Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pioneer House High school
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years 2020/21 to 2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Adele Cox, Headteacher
Pupil premium lead	Caroline Pauls, Deputy Headteacher
Governor / Trustee lead	S.Wickstead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,380
Recovery premium funding allocation this academic year	£20,662
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109,042

Part A: Pupil premium strategy plan

Statement of intent

At Pioneer House High School our community is made up of students from diverse socio economic and cultural backgrounds. All pupils have an Education Health Care Plan, and some pupils have a diagnosis of autism or additional complex learning difficulties. An increasing number of pupils have SEMH as a primary or secondary need. Each of our disadvantaged pupils faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students.

Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school in some subjects when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further education
- Employability
- Social opportunities and engagement with the community and services
- Self-management and emotional regulation.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The maths attainment of disadvantaged pupils has been affected more than that of their peers with regards to the application of SSM elements of maths. Teacher diagnostic assessments in 2021 and summative assessments from 2020-2021 suggest that many pupils particularly struggle with SSM and application maths concepts functionally. This is evident with 12% of students making less than expected progress in SSM for 2020-21 compared with 2% for number and 2% for Using and applying. Whilst this picture has improved in 2021/22 with 2% making less than expected progress, it is an area of continued focus for us knowing the long term challenges students face in grasping the concepts of time, weight and volume and areas of using and applying.
2	Assessments, observations, and discussions with teachers indicate that students' writing ability and progress was negatively impacted during 2020-21 and this trend is more prevalent among our disadvantaged pupils than their peers. This is evident with 13% of students making less than expected progress in writing for 2020-21 compared with 8% for reading and 3% for speaking and listening. Whilst this picture has improved in 2021/22 with only 3% making less than expected progress, it is an area of continued focus for us knowing the long term challenges students face with literacy and in particular writing.
3	Our assessments show that disadvantaged pupils are sometimes making less progress from their starting points at the beginning of the school year. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress can be lower compared to non-disadvantaged pupils. This trend is recognisable in R.E. and Healthy Lifestyles outcomes from 2020-2021, and in Science and Computing in 2021-2022.
4	Our assessments (including wellbeing survey with staff and students), observations and discussions with pupils and families have identified social and emo-

	tional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven lost learning, routines and social interactions, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. This is evident in the rise in number of incidents logged on CPOMS of peer or peer abuse and incidents relating to emotional regulation or emotional support being needed.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g, independent travel, employability skills and engaging with the community and services.
7	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
8	Disadvantaged students have limited access to digital devices and many live in digital poverty. This impacts students' ability to progress and families' abilities to support the curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (End of 2022-23)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for all students in English writing, relative to their starting points as identified through baseline assessments. For 100% of upper school students to be on track to make expected progress towards their accreditation following the writing unit.	• 100% of students achieve expected progress and that 55% of students achieve better than expected progress in writing • 100% of students in KS4 and 5 make expected or better progress towards their accreditation.
Improved attainment for all students in all maths shape, space and measure relative to	• 100% of students achieve expected progress and that 55% of students

their starting points as identified through baseline assessments. For 100% of upper school students to be on track to make expected progress towards their accreditation.	achieve better than expected progress in shape, space and measure. • 100% of students in KS4 and 5 make expected or better progress towards their accreditation.
Continued improvements in attainment for students in R.E, relative to their starting points as identified through termly assessments. For an increased number of students to access a range cultural capital activities through the R.E. curriculum.	• 100% of PP and Non PP students achieve expected progress or better in RE.
To ensure the curriculum in Healthy Lifestyles is accessible and appropriate for individual students so that progress in both healthy lifestyles strands improves. Students to access wave 1 provision regarding self-regulation and to access a range of mental health and wellbeing activities through the healthy lifestyles curriculum to support and maintain independent management of their own health and wellbeing.	• 100% of PP and non-PP students achieve expected progress or better in Healthy Lifestyles Health and Wellbeing and Relationships. • The gap between PP and non-PP students is closed (+4% attainment for PP students in Health and Wellbeing and +11% for PP students in Relationships.)
Improved attainment for disadvantaged pupils in Science, relative to their starting points as identified through termly assessments.	• 100% of PP and Non PP students achieve expected progress or better. • The gap between PP and non PP students is closed (+8% attainment for PP students)
Improve the attendance of targeted students.	• The attendance of all students is sustained at a minimum of 96% across all years.
Students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. Students benefit from cultural capital opportunities afforded to them through the curriculum and otherwise.	• Students have the opportunities for travel training in line with their abilities. • Students can manage their own time and understand how to effectively engage with the community and services available to them. • Students engage in experience projects and preparation for adulthood opportunities made

	available to them through the school year.
Students have employability skills and are confidently able to talk about the skills they have in preparation for employment.	• Students demonstrate expected or better progress against Skillsbuilder assessment criteria. • Students make progress against targets set in their EHCP. • All students engage with enterprise days and a tiered work experience offer available to them through the school year. • Pioneer House will maintain 100% of the Gatsby Benchmarks.
Students feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	• All students in KS4 and 5 access high quality tiered work experience and careers mentoring. • PP students are progress to higher or further education at the end of KS5 in the same numbers as their peers.
All students, and in particular identified students, will have a greater awareness of their emotional state and wellbeing and have access to a range of resources to support their self-regulation in the classroom and beyond.	• Boxall profiles of identified students will demonstrate improved Social and Emotional outcomes. • Number of CPOMS and IRIS incidents recorded for identified students decreases. • Staff and students report better wellbeing and self-regulation. • Students identified through the SFL team will show accelerated progress in academic attainment.
Improved attainment for disadvantaged pupils in Computing, relative to their starting points as identified through termly assessments. For all students to have access to digital devices and internet access in school and when working from home to ensure that no students are disadvantaged through digital poverty.	• To ensure that 100% of students achieve expected progress or better. • To close the gap between PP and non PP students (+8% attainment for PP students) • Students gain relevant digital literacy skills towards preparation for independence and employment. • If required to work from home, students have access to the internet and an appropriate digital device to work from. • Students are aware of how to use devices from home to complete work for school (via seesaw or otherwise).

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths lead to continue to teach Maths across upper school (KS4 and 5). Maths CPD mapped across the year for all staff and for teaching staff to improve pedagogical knowledge and content knowledge for maths teaching across the school in line with DfE guidance and students' needs. 3 teachers and 1 TA released 4 days over the year to attend Specialist Knowledge Teacher of Maths (SKTM) courses. Maths lead and one teacher	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf '*"Knowledge of the didactic and diagnostic potential of tasks" is a key component of the COACTIV model of mathematics PCK (Baumert & Kunter, 2013), which was found by Baumert et al. (2010) to be a substantial predictor of student learning, after controlling for a wide range of other variables. The evidence for the importance of teachers' knowledge of good explanations, models, analogies, representations and examples in relation to the content they teach comes from the same sources cited above, for example, Baumert et al. (2010).*' What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1

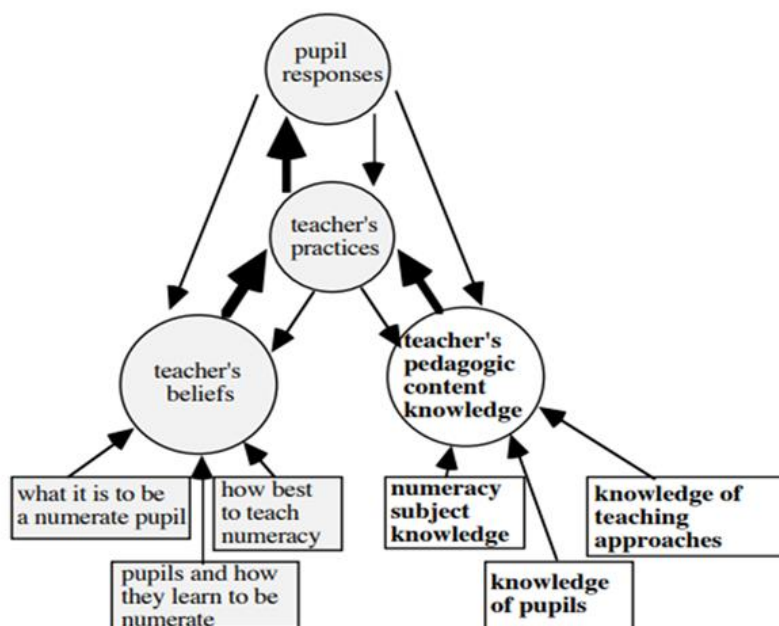|		
released 4 days to attend Mastery Readiness with NW1 maths up. Mastery readiness lead to support in school roll out. The lead will engage with other SEND schools in the locality to create an SEND maths Research and Innovation Working Group to improve quality of maths teaching through project work and research.	 Figure 4.1 Focus on the part of the model concerned with a teacher's pedagogic content knowledge https://www.cityandguilds.com/-/media/productdocuments/skills_for_work_and_life/english_mathematics_and_ict_skills/3844/centre_documents/adult_numeracy_core_curriculum_v1-pdf.ashx The adult core curriculum outlines the basic numeracy that students should attain to be able to live and work independently.	
English lead to continue to teach English across upper school (KS4 and 5) and improve English teaching across the school in line with DfE guidance. The teaching of writing is consistent across school and teachers utilise high-quality	The DfE guidance draws on evidenced based approaches. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf *'plenty of studies have shown that measures of teachers' knowledge and conceptual understanding of the specific content they are teaching do have some predictive power for their students' learning (Baumert et al., 2010; Hill et al., 2005; Hill & Charalambous, 2012; Lynch et al., 2019; Sadler et al., 2013).'* What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) https://repository.excellencegateway.org.uk/Adult%20literacy%20core%20curriculum.pdf The adult core curriculum outlines the basic literacy that students should attain to be able to live and work independently.	2

structured strategies to break down complex writing tasks for learners. They provide explicit instruction in planning, monitoring and evaluating, ensuring clear modelling at each step. The lead will engage with our local research school and other trust schools to develop the quality of English teaching through CPD. Reading programme to be implemented across KS4 and 5 utilising age appropriate decodable reading materials	Improving literacy in key stage 1. Education endowment foundation. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1671017850 Improving literacy in key stage 2. Education endowment foundation. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1671018083 **Phonics interventions (Fresh Start)** https://educationendowmentfoundation.org.uk/pub-lic/files/Projects/Evaluation_Reports/Fresh_Start.pdf Fresh Start is a well-structured intervention with developed plans for training, resource materials and assessment. It targets improvement in reading and writing at the same level. One of the outcomes commonly reported by teachers was that FS provided positive results for pupils who have learning difficulties. Pupils' confidence in reading and class participation increased in and following FS sessions.	
Provide engaging, decodable texts at home	Improving literacy in key stage 1. Education endowment foundation. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1671017850 Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019). Literacy Development: Evidence Review. Education Endowment Foundation: London. Available online:	2

	https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf	
	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	
	'A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure: • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Positive reading attitudes; • Greater self-confidence as a reader; • Pleasure in reading in later life; • General knowledge; • A better understanding of other cultures; • Community participation; and • A greater insight into human nature and decision-making. Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.'	
	Students in mainstream schools across the country in many studies have demonstrated learning losses with regards to reading due to the Covid 19 pandemic.	
	https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss/	
	Impact of school closures on the attainment gap summary: EEF (April 2020) 'A particular focus of support will be on literacy'.	
All teachers have targeted CPD on quality first teaching using the Great Teaching Toolkit Collaborative MAT work to share best	*'Improving teaching quality generally leads to greater improvements'* EEF (Education Endowment Foundation). *'There is particularly good evidence around the potential impact of teacher professional development'* (EEF). *'Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school'.* (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).	1,2,3,4

| practice for teaching and learning.

Supportive QA processes in place to monitor and assure the quality of education is outstanding. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Great Teaching Tookit Evidence Review – Cambridge Assessment and Evidence Based Education:

https://www.greatteaching.com

What are the best bets for teachers to invest time and effort in if they want their students to learn more?

We have reviewed existing research studies and frameworks that are relevant to the components and routes to improvement of teacher effectiveness. Our aim is to help teachers make better decisions about what they can best do to improve their effectiveness. In summary, we have identified four priorities for teachers who want to help their student learn more:

1. understand the content they are teaching and how it is learnt
2. create a supportive environment for learning
3. manage the classroom to maximise the opportunity to learn
4. present content, activities and interactions that activate their students' thinking | |
|---|---|---|
| Curriculum co-ordinator's for R.E to attend external CPD that can be disseminated across school to enhance subject knowledge and in turn support academic progress. | During last academic year Manchester SACRE confirmed that the implementation of the revised Agreed syllabus for Religious Education which are being launched in the Spring term 2022. The standing advisory committee on religious education advocates the use of the 2016-2021 syllabus until the review syllabus is released.
https://secure.manchester.gov.uk/downloads/download/6561/manchester_agreed_syllabus_for_religious_education | 3,5 |
| Develop the RSE curriculum and embed specific RSE support and education in line with safeguarding developments in order to improve the confidence of staff in teaching | **https://pshe-association.org.uk/evidence-and-research/social-mobility-case-for-statutory-pshe-education**

www.brook.org.uk explain about the importance of Understanding RSE Inclusivity requirements
Being able to identify laws and policies protecting young people with SEND
Recognising how personal values have an impact on RSE delivery
Understanding the importance of age and stage appropriate sessions and differentiation
Appreciating the impact of language and how to use it correctly | 3, 6 |

relationships education	Implementing varying presenting techniques in the delivery of RSE for SEND young people.	
Curriculum co-ordinators consider and review their module plans. Curriculum co-ordinators consider wider links for their modules concurring with whole school initiatives and developments. All modules are considered for built links for: - Cultural - Careers - British value - Inclusion - Rights Respecting - Arts	https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/ *'Cultural capital is one of the most important concepts within the [sociology of education](), and it goes a long way to explaining why middle class children do better in education than working class children'.* *'working class children are marginalised in the education system and end up underachieving.'* http://skillsbuilder.org/better-prepared *'The transition of young people from education into employment between the ages of 16 and 25 is always a challenging one. • The pandemic has once again had a disproportionate impact on young people – both through disruption to education, and the oversized damage to the retail and hospitality industries that often act as a critical bridge for young people into employment. • This has placed further emphasis on essential skills and their critical importance to supporting an effective transition into the world of work – a relevance increasingly echoed by both educators and employers.'* The Department for Education (DfE) places a duty on EYFS providers, schools, colleges and training providers to prepare pupils for life in modern Britain by developing their understanding of 'fundamental British values'. https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published Ofsted now pays a lot of attention to SMSC when deciding whether your school is 'outstanding', 'inadequate' or somewhere in between, and this alongside fundamental British values and Citizenship are highlighted further in the new Education Inspection Framework 2021.	5,6,7

https://www.gov.uk/government/collections/education-inspection-framework

**Skills for every young person – House of Lords report.**

Students with a disability are much less likely to be in employment than their able peers at all ages. These employees have been more disproportionately affected by the pandemic.

https://committees.parliament.uk/publications/7988/documents/82440/default/

Youth unemployment is pervasive, the skills gap remains wide, and both issues need to be tackled with urgent action right now. Improving and expanding skills teaching for young people is the key way to get there.

This alone would be reason enough to discuss the findings at length, but there's more. What's especially encouraging is that the report explicitly endorses the Skills Builder Framework language and approach to essential skills development

Figure 8: Defining skills
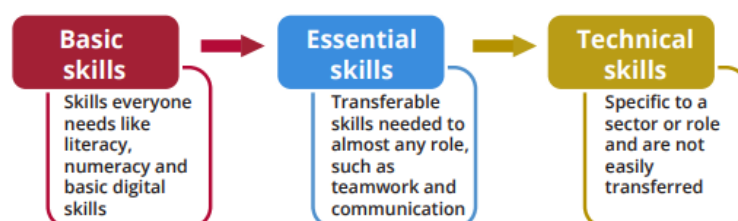
Source: Skills Builder Partnership, 'Universal Framework': *https://www.skillsbuilder.org/universal-framework/listening* [accessed 10 November 2021]

Gatbsy benchmark evaluation
https://derby.openrepository.com/handle/10545/625634
'Improving career guidance in secondary schools and colleges can lead to better student outcomes while also raising aspirations and increasing engagement with education, according to the final evaluation of a four-year pilot'.
'The greater the number of Benchmarks held, the greater [outcomes] achieved by each learner, even when gender, ethnicity, SEND status, FSM status, looked after status and Ofsted rating were statistically controlled for.'

CEIAG guidance
https://dera.ioe.ac.uk/2983/1/download%3Fid%3D147155%26filename%3Dceiag-secondary-school-report.pdf

Even in the space of just over a year, that phrase has taken on a new meaning, as tighter budgets and new national priorities lead to a reassessment of practice. In a recent speech to the Institute of Careers Guidance annual conference, Minister of State for Further Education, Skills and Lifelong Learning, John Hayes MP, highlighted the crucial role that schools play in offering advice and support:
"Individual schools and colleges know their own learners and are better placed to assess their needs than anyone else. So it follows that on them must fall the responsibility for ensuring that all learners get the best advice and guidance possible."

Arts Participation

https://educationendowmentfoundation.org.uk/public/files/Projects/learning_about_culture_overarching_evaluators_report.pdf

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation

Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.

Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.

Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.

Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

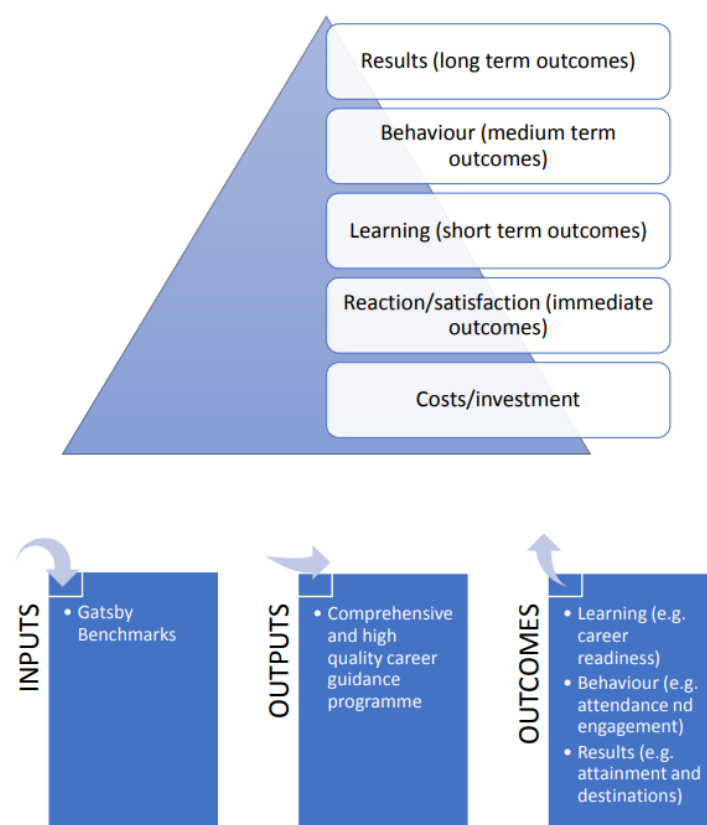Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Learning and waves of intervention offer established to ensure consistent high quality teaching across all classes with a clear referral process and wave response of support for pupils needing additional support, to include: • SALT • OT • Music Therapy	**The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.** What works database (ican.org.uk) https://www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice This has been endorsed by the Royal College of Speech and Language Therapists. **People with learning disabilities are more likely than the rest of the population to experience a range of health conditions such as mental health problems, cardio vascular problems, and sensory impairment.** *Occupational Therapists have a key role in helping people with learning disabilities to access occupation; adapting activity, equipment, environment or materials in the places where they live and work. They have specific skills in activity analysis, assessment of function, collaborative goal setting, evaluation and an understanding of the relevance and role of occupation in health and well being (COT 2007).* https://www.rcot.co.uk/sites/default/files/Resource-OT-and-Learning-Disabilities_0.pdf **A new report from the "National Clearinghouse on Autism Evidence and Practice" lists music therapy as evidence-based practice for children (ages 0-14) under music-mediated interventions.** The full report can be accessed at https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP Report 2020.pdf Pages 92-93 display the Music-Mediated Intervention (MMI) outcome areas and research articles meeting the inclusion criteria of this systematic review.	1,2,3,
Targeted literacy and numeracy interventions across all	**Phonics interventions (Fresh Start)** https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Fresh_Start.pdf	1,2,3

groups for all pupils. **Phonics**-fresh start **Number** – 5 minute number box **S+L** – TALC **Communication** – Blanks questioning matrix.	Fresh Start is a well-structured intervention with developed plans for training, resource materials and assessment. It targets improvement in reading and writing at the same level. One of the outcomes commonly reported by teachers was that FS provided positive results for pupils who have learning difficulties. Pupils' confidence in reading and class participation increased in and following FS sessions. **Five minute number box** https://www.teachwire.net/products/number-box-review The Number Box would be especially good to use with dyslexic children who find sequential skills, organisation and spatial operations more challenging. Dyscalculic children will naturally benefit too, as will learners with receptive and expressive language difficulties. The amount of vocabulary teaching you could do with the Number Box is enormous, making it perfect for children who need more time to acquire and use mathematical words as well as concepts. **TALC assessments** https://schools.essex.gov.uk/pupils/SEND/Documents/Essex%20Recommended%20Assessments%20for%20Identifying%20Needs%20v3%20Oct%202021_.pdf The TALC can be used to: • Assess the level of abstract language a child can understand • Set individual, specific, measurable, achievable, realistic and timely (SMART) targets • Increase the awareness of the types of questions and directions the child might be expected to understand • Indicate how the language used to interact with the child can be modified to ensure **Blank's level questioning** https://www.provide.org.uk/modules/downloads/download.php?file_name=330#:~:text=The%20Blank%20Levels%20of%20Questioning%2C%20sometimes%20known%20as%20the%20Language,used%20by%20teachers%20in%20classrooms. Blank's Levels of Questioning is a questioning framework developed by Marion Blank, a renowned psychologist. There are four levels of questioning which move from simple, concrete questions to more difficult, abstract questions. Blank's questions encourage development of general language and vocabulary as well as skills in comprehension, reasoning, inferencing, predicting and problem solving (Blank, 2000).	
All students have access to a discrete, bespoke careers curriculum	http://skillsbuilder.org/better-prepared *'The transition of young people from education into employment between the ages of 16 and 25 is always a challenging one. • The pandemic has once again had a disproportionate impact on young people – both through disruption to education, and the oversized damage to the retail and hospitality industries that often act as a*	5, 6

and the skillsbuilder curriculum with employability outcomes. All students in KS3,4,5 have access to a careers advisor who will deliver whole group and 1:1 sessions with students around next step destinations. School LGB actively encourages participation from potential employers in the local area.	*critical bridge for young people into employment. • This has placed further emphasis on essential skills and their critical importance to supporting an effective transition into the world of work – a relevance increasingly echoed by both educators and employers.'* DfE – Work experience and vocational/technical provision for young people on SEN support: a rapid evidence assessment. Benefits of work experience identified for young people with SEN include: • *Employment skills and confidence* • *Construction of a pro-employment identity* • *'Hard' benefits such as increase in number of hours/weeks worked in future and increased future earnings* • *Soft skills, education and employment outcomes* • *Interpersonal skills* **Gatbsy benchmark evaluation** https://derby.openrepository.com/handle/10545/625634 *'Those providers who achieved 94% or more sustained destinations in 2017 were also those education providers who achieved 6 or more Benchmarks in 2017'* Pioneer House achieved 100% of the Gatsby Benchmarks and was the first school in Manchester to do so. Pioneer House will strive to maintain 100% Gatsby Benchmark status.	

Figure 6 Adapted Kirkpatrick model of evaluation and underpinning logic model

Results (long term outcomes)

Behaviour (medium term outcomes)

Learning (short term outcomes)

Reaction/satisfaction (immediate outcomes)

Costs/investment

INPUTS
- Gatsby Benchmarks

OUTPUTS
- Comprehensive and high quality career guidance programme

OUTCOMES
- Learning (e.g. career readiness)
- Behaviour (e.g. attendance nd engagement)
- Results (e.g. attainment and destinations)

CEIAG guidance

Dera.ioe.ac.uk/2983/1/download%3Fid%3D147155%26filename%3D ceiag-secondary-school-report.pdf

"Members of the designated citizenship/ PSHCE team meet one to one with students, who are also supported by their tutors, subject staff and personal advisers from Prospects (formerly Connexions). The emphasis was on providing students with information and guidance that equips them to make appropriate choices for themselves rather than being steered towards certain options."

Non teaching roles, like that of a careers advisor and our careers TA4 means that the staff are able to be:

- *building on individuals' prior experience*
- *providing role flexibility benefits, for example non-teaching staff were able to meet and respond to queries from partners, other key non-teaching staff and support students one to one during the school day*
- *creating a different role emphasis to secure improvements in a certain area, such as improving links with business*

https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf

'*Employers, their representative organisations and organisations promoting business links should cooperate in a comprehensive*

| | *review of what they offer. The review should focus on what could be done to make sure every school has enough employer links to meet the benchmarks in this report.'* | |
| | *'Every school should have a member of their governing body who has a remit to encourage employer engagement and to take a strategic interest in career guidance.'* | |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Learning and referral, advice and waves of intervention offer established to improve pupil's ability to self-manage behaviours and emotions which may have a negative impact upon their learning.	The Education Endowment Foundation's Toolkit, a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils: 1.Meta-cognition and self-regulation: High impact for low cost, based on extensive evidence. 3. Social and emotional learning: Moderate impact for very low cost, based on extensive evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4, 7
Whole school CPD around learning behaviours and social and emotional aspects of learning to give staff a basic understanding of CBT approaches to supporting	The Essential Guide to Using Cognitive Behaviour Therapy (CBT) with Children & Young People: 3 (Hinton House Essential Guides) Tina Rae https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf **Boxall Profile Report:** https://www.nurtureuk.org/wp-content/uploads/2021/11/now_you_see_us_full_report.pdf	

students with their behaviour.		
Embed the new Trust attendance strategy measures to im-prove attendance to 96%. Ensure that no group is disadvantaged by low attendance and reduce the number of pupils that are absent, including persis-tent absence (-20%)	**The British Psychological Society: Behaviour Change: School attendance, exclusion and persistent absence** *'Children and young people at risk of future educational disen-gagement need to be identified at an early age, and their posi-tive engagement with education effectively promoted and their attendance improved. Schools need be empowered and re-sourced to become increasingly psycho-socially responsible for all of their students. Schools – as key stake-holders in the local communities in which they are sited – need to be supported in developing their aspirations to become impartial successful in-vestors in the socio-economic collateral of their local communi-ties by never letting go of any student.'* https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Pol-icy%20-%20Files/Behaviour%20Change%20-%20School%20at-tendance%2C%20exclusion%20and%20persistent%20ab-sence%20%282017%29.pdf	4,7
To ensure that students at risk of becoming NEET are tracked and supported effec-tively through regular attend-ance at NEET panels and close liasion with Ca-reer Connect and a specialist SEND careers advisor.	**The proportion of 16-24 year olds who were NEET was higher for those with disabilities (30%) than those without (9%).** Studies have shown that time spent NEET can have a detrimental ef-fect on physical and mental health, and increase the likelihood of un-employment, low wages, or low quality of work later on in life: https://dera.ioe.ac.uk/30962/2/SN06705%20_Redacted.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/356062/Review3_NEETs_health_inequalities.pdf https://www.nfer.ac.uk/publications/INDI02/INDI02.pdf	6
Self-Regulation boxes further developed and embedded, and enhanced equipment implemented that link to Zones of Regulation.	The Zones of Regulation, written by L. Kuypers and published by Social Thinking in 2011, has sold over 260,000 copies and counting, and has been widely implemented in homes, schools, districts, and clinical practices all over the world to address social emotional learning (SEL). The creation of The Zones of Regulation was based off clinical experience, seeing a need in the field to teach skills in the realm of regulation in a way learners could connect to and apply in context, all while layering together many theories, best practices and evidence as the	4,7

Additional staff training on sensory regulation through OT. Staff CPD and support on effective reflection for post incident learning and the use of teaching self-regulation strategies to students.	foundation to inform and build The Zones' framework and lessons. **Many research and scholarly articles support the Zones of regulation as a curriculum for support social and emotional learning:** https://www.zonesofregulation.com/uploads/3/4/1/7/34178767/the_zones_of_regulation_research_and_scholarly_articles.pdf "Definition and scope for positive behaviour support" – Gore el al. "A conceptual framework for understand why challenging behaviours occur in people with developmental disabilities." Hastings et al.	
Development of the community café to host a programme working with parents and carers to develop effective home learning environments including the use effective and safe use of digital devices and internet access, This will ensure students are not disadvantaged but also further support digital skills for independent living and employment.	Students from disadvantaged backgrounds are further disadvantaged by the pandemic and working from home situations due to isolations or otherwise due to not having appropriate digital devices. https://www.teachfirst.org.uk/press-release/digital-divide https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807831/What_digital_skills_do_adults_need_to_succeed_in_the_workplace_now_and_in_the_next_10_years_.pdf *Information and Communication Technologies have become integral to personal and professional life; individuals, businesses and governments are increasingly inter-connected.* *Focusing on the UK, a survey by the British Chamber of Commerce (BCC) found that the most important digital skills for UK businesses were: 'basic computer skills', 'communicating and connecting through digital channels' and 'management of digital information'.*	8
Further develop the school enrichment calendar so that meaningful	**https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/** *'Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining*	5, 6, 7

enrichment opportunities are offered to all students through: -Man Utd Foundation -Residentials -Skills Pathway -Curriculum visits	*why middle class children do better in education than working class children'.* *'working class children are marginalised in the education system and end up underachieving.'*	
The schools Community of Belonging culture and ethos ensures that students are confident and safe in their own personal identity, this maintains academic motivation, success, and wellbeing. ***Focus areas for 2022-2023*** -Disability -Sexism, misandry and misogyny Lead practitioners for collective worship, tutor programme and the community of belonging project work to disseminate training and	https://files.eric.ed.gov/fulltext/EJ1156289.pdf file:///H:/Downloads/RERStudentsNeedforBelonging.pdf This review reflects a social cognitive perspective on motivation. This theoretical framework maintains that individuals have psychological needs, that satisfaction of these needs affects perception and behaviour, and that characteristics of the social context influence how well these needs are met. The concern here is how schools, as social organizations, address what is defined as a basic psychological need, the need to experience belongingness. The findings suggest that students' experience of acceptance influences multiple dimensions of their behaviour but that schools adopt organizational practices that neglect and may actually undermine students' experience of membership in a supportive community.	5, 6, 7

knowledge around their topics to ensure a consistent approach across school.		
The KS5 work experience offer will be reviewed and enhanced to better reflect a true life working environment and support students' employability skills and preparation for employment. The work experience offer will begin to develop from being an experiential work experience offer towards being a graded offer including a vocational model linked to longer	*https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/atdcdest636760783782688847.pdf* *'only 6% of people with a learning disability are in work. This makes them the most excluded group from the workforce, despite over 68% of people stating that they want to work'* *Work experience is an opportunity to introduce young people to the world of work, and layer up the skills needed to help them get a job in the future. Typically, there are three patterns of work experience for 16-19 study programmes: experiential work experience, the vocational model and the extended model. Most work experience at schools and colleges follows the experiential model and can be important in raising aspirations. However, the vocational model can be significant in leading to real employment. Meaningful work experience for young people with SEND can be incredibly rewarding for everyone involved; where the young person, their family, and the employer all develop knowledge and learning that means they become more committed to young people with SEND working and taking part in society.* **http://skillsbuilder.org/better-prepared** *'The transition of young people from education into employment between the ages of 16 and 25 is always a challenging one. •* *The pandemic has once again had a disproportionate impact on*	5, 6

term employment aspirations for all students in KS5. Staff to engage with Talentino resources and training sessions around employability and work experience.	*young people – both through disruption to education, and the oversized damage to the retail and hospitality industries that often act as a critical bridge for young people into employment.* *• This has placed further emphasis on essential skills and their critical importance to supporting an effective transition into the world of work – a relevance increasingly echoed by both educators and employers.'*	
To continue our providing of breakfast for targeted students, and morning toast for all. Termly support in place to provide support to our most vulnerable families through providing food, household basics, Christmas presents, Easter eggs etc	**National School Breakfast Programme 2018-2021** The evaluation has been published by Family Action and Magic Breakfast, which delivered the government's National School Breakfast Programme between 2018 and 2021. The evaluation (2021) finds that the schools who hosted breakfast clubs reported that the provision had supported improvement across key areas, including: • Improved pupil behaviour (94 per cent). • Healthier eating habits among pupils (95 per cent). • Readiness to learn (99 per cent). • Concentration in class (99 per cent). • Educational attainment (94 per cent). • Better social skills (93 per cent). • Better parental engagement (79 per cent). The schools also reported a 28 per cent reduction in late marks across a term and a 24 per cent reduction in behaviour incidents among pupils attending the clubs. *https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res* • *DfE: Guidance: National school breakfast club programme, January 2022:* *www.gov.uk/guidance/breakfast-clubs-programme-2021-2023* • *DfE: Guidance: Holiday activities and food programme, December 2021:* *https://bit.ly/3JWCE9E* • *Family Action & Magic Breakfast: National School Breakfast Programme: March 2018 to July 2021, December 2021:* *www.family-action.org.uk/what-we-do/children-families/breakfast*	1, 2, 3, 4, 5, 6, 7,8

| | • *Magic Breakfast: School breakfast standards (blog), accessed January 2022:* [*www.magicbreakfast.com/blog/school-breakfast-standards*](www.magicbreakfast.com/blog/school-breakfast-standards) | |

Total budgeted cost: £

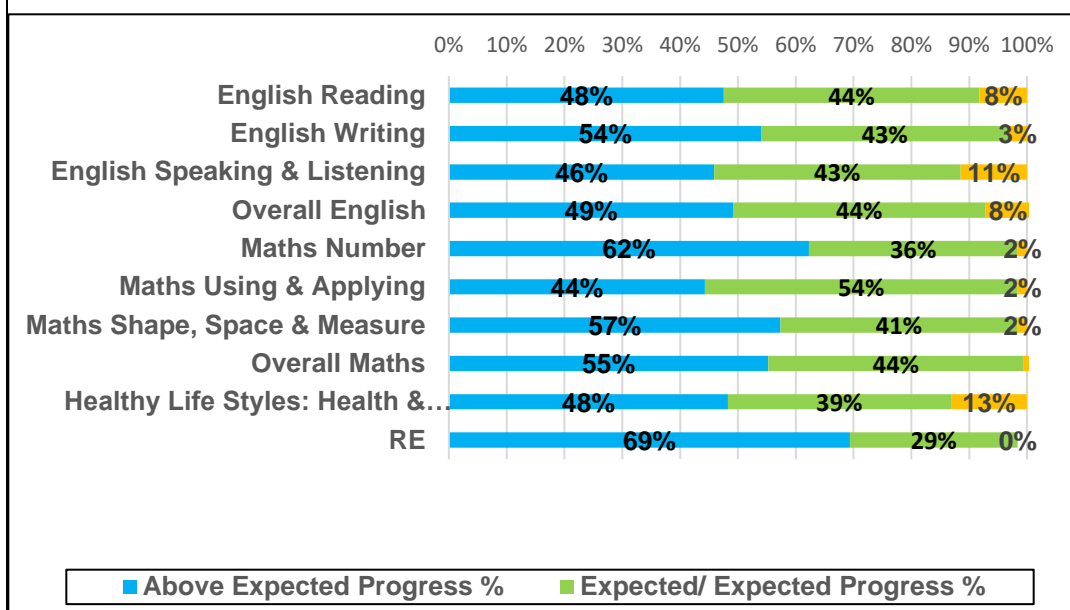# Part B: Review of outcomes in the previous academic year
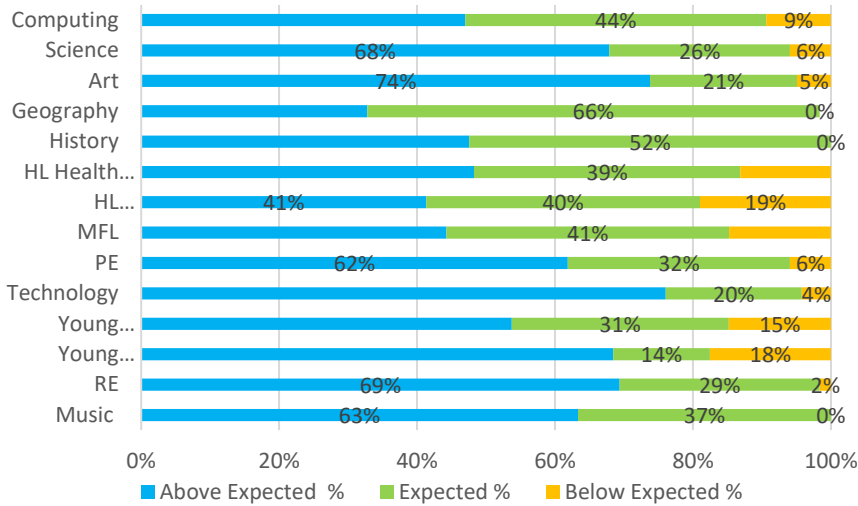
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have a clear system of evaluating the impact of our pupil premium strategies and have had a Trust focus across all schools which included training and an external disadvantaged review for each school. We follow DfE latest guidance and ensure that evaluation is an ongoing process. The following impact is evident:

Quality first teaching and a Trust focus on the Great Teaching Toolkit has led to an increase in PP student progress in core and foundation subjects. The tables below show 2021-22 data:

2021-22 PIONEER HOUSE SIP DATA TARGETS_V1_3.11.21			
SIP Focus Subjects	**Target**	**2021-22 Above Expected % Target**	**2021-22 Expected % Target**
English: Reading	To ensure that 100% of students achieve expected progress and that at least 55% of students achieve better than expected progress in English: Reading.	55%	100%
English: Writing	To ensure that 100% of students achieve expected progress (14% increase) and that at least 55% of students achieve better than expected progress in English: Writing.	55%	100%
Maths: Shape, Space and Measure	To ensure that 100% of students achieve expected progress (12% increase) and that at least 55% of students achieve better than expected progress in Maths: Shape, Space & Measure.	55%	100%
SIP Pupil Premium Focus Subjects	**Target**	**2021-22 % Target Gap**	
RE	To ensure that 100% of PP and non PP students achieve expected progress or better, and reduce the PP / NPP gap to 0% in RE.	0%	
Healthy Lifestyles: Health & Wellbeing	To ensure that 100% of PP and non PP students achieve expected progress or better, and reduce the PP / NPP gap to 0% in Healthy Lifestyles: Health & Wellbeing	0%	

	Above Expected Progress %	Expected/ Expected Progress %
English Reading	48%	44%	8%
English Writing	54%	43%	3%
English Speaking & Listening	46%	43%	11%
Overall English	49%	44%	8%
Maths Number	62%	36%	2%
Maths Using & Applying	44%	54%	2%
Maths Shape, Space & Measure	57%	41%	2%
Overall Maths	55%	44%	
Healthy Life Styles: Health &…	48%	39%	13%
RE	69%	29%	0%

Chart — Above Expected %, Expected %, Below Expected %:

- Computing: Expected 44%, Below 9%
- Science: 68%, 26%, 6%
- Art: 74%, 21%, 5%
- Geography: 66%, 0%
- History: 52%, 0%
- HL Health…: 39%
- HL…: 41%, 40%, 19%
- MFL: 41%
- PE: 62%, 32%, 6%
- Technology: 20%, 4%
- Young…: 31%, 15%
- Young…: 14%, 18%
- RE: 69%, 29%, 2%
- Music: 63%, 37%, 0%

Legend: Above Expected % | Expected % | Below Expected %

	Expected and Above		
	PP	NPP	Gap
English Reading	90%	95%	-5%
English Writing	95%	100%	-5%
English S&L	85%	95%	-10%
Maths Number	98%	100%	-2%
Maths U&A	98%	100%	-2%
Maths SSM	100%	95%	5%
RE	100%	100%	0%
HL H&W	96%	92%	4%

	PP	NPP	Gap
Computing	88%	96%	-8%
Science	92%	100%	-8%
Art	95%	95%	
Geography	98%	100%	-2%
History	100%	100%	
HL Health & Wel	96%	92%	4%
HL Relationship	85%	96%	-11%
MFL	88%	80%	8%
PE	94%	96%	-2%
Technology	100%	96%	4%
Young Citizen	92%	96%	-4%
Young Money	78%	100%	-22%
RE	100%	100%	
Music	98%	100%	-2%

Maths and English Accreditation

Key Stage	Number of Leavers		Highest Level of qualification achieved			
		Working Towards Entry Level 1	Entry Level 1	Entry Level 2	Entry Level 3	Level 1
		Maths				
Key Stage 4 Leavers	5	1	0	0	2	2
		20%	0%	0%	40%	40%

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Key Stage 5 Leavers	13	0	0	5	6	2
		0%	0%	38%	46%	16%
	English					
Key Stage 4 Leavers	5	1	0	1	3	0
		20%	0%	20%	60%	0%
Key Stage 5 Leavers	13	0	1	3	6	3
		0%	8%	23%	46%	23%

	PP	NPP	Gap
Computing	88%	96%	-8%
Science	92%	100%	-8%
Art	95%	95%	
Geography	98%	100%	-2%
History	100%	100%	
HL Health & Wel	96%	92%	4%
HL Relationship	85%	96%	-11%
MFL	88%	80%	8%
PE	94%	96%	-2%
Technology	100%	96%	4%
Young Citizen	92%	96%	-4%
Young Money	78%	100%	-22%
RE	100%	100%	
Music	98%	100%	-2%

English lead taught all English across upper school (KS4 and 5) and improved English teaching across the school in line with DfE guidance.   The lead has engaged with our local research school and other trust schools to develop the quality of English teaching in KS3 through CPD.

A TA3 for learning support has been identified and in role, with time for Blank levelling ensuring language and questioning is used at an appropriate level with individuals.

Support for learning interventions for literacy took place in the Reading Retreat termly as part of our wave 2 and 3 support.

Twinkl phonics – after a 5 week staff training course in Spring 2 the new Twinkl phonics scheme was rolled out across the school. Students were assessed so that current levels are clear and teaching was targeted ensuring progress. Literacy lead monitored the implementation of the new scheme and consulted with staff in Summer 2 to identify next steps for 2022-23.

Fresh Start Phonics - Literacy lead completed the Fresh Start literacy intervention implementation day and trialled he approach in upper school throughout Summer 2 with the view to implementing it across upper school and in 1:1 interventions in the academic year 2022-23.

'The Quality of Education outcomes are clearly identified and include ensuring high quality structured interventions to help students who are struggling with literacy, through the development of a model of tiered support, and thorough assessment to match appropriate interventions to need.' **(QA Report Spring 2022)**

"There is a range of interventions to support students who have not made expected progress in reading, writing and phonics. These interventions include speech and language therapy (SaLT) and 1:1 intervention to support students completing their accreditation." **(QA Report Spring 2022)**

"The Fresh Start programme is targeted to those students who are struggling to read and has use of age-appropriate decodable texts to engage them. Resources are all in place and staff training is in process for consistent implementation of the accelerated reading programme." **(QA Report Spring 2022)**

Maths lead taught Maths across upper school (KS4 and 5) and improved maths teaching across the school in line with DfE guidance and students' needs. The lead has engaged with other SEND schools in the locality to create an SEND maths hub to improve quality of maths teaching through project work and CPD.

99% of students in KS3 made expected or better than expected progress across the year with particularly strength being demonstrated in number and shape, space and measure. SSM had been a focus the previous year. There are 2% making less than expected progress in Number, SSM and UnA. This relates to one student for each subject.

Within KS4 92% of students gained expected accreditation credits or better with an average of 19% gaining better than expected credits across the units. The 8% of students not making expected progress relates to two students.

Within KS5, 87% of students achieved expected progress or better with an average of 12% making better than expected progress across the units. The 13% not making expected progress relates to 4 students.

Students learn new methods, conventions and rules within Maths through the school's Calculation Policy which has been adapted and made accessible giving variation of representation and teaching strategies to teachers and TAs. Also, in providing visual support to help students learn through increasingly more challenging activities from the concrete to the pictorial to the abstract, in order to not simply be going through the learning process, but more importantly, grasping and understanding the concept. **(QA Report Autumn 2021)**

Any student falling behind is supported through bespoke, personalised targets and/or appropriate interventions supported by TAs. Referrals are made to 'Support for Learning' team. School is moving towards a Waved Approach to intervention (Waves 1-3, as in other special schools within the Trust), which well-trained TAs are deployed to deliver and implement. **(QA Report Autumn 2021)**

Progress in RE was strong with the achievement gap closing and 98% of students making at least expected progress.

Lead practitioners for collective worship, tutor programme and the community of belonging project work disseminated training and knowledge around their topics to ensure a consistent approach across school.

Tutor time, collective worship and assembly programme piloted towards the end of the Autumn term was launched at the start of the spring term. Each week has a specific theme, with each day specific tasks and resources, which are then differentiated by class teachers to best meet the needs of their tutees. Previous learning is built upon, developing students' cultural capital.

'Key elements are included in Tutor Time, Collective Worship and other cultural capital opportunities, and are developing strongly.' (QA report, Spring 2022).

Healthy Lifestyles remains a key focus due to the vulnerable nature of our students. It is well documented that SEN students and particularly students with SEMH needs can struggle to maintain positive mental health in their adult life. Therefore, we have sought to to give students many opportunities through their school life to build an understanding of mental wellbeing, support systems and strategies they can employ themselves to support their mental wellbeing. Last year we continued work with Healthy Schools Manchester as a Healthy Schools Silver Award school. We also achieved bronze Rights Respecting School status and are working towards silver in 2022-23. We formed a new partnership with the Manchester Utd Foundation and have continued to work on whole school wellbeing awards, we are a silver award school. Further work has been done around the curriculum with additional focus on mental health and age-appropriate adapted topics in place with scaffolded resources so that students can access.

87% of students achieved at least expected progress in Health and Wellbeing, and 81% achieved at least expected progress in Relationships with an achievement gap of +4% in H&W and -11% in Relationships.

Two senior leaders have been identified to lead the two strands of Healthy Lifestyles in 2022-23, and additional curriculum time has been timetabled for KS4 and 5 along with a programme of CPD to ensure these areas remains a priority.

At Pioneer House, the RSE curriculum intent is explicitly made clear and involves learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an appropriate way. As has been said, RSE forms part of the Healthy Lifestyles curriculum, which helps support essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline. In addition, through the school's SMSC work in tutor times, the achievements and work of groups are celebrated, those who have faced discrimination, overcome diversity and communities from different cultures and religions. The school's RSE curriculum is differentiated and accessible to all students, irrespective of the level of need. **(QA Report Autumn 2021)**

New TA3 for academic support recruited and in post. All new students had Boxall, TALC and Phonics assessments as baselines and initial priority students identified for interventions.

TA4 for SEMH had increased capacity on his timetable for interventions. Impact:

- Analysis of behaviour data evidences that the total number of behaviour incidents are attributable to a very small proportion of the school population. Year on year comparison demonstrates significant improvement year on year in terms of recordable behaviour incidents. Enhanced understanding of SEMH behaviours, increased focus on the environment, relationships and sensory needs as part of CPD have also ensured all staff are increasingly confident in managing behaviour, and students are developing skills in self management and regulation.
- The number of times the calm space was used when analysed by term shows a significant decrease term on term and year on year, evidencing students effectively self-regulating while remaining in the classroom setting. This is very positive with regards to learning time and demonstrates a very stable working atmosphere in classrooms, effective behaviour support and an improvement in classroom management by teaching teams.

- Zones of regulation interactive display boards and packs, and toolkits of regulatory resources are embedded into daily routines across all key stages, as seen in SLT learning walks – students are familiar with process and are identifying their emotional needs and strategies to help them, with increasing independence.
- All staff in school have taken part in weekly training based on the Great Teaching Toolkit and have additional self-directed personal development time. Through this, staff have been able to seek targeted support from senior leadership and have had opportunities to participate in peer learning/sharing of strategies.

TA3 for academic support has increased capacity on her timetable for interventions. Impact:

Handwriting:

Handwriting interventions are consistently used through KS3; enabling progress towards all students having readable to neat handwriting which not only will allow Pioneer House to track their progress in all lessons but also encourage those students to feel proud and have a sense of ownership over their work. There has been noticeable improvement to student's confidence and motor skills

Sensory circuits:

Sensory circuits were utilised by individual class teams, whose students set up and used the circuits in the morning tutor time sessions. Students were identified by the class teacher and Occupational Therapist. These students left sensory circuits very calm and ready to start learning – class teachers report a decrease in behaviour incidents and an increase in focus during lessons

Phonics:

1:1 phonics interventions for students working on Level 3 phonics sounds. The focus was; progressing through Level 3 phonics sounds, reading "tricky words", blending sounds and segmenting words. These students gained confidence in their ability to use phonics buttons to allow them to read words independently, gain skills in blending sounds when reading words and segmenting sounds when they are spelling. All students made expected or better progress in reading and writing.

Communication group:

Small communication groups were set up by TA3 and SaLT throughout the school and ran accordingly. These groups focused on social communication skills, making and retaining friends. The students learn basic skills to allow them to communicate well in different situations and appropriate ways to engage in conversation with peers. These groups were very successful, students have increased confidence and are making and sustaining meaningful relationships at social times.

Pupil progress meetings identify students and Pupil Premium students who are not making expected or better progress. The class teachers and curriculum leaders ensure interventions are put into place to address barriers to learning, including support from the school's 'Learning Support Team'.

TA support has been implemented to provide targeted interventions for those students making less than expected progress in reading, through Wave 1-3 Literacy Interventions. The school has a comprehensive tiered approach which is proactive rather than reactive. It can quickly identify students falling behind. **QA Report Autumn 2021**

Although we did not meet our target of 96% attendance improved on the previous year and is significantly higher than similar settings.

ATTENDANCE	Whole Year 2018-19	Whole Year 2019/20	Autumn 19/20	Spring 19/20	Summer 19/20 (Covid-19)	Whole Year 2020/21	Autumn 20/21	Spring 20/21	Summer 20/21	Whole Year 2021/22	Autumn 21/22	Spring 21/22	Summer 21/22
Whole school	90.85%	77.53%	92.15.%	93.03%	22.30% (77.7% authorised absence)	80.20%	92.91%	52.92%	90.45%	90.14%	90.72%	90.68%	88.99%
Free school meal eligibility	92%	77.04% (Ever 6 FSM 76.3%)	91.8% (Ever 6 FSM 91.44%)	93.54% (Ever 6 FSM 93.21%)	25.22% (Ever 6 FSM 22.21%)	79.8% (Ever 6 FSM 79.54%)	92.36% (Ever 6 FSM 91.98%)	52.92% (Ever 6 FSM 52.7%)	89.63% (ever 6 FSM 89.3%)	92.31% (Ever 6 FSM 90.89%)	89.57% (Ever 6 FSM 89.28%)	90.58% (Ever 6 FSM 89.34%)	89.78% (Ever 6 FSM 87.37%)
EAL Students	91.85%	79.53%	94.84%	94.04%	20.37%	84.52%	93.89%	64%	91.17%	91.19%	90.16%	89%	84.75%
Persistent absence	24%	N/A	19.80%	19%	N/A	74%	21%	81%	26.27%	31.45%	28.46%	32.79%	36%
Fixed term exclusions	0	0	0	0	0	0	0	0	0	0	0	0	0
Permanent exclusions	0	0	0	0	0	0	0	0	0	0	0	0	0

Whole school 91.97% PA 25.24%

KS3/4 combined 92.91% PA 22.22%

KS5 85.52% PA 46.14%

Re-introduction of external visits and increased accessing the community in 2021-22

We increased the number of students travel trained in 2021-22 – 6 students

Cultural capital and links to community has been mapped into all module plans

Re-introduction of enrichment programme in 2021-22 – Arts award, Dof E, sports leaders, work experience

New pathways programme in KS4 and 5 developed to focus on accessing the community and be primarily skills based. This will launch in 2022-23.

The KS5 work experience offer was reviewed and enhanced to better reflect a true life working environment and support students' employability skills and preparation for employment.

Students have access to a high quality careers curriculum from year 7-14. Pioneer House achieved Skillsbuilder Flagship status and met all Gatsby benchmarks – 100%

KS4 students now have access to a tiered work experience model.

Increased careers time this year and last has enabled us to provide a very personalised approach to student destinations. 100% of students leaving move on to appropriate next step destinations.

Student destinations:

Key Stage	Number of leavers	Highest level qualification achieved				
		Working towards Entry Level 1	Entry Level 1	Entry Level 2	Entry Level 3	Level 1
Key Stage 4 Leavers	5	1	0	0	2	2
		20%	0%	0%	40%	40%
Key Stage 5 Leavers	13	0	0	1	9	3
		0%	0%	8%	69%	23%

Year on Year Destination Data

Academic Year	Number of Leavers	Supported Internship	Local FE Colleges Vocational Learning	Bespoke Pathway	Local FE Colleges Foundation Learning	Full-Time Employment	Independent College
2017-18	4	3	1				
2018-19	7	2		1	4		
2019-20	5	3		1		1	

2020-2021	19	3	10	1	4		1
2021-2022	18	3	6	3	5		1

"All school leavers are able to have an adult conversation with the QA and demonstrate that they have developed and grown as mature, self-confident, self-assured young adults, passionate about what they are going to do in employment." (**QA Summer 2022)**

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

This statement has been written using the following guidance:

- Termly and end of year outcomes analysis

- Marc Rowland – Disadvantaged review visit to school and strategy report (September 2022)

- Making the Difference for Disadvantaged Learners (Prospere MAT Training Autumn - Summer 2021/22)

- EEF - Guide to the Pupil Premium (April 2022)

- DfE - Pupil Premium reports and guidance (various 2021)

- EEF - Remote learning: rapid evidence assessment (April 2020)

- EEF - Impact of school closures on the attainment gap summary (April 2020)