

Pupil Premium

2020-21 Autumn Update

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Evidence shows that children from disadvantaged backgrounds:

* generally face extra challenges in reaching their potential at school
* often do not perform as well as their peers

It is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

This year the allocation is (indicated at) **£80,225**

**This is comprised of the estimated figure of £47,225**

**Plus £18,000 Estimated PEP allowance**

**Plus £15000 Out of County allowance**

Barriers to learning at Hope High School:

1. Pupil reading ages across the school remain years behind pupils chronological age, despite rapid progress in reading ages over the last 3 years due starting points. However rapid and sustained progress across Key Stage 3 is evident due to the culture of embedding the Accelerated Reader scheme in whole school curriculum.

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|  | **Average Progress Year 2017-18** | **Average Progress - Year 2018-19** | **Average Progress - Year 2019-20** |
| Year 7 | 19 months | 17 months | 13 months |
| Year 8 | 12 months | 11 months | 26 months |
| Year 9 | 19 months | 10 months | 11 months |
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It is proven that improving reading skills; understanding texts, improving vocabulary and developing reading for pleasure will improve literacy skills in the individual and therefore increase their chances of academic success.

1. Subject specific Language and vocabulary across Key Stage 4 is significantly more demanding than at Key Stage 3. Whole school subject specific vocabulary support required to support pupils in airing and developing the skills to become word learners.

SLT Interventions lead, LRC and specialist teachers developed whole school approach to support teachers in precision teaching of subject specific vocabulary. Resources to help develop vocabulary, word learning skills, and application of word knowledge

1. Disadvantaged pupils have few opportunities to develop resilience, social skills across differing working environments, expectations of the work place, successes in vocational areas.

Access to alternative educational and vocational providers to support careers, build resilience and successes across different work environments, provide skills and prospects to support life post 16. Pupils to access Forest School at Key Stage 3 and Duke of Edinburgh at Key Stage 4.

1. Adverse life experiences continue to have impact on pupils’ educational achievements. Pupils require emotional and social support and strategies to enable them to cope with adverse life experiences and develop and promote good mental health.

Access to 1:1 and group interventions with the Thrive and Willow teams to support mental health, provide behavioural and social support strategies, develop understanding of their roles and responsibilities in school and wider community, support in forming positive relationships both at school and at home, understand and develop strategies to support own individual needs (ADHD,ASD,OCD, ODD), support pupils in managing bereavement and life changes.

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| Objective | Actions | Cost | Impact/ Outcome |
| Continue to support pupils in improving their reading ages to close the gap between reading age and chronological age. | Continue the fund the Accelerated Reader to improve pupils' reading ages across the school. To close the gap between PP and non PP pupils across the whole school.  Training for VG and CA  Pupils to become confident readers in line with their chronological age.  Pupils become interested in reading for pleasure. | Accelerated Reader  £1,000 | Pupils will engage with reading more in school and make progress with their reading and comprehension skills.  Some pupils will discover enjoyment in reading for pleasure. |
| Whole School Vocabulary Project to support acquisition of subject specific vocabulary | VG (TA3) and specialist teachers support school staff in engaging with vocabulary project.  Small group sessions to develop confidence/ enjoyment in vocabulary work  Equip Learning Resource Centre with Vocabulary games and resources to support pupils in becoming new word learners | TA3 cost  £18,874  Specialist teacher  £9,000 | Pupils are engaging positively in developing their subject specific vocabulary. Pupils enjoy the 1:1 provision and actively seek out opportunities engage in new vocabulary learning. |
| Pupils engage with vocational placements to support careers, social skills and build resilience | Alternative Provisions lead (AD) supports pupils in operational strategies to support alternative provisions.  Pupils work towards vocational qualifications  Pupils meeting EHCP outcomes in preparation for life post 16  Forest school and Duke of Edinburgh provides engaging and unique experiences and qualifications to support life post 16. | Placement  Cost  £25,300 | Pupils are engaging in alternative provision placements  Pupils are gaining qualifications in vocational areas. |
| Pupils engage with Thrive and willow interventions to support meeting EHCP outcomes | Contribute to cost of 5 x Thrive pastoral team  Small group sessions to develop strategies to support meeting EHCP outcomes  Equip Willow and Thrive with support material and resources for interventions around pupils SEMH needs | Staff cost  17,584  Resources Cost  £1000 | Pupils are engaging positively in the reading programme. Pupils enjoy the 1:1 provision and actively seek out opportunities to go in there and read independently. |
| Promote reading throughout the school | Accelerated Reader to become established on the timetable with each class.  Teacher (LOK) works with TA3 (VG) in Learning Resource Centre; supporting/ directing and leading the AR reading programme.  Track progress every term and analyse data. | SLT/ Leadership  Time  Resources  £4467 | LOK has established AR and reading as a settled part of the timetable. Pupils enjoy the lesson and read in response |
|  | Total | **£80,225** |  |

**Evaluating impact**

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| End of term impact | By whom | How | Summary of progress |
| Autumn: 18/12/20 | LOK/ VG | Monitor pupil engagement in reading.  Monitor 1:1 reading sessions  Monitor Accelerated Reading data | Each class has Accelerated Reader as part of their timetable each week to promote the enjoyment of reading.  PP funding is used to fund a variety of intervention strategies across school, where pupils can access 1:1 sessions to promote and encourage better learning and engagement. Pupils each have their own reading book in school.  Pupils are engaged in the reading programme. Pupils enjoy the 1:1 provision and actively seek out opportunities to go in there and read independently.  **Accelerated Reader progress:**  Autumn Term 20; there has been a **significant** increase in reading levels among some of the PP group (45 pupils):  -zero progress -3  1-11 months progress- 14  12-18 months progress - 8  19-24 months progress – 7  25-36 months progress – 12  37-42 months progress – 1  +43 months - 1  - Alternative Curricula – 4  98% pupils making progress  CLA Pupils group 10  100% CLA pupils making progress  1-11 months progress- 2  12-18 months progress – 3  25-36 months progress – 5 |
| Spring: | LOK/VG | Monitor pupil engagement in reading.  Monitor 1:1 reading sessions  Monitor Accelerated Reading data |  |
| Summer: | LOK/VG | Monitor pupil engagement in reading.  Monitor 1:1 reading sessions  Monitor Accelerated Reading data |  |