

## Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

- local-authority-maintained schools, including:
  - special schools (for children with special educational needs or disabilities)
  - pupil referral units (PRUs – for children who can't go to a mainstream school)
- academies and free schools, including
  - special academies (for children with special educational needs or disabilities)
  - alternative provision (AP) academies (for children who can't go to a mainstream school)
- voluntary-sector alternative provision (AP), with local authority agreement
- non-maintained special schools (NMSS – schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

**How pupil premium is used at Vale of Evesham School:**

**We strive to develop maximum potential to enable all of our pupils to become confident learners by:**

- raising self-esteem
- promoting confidence, independence, self-worth, individuality
- positive relationships
- engagement and resilience in learning
- developing communication skills, using pupils own preferred method of communication/pupil voice
- engaging parents/carers in their young person's learning

## **We adopt a tiered approach to Pupil Premium spending**

Adopting a tiered approach to Pupil Premium spending balances approaches to improving teaching, targeted academic support and wider strategies. These are:

- 1. Teaching.** Spending on improving teaching might include professional development, training and support for teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a vital element to the success of the Vale of Evesham School
- 2. Targeted academic support.** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of Vale of Evesham school's Pupil Premium strategy.
- 3. Wider strategies.** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

### **We achieve this by:**

- regular assessment of performance data
- holistic approach for the whole child across the curriculum and school day
- engaging with external professionals to provide support, guidance and training
- individual learning intentions and observation of all pupils
- monitoring progress against learning intentions daily
- tracking and adapting approaches to meet the ever-changing needs of our pupils
- capturing progress through photographic evidence and video
- case studies showing qualitative and quantitative data
- regular meetings between professionals
- Governance scrutiny: review and value for money

### **This is the difference we make...**

- Data analysis of individual learning intentions shows the positive impact of our strategies and interventions
- interventions delivered are designed to provide sustainability and value for money
- existing staff are trained to deliver high quality specialist interventions through working alongside external therapists and trainers to support pupils

## Statement of Pupil Premium Strategy / Vale of Evesham School 2020-21

1. Summary information					
School	Vale of Evesham School			Type of SEN (eg.PMLD/SLD/MLD etc.)	Generic
Academic Year	2020-21	Total PP budget	£73,170	Date of most recent PP Review	Oct 2020
Total number of pupils	181	Number of pupils eligible for PP	55 (30%)	Date for next internal review of this strategy	Jan 2021
2. Current attainment					
Pupils making sufficient academic progress relative to individual starting points		Pupils eligible for PP	Pupils not eligible for PP	Analysis	
Key Stage 2	Literacy	86	65	None - Pupil Premium students are out performing Pupil Premium students	
	Numeracy	76	52	None - Pupil Premium students are out performing Pupil Premium students - differences not significant	
Key Stage 3	Reading	60	89	There is a gap in attainment and progress between PP students and their non-PP peers.	
	Numeracy	57	94	There is a gap in attainment and progress between PP students and their non-PP peers.	
Key Stage 4	Reading	83	90	There is a small gap in attainment seen.	
	Numeracy	100	73	Pupil Premium students are out-performing non-Pupil Premium students	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Loss of learning time due to behavioural challenges as evidenced by SLEUTH negative incidents.
B.	Blocks to learning due to emotional challenges
C.	Mental health challenges
<b>External barriers</b>	
D.	Pressure of SEND/mental health on family life.
E.	Covid-19 impact on pupils and their families.
F.	Time lost in education due to ongoing complex medical issues

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
A.	Provide appropriate additional educational experiences through targeted interventions	Closed attainment gap
B.	Raise the skill level of staff to provide and maintain high quality teaching and learning	Improved staff skill set evidenced through learning walks and lesson observations
C.	Provide high quality support for mental health and wellbeing	Reduction of negative incidents and improved attendance over the course of the year (Sleuth, Arbor, CPOMS)

## 5. Planned expenditure

Academic year

2020-21

How we use pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff CPD: Protective Behaviours RSE E-safety Rebound Therapy Gym trainer	Raise skill level of the staff to broaden the offer for PP students and raise the quality of Teaching and Learning	Spending on improving teaching might include professional development, training and support for early career teachers and every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	Seek quality assured training	DS and RB	January 2021
<b>Total budgeted cost</b>					<b>£23,000</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Interventions: Reading Maths Phonics Music Interraction Peripetetic music Art Therapy Play Therapy	Address specific needs for individual students	Evidence consistently shows the positive impact that targeted support can have, including on those who are not making good progress across the spectrum of achievement.	Seek quality assured practitioners and trained in-house intervenors.	DS and RB	Jan 2021
Purchase of shortage items to address student needs: IT, clothing, equipment	Address specific needs for individual students	Promote engagement and address shortfall in provision for disadvantaged students.	Ensure it is targeted effectively.	DS and RB	Jan 2021
<b>Total budgeted cost</b>					£30,000
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pastoral co-ordinators and attendance support	Improved attendance  Raised self-esteem and self-worth	Disadvantaged pupils in some cases have lower rate of attendance and also display heightened anxieties in the classroom. Support with mental health, wellbeing and attendance seeks to address this.	Observation of good practice and support of practitioners.	XS	Jan 2021
<b>Total budgeted cost</b>					£20,000