL	£1,176 Covid Recovery Premium	One off (hopefully more in time) ensuring the use of second hand laptops for pupils in Upper school.	Spent £1176

C McD/ SHA/ M Sides			
Specialist Behaviour Management consultant (Magic Behaviour seen on BBC) to work with identified child CV. Absence of any EP support in county, expert advice on preventing exclusions .Work with the child and adults with the children to look at ways to prevent permanent exclusion. Dependent on success, expand to others in school. MG	£300 - £3,000 Covid Recovery Premium	Solutions and advice to support staff teams working with children with very complex behaviours. Strategies to deploy and track/ monitor for effectiveness. Solution finding to reduce suspensions and exclusions.	Dec 2021
Reading Eggs online reading programme. New to school in 2020 and funded through the Covid Premium, this online programme is supporting children to access reading and phonics online – sharing information and progress with parents/carers at home. AT	£1036.00 Covid Recovery Premium	Reading programme that evidences pupils’ progress with reading and ensures difficulties with phonics are supported with additional examples and overlearning. Progress in reading mapped through STAPPS and STAR assessments. Particular focus on pupils with SEMH to boost engagement.	Spent £1,036.00 Nov 2021
Phonics additional pack Reading scheme pack	£300 Covid Recovery Premium	Wider access to reading materials for children across the school – replacements of lost and damaged books.	Spent £270
Coloured Phonics Packs – Oxford Reading Scheme Reading scheme packs update	£2,234.00	Engagement with pupils increases – ensuring all children have access to phonics-led teaching resources and that these are regularly sent home to support parents with reading with their children.	Spent £775.50 £1979.00 Jan 2022 August 2021 £2,234.00
Outdoor play and learning equipment £9,000: swings, seating, basketball, table tennis outdoors. Playground equipment to engage conversation, communication, learning new skills, physical development, social development, friendships, exercise, self-regulation in and around the school	Covid Recovery Premium	Access to outdoor learning increased, Covid safer learning. Self regulation and engagement in activities to boost communication skills.	Spent £3714 benches

		Subtotal April 2022	£14,453
		Remaining April 2022	£11,546.98 (+ £10,010 for summer 2022)
Pupil Premium Grant			
Pupil Premium Grant and Carry Forward (£57,340 + £32,079 = £89,419)			
Aim	Fund accessed	Impact Evidence	Spending, Date
SCERTS Training for all staff. Curriculum for Personal Development; social communication, emotional regulation, transactional analysis. £1,500	£1,500 Pupil Premium Grant One off	Communication Skills. Skills development to engage in wider learning and being ready to learn. SCERTS embedded in EHCP documentation, planning and assessments. JC	November 2021 Paid £1,000
£45,000 staffing to deliver additional SALT and sensory interventions for pupils with disadvantage. (Ros, Anita) R Andrew leading	£45,000 Pupil Premium Grant Annual spend	Proportion of work with FSM children identified. 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.	£45,00 spent
Whole school maths training – White Rose Training. £9k. Numeracy outcomes showed that progress in maths was lower than in literacy. Value added but not as high. Systematic use of numeracy materials not as strong. Exploratory work against 2 years' ago, numeracy was higher earlier.	£10,700 Pupil Premium Grant One off	5 x onsite training sessions for all teachers and TAs. Embedding a systematic approach to teaching maths across the school, going from Lower school to upper school. J Caple leading.	Spent £10,700 Nov21

Read Write INC	£2760.24 One off	Read Write Inc resources for each department. Currently have one set. Books going missing and needed by different pupils. AT	Coded to Covid Catchup
Trips for pupils with FSM less likely to attend trips as a result of the prohibitive costs for parents. JC leading	£3250 Pupil Premium Annual spend	Critical engagement of most disadvantaged children to access learning outside the classroom, experience trips away from families and build relationships with peers. E19: expenditure for FSM trips: check code. £220 x 8 = SP, KP, SA, JB, SB, CH, RN, FP	£1,760 Comitted
Reading support for parents of children with FSM. Engagement of more parents, provision of reading materials, meetings onsite, devised programme of support, Transport to get the parents into school, zoom updates, supply cover, training, £4,000	£4000 Pupil Premium M Guiney leading. Annual spend	To further engage parents and carers with information, strategies and teaching styles for supporting reading at home. Seeking to support those parents who are hard to reach to take part in bespoke and small group training.	
Transitions UK Transitions UK (£30K programme) An organisation that supports a range of groups of children with needs – CLA, SEND HCF £5K Collett £5K St Luke's £5K	£5,000 Pupil Premium Annual spend	To work with pupils in year 11 to support their transition to college, working with pupils at Collett and St Luke's and then in Year 12 when at college, coming back to the group to establish skills, behaviours, reduce anxieties and develop strategies.	Spent £5000
Provide relevant training for 9 ¾ staff to deliver appropriate interventions to support children's development. (including Rebound Therapy, Makaton, PECS, SCERTS, therapy courses, horticulture therapy, animal assisted therapy) Estimated costs: £3,000	£3,000 Pupil Premium One off	Formal training will help to develop and expand the range and quality of interventions on offer by the 9 ¾ team. In turn, this will allow the team to support a greater number of children with a wider range of needs. R Andrew leading	Spent £226.80 Rebound
Kids in Sync Therapist	£18,000 Annual spend	Kids in Sync specialist Sensory Occupational Therapist to	Spent £18,810

		backfill absence of NHS provision and testing to ensure programmes in place to access classroom learning. Training up other staff and overseeing weekly and daily programmes provided by the team. Assurances of quality, appropriateness and relevance.	
Additional tutoring for Year 11 students in maths and literacy	£6,322.97 Pupil Premium Grant One off	£6,322.97 as 25% additional uplift to School-led tutoring. M Sides	£6,322.97 committed
Subtotal April 2022			£8,599 £1,760 C £6,322.97 C
Remaining April 2022			£516.03
Pupil Premium Plus Grant			
CLA Pupil Premium PLUS Grant (£14,070 + £16,000 carry forward) = £30,070			
Aim	Fund accessed	Impact Evidence	Spending, Date
Fund a trained counsellor to deliver four sessions per week to targeted children (Safe Space) Estimated costs: 11 months £9,500	£9,000 Pupil Premium Plus Annual spend	4 CLA/ PostCLA places with other spaces taken up by pupils with more significant needs such as neglect, trauma, attachment issues, would benefit greatly from a trained counsellor to help support them to engage in learning more readily. Working with CAMHS/ PALMS, the MHEP trainees and other professionals to determine effective therapy engagement in the school to support the child access the provision and engage with others positively. J Pollard leading.	Paid £1710 Nov 2021 £2160 June 2021 £570 March 2022
£2,400 annual cost for AV1 Robot contract	£1,200 Pupil Premium Plus One off	ESMA paying half (£1,200) School refuser AG, high anxiety, depression.	£2640 for two. Spent
'Targeted Provision' (Virtual School recommendation) Tuition of JW £240 sep/oct	£1,830 Pupil Premium Plus Annual spend	£1,830 £610 per term, per child	Monthly Payments being made

(NB Baillee Reed at Collett)		J Pollard leading ; review of progress and impact summer 2022.	March £1,000 Summer £610
Additional time with OT, Behaviours support	£1,220 Pupil Premium Plus Annual spend	£1,220 Summer Term 2021 2 CLA children	CH & CK paid: offset in staffing budget. Paid £1220
Drumming sessions for Bucks CLA £600	Pupil Premium Plus (Bucks claim back) One off	When agreed with Bucks, additional money for identified Bucks LAC child. EHCP review of progress and impact. J Pollard, M Sides	Paid £294
£1800 Harpenden Plus Partnership support for DSL children and families needing additional support	£1,800 Pupil Premium Plus Annual spend	Social care support and early intervention support from Harpenden. Support for families. J Pollard leading. Impact on families to be assessed summer 2022.	Spent £1900
£220 HfL Wifi connections for AV1 robot to ensure it works.	£220 Pupil Premium Plus One off	HfL Wi-Fi connections for AV1 J Pollard leading with M Sides	Spent £220
CLA Pupil Premium PLUS Grant		Subtotal April 2022	£10,688
CLA Pupil Premium PLUS Grant		Remaining April 2022	£3,382
School Led Tutoring Grant			
School led Tutoring Grant: £18,968.91 (+ £6,322 from PPG)			
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 One off	Connexions additional sessions £6,322.97 J Roper and A Tallantire leading	

Additional tutoring for Year 11 students in maths and literacy	£12,645.06 School-led tutoring One off	Fleet Tutors tutoring £12,645.06 M Guiney and A Tallantire leading	
Subtotal April 2022			£0
Remaining April 2022			£18,968.91

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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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