



PioneerHouse
HIGH SCHOOL

Pioneer House Pupil Premium Report September 2020

Multi Year September 2019 - 20 to March 21	In-Year September 2020-21 to July 2021
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SUMMARY INFORMATION

Academic Year	2020 -21 2019-20	Amount of pupil premium received per pupil:	£955
Total number of pupils:	117	Total PP Budget	£61990 £44,805
Total number of pupils eligible for PP	62 47		

STRATEGY STATEMENT

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

In the 2020-21 financial year, schools will receive the following funding for each child registered:

- £935 for eligible secondary-aged pupils
- £2,3450, allocated on an individual basis for previously Looked-After pupils

Our current pupil premium allocation for the academic year 2020-21 is £61990 for 62 pupils. Additional to this we receive up to £5,400 LAC Pupil Premium funding for 3 Looked After pupils that will be spent to fulfil those student's individual Personal Education Plans (PEPs) in line with current guidance.

The aim of Pupil Premium in the 2020 – 21 year is to narrow the progress gap between 'All Pupils' and those entitled to 'Pupil Premium'. However, we also recognise the need to maintain high standards for all and therefore the end of key stage targets are ambitious for all pupils building on previous successes

The focus this year is to diminish any difference in performance between the attainment of pupil premium pupils in the different strands of English and Maths. It has decided that this will be a pupil premium focus as there is no significant difference in attainment between pupil premium and non-pupil premium pupils. Therefore, the variance is underperformance in particular strands of English and Maths.

It was also decided that pupil premium funding would be used to increase attainment in subjects that pupil premium pupils do not display the same rates of outstanding progress in comparison to other subjects as again there is no significant difference between pupil premium and non-pupil premium pupils within subject areas.

Barriers to learning

At Pioneer House High School our community is made up of students from diverse socio economic and cultural backgrounds. Each of our pupil premium students 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.

- As a school we have a strong focus on identifying barriers that each pupil may face.
- The impact of Covid-19 has been significant for many of our families, this report therefore should be read in conjunction with the Covid Catch up funding report.

BARRIERS TO FUTURE ATTAINMENT

In school barriers:

A	All pupils at Pioneer House 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.
B	Low self-esteem and self-confidence is an issue for many pupils.
C	Behaviour issues for a small group of pupils (some eligible for PP) is having detrimental effect on their academic progress.
D	New teacher commenced employment in the Summer term has limited experience of special schools. 1 teachers/AHT going on maternity leave in Autumn term to be covered by a teacher with limited experience of special schools. 2 RQTs who have recently gained QTS are beginning their second year in a special school, having completed much of their NQT year during the pandemic where school was partially closed.

ADDITIONAL BARRIERS

External barriers:

E	Attendance rates for some pupils are reduced which causes them to make less progress
F	Many families live geographically some distance from the school so interaction with families can be limited.
G	Mental Health and Wellbeing – Both staff and children mental health have been significantly impacted due to the impact of lockdowns, isolation and changes to guidance around their job roles and routines during the last academic year.
H	Lack of enrichment activities for some children at home.

OUTCOMES

DESIRED OUTCOMES AND HOW THEY WILL BE MEASURED		SUCCESS CRITERIA
A	Pupils make at least expected progress in literacy and numeracy from their starting points.	Closure in the progress gap between PP and non PP students
B	To improve the % of pupil premium students achieving expected or better than expected progress to 100% in Science.	Close the gap between PP and non PP – 12% Target
C	To improve the % of pupil premium students achieving expected or better than expected and close the gap between pupil premium and non-pupil premium students in Music.	Close the gap between PP and Non PP – 4% target
D	To meet the aims set out in our Covid-19 response plan to ensure that the gap in educational outcomes for disadvantaged children is not exacerbated by the lockdown period between March 2020 and March 2021. To ensure that their changing wellbeing needs post Covid are met.	Rates of progress remain unaffected by Covid closures All pupils access learning whether face to face or remote All pupils make a smooth transition back into school post Covid closures

Planned expenditure for current academic year

Quality of provision for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff Lead	How will you make sure it's implemented well?	When will you review this?
1. Targeted literacy and numeracy interventions across all access groups for all disadvantaged pupils	All pupils Blank levelled and phonics tested to ensure appropriate interventions delivered so that all pupils make at least expected progress despite any barriers.	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).	CP/KD	TA3 for learning support identified and in role Staff time released to complete Blank levelling Action plan drawn up and adhered to, monitored by Support for Learning lead Results shared with classes and reinforced in CPD by SALT	July 2021
2. Music - The development of further and enhanced learning opportunities through the extra-curricular offer such as rock band and choir.	Students will have accessed a robust recovery curriculum which has sought to reduce gaps in achievement Students will achieve at least in line with expectations across all subject areas across all Key Stages The gap in achievement between pupil premium and non- pupil premium students will be significantly reduced in target subjects. The new and exciting	Data from 2019-20 – 4% gap between PP and non PP subjects	CP/SE	Curriculum coordinator in place from Sep 2020 New modules written for year 1 and 2 in line with KS3 programmes of study as well as considering original primary curriculum Rolling plans for 3 years completed by Autumn 1 Additional instruments purchased Continued commitment to One Education SLA	July 2021

	curriculum offer across the school offers clearly identified opportunities for sequential learning which in turn supports the consolidation of knowledge and skills so that students are well prepared for their next steps				
3. Music - The development of a specialist TA role within school to offer 1:1 or group sessions to improve student outcomes in Music	As above	Data from 2019-20 – 4% gap between PP and non PP subjects	CP/SE	<p>Specialist Music TA in place from Sep 2020</p> <p>New modules written for year 1 and 2 in line with KS3 programmes of study as well as considering original primary curriculum</p> <p>Rolling plans for 3 years completed by Autumn 1</p> <p>Additional instruments purchased</p> <p>Continued commitment to One Education SLA</p> <p>Team teaching built into timetable</p> <p>QA through lesson observations and monitoring processes</p>	July 2021
4. Science - The introduction of Science as a new discrete subject as of September 2020 to ensure a more direct focus on the development of scientific skills across	As above	Data from 2019-20 – 12% gap between PP and non PP subjects	MW/MB/SJ	<p>Curriculum coordinator in place from Sep 2020</p> <p>New modules written for year 1 and 2 in line with KS3 programmes of study as well as considering original primary curriculum</p> <p>Rolling plans for 3 years completed by Autumn 1</p>	July 2021

Key Stage 3.				Additional specialist equipment purchased Team teaching and CPD time built in with specialist	
5. The further development of Applied Science in KS4 as a subject which inspires and motivates students to become curious learners and develop their skills in thinking scientifically.	As above	Data from 2019-20 – 12% gap between PP and non PP subjects	MW/MB/ KDr	Curriculum coordinator in place from Sep 2020 New modules written for year 1 and 2 in line with KS3 programmes of study as well as considering original primary curriculum Rolling plans for 3 years completed by Autumn 1 Additional specialist equipment purchased Team teaching and CPD time built in with specialist	July 2021
6. Science - The introduction of a science club as an extra - curricular activity as the academic year progresses.	As above	Data from 2019-20 – 12% gap between PP and non PP subjects	MB	Curriculum coordinator in place from Sep 2020 Additional specialist equipment purchased	July 2021
1. Provide engaging, free to all reading Material via the creation of a reading retreat and moving and virtual library.	To ensure that PP student reading ages do not regress at a rapid rate	Impact of school closures on the attainment gap summary: EEF (April 2020) 'A particular focus of support will be on literacy'.	AC/MW	Transformation of hygiene room to reading space Purchase furniture and reading materials Establish virtual books and online texts to access from home Build moving library based on	March 2021

				reading ages and parental feedback from forum	
2. To ensure that PP students have access to the very best remote learning via constant review, agreed lesson structures, weekly QA, rewards for effort and attainment and quality feedback	<p>Children have seamless access to a mirrored robust provision in the event of self-isolation or further periods of lockdown.</p> <p>Success Criteria – Progress is reflective of adjusted rates of progress in the schools SIP subjects and EHCP targets.</p>	<p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>(EEF Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	CP/MW/ DC	<p>Transformation of hygiene room to reading space</p> <p>Purchase furniture and reading materials</p> <p>Establish virtual books and online texts to access from home</p> <p>Build moving library based on reading ages and parental feedback from forum</p>	March 2021
3. To ensure that PP students at risk of disengagement and/or wellbeing concerns have weekly contact with a trusted adult.	<p>That PP students remain as engaged as possible with school staff and school work. That they speak to a trusted adult each week about emotional and physical wellbeing.</p>	<p>Covid 19 support guide for schools: EEF (June 2020) 'Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.'</p>	CP/SA	<p>Students identified early form original RAG document from 19-20</p> <p>Daily safeguarding briefing with staff teaching remote offer</p> <p>Additional one to one session and small group work timetabled with Mind practitioner, SEMH TA and communication group TAs</p>	March 2021

				Parental welfare calls Daily CPOMs monitoring	
4. To ensure that the most disadvantaged/vulnerable families do not go hungry during lockdown by providing weekly food parcels and supporting families with government voucher scheme.	Staff confident that no family is without food and students remain happy and healthy.	EEF statement: Re-publication of the evaluation of school breakfast clubs, Dec 2019 'Schools considering implementing free breakfast provision should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance'.	LG/CP/ SA	Continued work with breakfast provider Finalise costings for school funded breakfast items. Ensure that a healthy and free breakfast option is available for students every day. Use any surplus breakfast items for delivery to most vulnerable families via food bag deliveries each week. FSM students monitored weekly, vouchers delivered electronically or by hand	March 2021
5. To ensure that disadvantaged students have access to a laptop at home.	All students have full access to high quality work on SeeSaw	Remote learning: rapid evidence assessment (EEF, April 2020) 'Ensuring access to technology is key, particularly for Disadvantaged pupils'.	AC/CP/ SA	Audit of all technology in every household on file DFE laptops applied for when more available Sign in and out and delivery system in place and agreements for all those who need completed and on file to ensure timely allocation	March 2021

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff Lead	How will you make sure it's implemented well?	When will you review this?
7. Music - The potential to offer music therapy as an integral part of a support for learning offer.	<p>Targeted pupils access Music Therapy support</p> <p>Pupils who access demonstrate reduced anxiety and physical effects of stress</p> <p>Pupils who access demonstrate improved self-expression and communication</p>	<p>Music can affect a client's attention, emotion, cognition, behavior, and communication (Koelsch et al., 2009). Music also affects perception (Koelsch et al., 2009).</p> <p>Music has various effects on the activity of a large range of brain structures (Koelsch et al., 2009). Functional neuroimaging studies have shown that listening to music can have effects on the core structures of emotional processing (the limbic and paralimbic structures) in both musicians and 'non-musicians' (Koelsch et al., 2009).</p>	CP/KD /SA	<p>Ongoing quality assurance including learning walks and work scrutiny.</p> <p>Targeted CPD on wave approaches in conjunction with T&L team</p> <p>Peer development; planning, teaching, assessment, reviews</p> <p>External QA</p> <p>Established action plans for SEMH and learning leads in place and performance management targets aligned to outcomes</p> <p>Music Therapy timetables and referral process established</p>	July 2021
6. To improve PP pupils ability to self-manage behaviours and emotions which may have a negative impact upon their learning.	<p>Students are able to manage their emotions and draw upon their toolkit to manage themselves and their mental health.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020</p> <p>'Interventions might focus on other aspects of learning, such as behaviour or pupil's social and emotional needs'.</p> <p>DfE - Guidance for full re-opening of schools</p> <p>'Schools should work with those pupils who may struggle to re-engage in school and are at risk of being absent or persistently disruptive'.</p>	CP/DA/J A	<p>Behaviour TA4 happy and settled in role.</p> <p>Re-developed reflective behaviour programmes using Boxall profiling.</p> <p>Development of Support for Learning action plan to ensure referral process, sessions and monitoring have impact.</p>	March 2021

7. To ensure that PP students at risk of becoming NEET are tracked and supported effectively.	Most at risk students (PP/PP+ and SEN) are encouraged to attend the school and have high quality personalized careers support plus access to employers work experience where possible	'Employers are seeking 32% fewer entrants on apprentice or school leaver programmes than originally planned for this year'. (Institute for student employers, June 2020)	DAi	Accreditation based learning to continue via specialist team Enhanced access to careers support with additional hours bought this year Personal transition plan for all potential leavers	March 2021
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Wider approaches

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff Lead	How will you make sure it's implemented well?	When will you review this?
8. To ensure that via staff CPD each week and training days in July/September we start September with firm curriculum plans in place for students	That staff are fully up to date with latest information on Covid 19 safety measures, DfE advice, blended learning and curriculum requirements in September Covid measure adhered to, enhanced cleaning regimes in place etc to ensure limiting disruption for all students	Covid 19 support guide for schools: EEF (June 2020) 'Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development - for example, to support curriculum planning or focused training on the effective use of technology – is likely to be valuable'	AC/CP	Curriculum coordinators to continue research and module writing in line with rolling plans. Appropriate resourcing purchased and environment adapted. Timetables adjusted to ensure Covid measure adhered to Covid recovery plan in place and shared with staff and families	March 2021
9. To enable new year	That new students get	Covid 19 support guide for schools:	AC/DAi/	Transition lead and team in place	March 2021

<p>PP students to have a transition visit in the final week of summer term.</p>	<p>acquainted with the school and expectations to ensure a smooth start to the year. To ensure that SEMH/ASD students at risk of disengagement and/or anxiety in September meet a professional in the school.</p>	<p>EEF (June 2020) 'Planning and providing transition support, such as running dedicated transition events - either online or face-to-face, as restrictions allow - is likely to be an effective way to ensure pupils start the new year ready to learn'.</p>	<p>KD</p>	<p>Remote sessions set up with parents Visits to school organized with minimal time on site Virtual tour and vide to be produced</p>	

Review of expenditure 2019-20 (September 2019 – July 2020 – extended and reviewed March 2021)

Quality of provision for all

Action	Intended outcome and success criteria	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost	Lessons learned (and whether you will continue with this approach)															
1. Young Citizen - To improve the % of pupil premium students achieving expected or better than expected progress to 100%.	100% of PP students will make expected or better than expected progress	<p>2019-20 Start of Year Pupil Premium / Non Pupil Premium Students Combined Expected & Better than Expected Progress Achieved Summer 2019</p> <table border="1"> <thead> <tr> <th></th> <th>TARGET</th> <th>PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS</th> <th>NON PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS</th> <th>PUPIL PREMIUM / NON PUPIL PREMIUM % GAP</th> </tr> </thead> <tbody> <tr> <td>Young Citizen</td> <td>Expected Progress: 85%</td> <td>80%</td> <td>90%</td> <td>Minus 10%</td> </tr> <tr> <td>Music</td> <td></td> <td>96%</td> <td>100%</td> <td>Minus 4%</td> </tr> </tbody> </table> <p>Despite the partial school closure there has been a reduction on the percentage achievement gap between Pupil Premium and Non-Pupil Premium students in Young Citizen. The reasons for this include:</p> <ul style="list-style-type: none"> ▪ A Careers focus in lower school which provided opportunities for students to make more progress towards careers related descriptors ▪ Increased support for careers and employment in upper school focused in line with the Gatsby Benchmarks 		TARGET	PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS	NON PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS	PUPIL PREMIUM / NON PUPIL PREMIUM % GAP	Young Citizen	Expected Progress: 85%	80%	90%	Minus 10%	Music		96%	100%	Minus 4%	£4000	Pupil premium targets have been identified based on the end of year data taking into consideration the gaps in attainment between pupil premium and non-pupil premium students. Our new and exciting curriculum offer which has been developed over the course of the summer term will provide a vehicle to ensure there is no gap between the progress made between PP and non PP students through the use of skills focused assessment descriptors.
	TARGET	PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS	NON PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS	PUPIL PREMIUM / NON PUPIL PREMIUM % GAP															
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<p>2. Music - Improve the % of pupil premium students achieving better than expected progress to 37%.</p>	<p>Close the gap between PP and non PP students – currently 21%.</p>	<table border="1" data-bbox="925 228 1447 427"> <thead> <tr> <th colspan="5">2019-20 Pupil Premium / Non Pupil Premium Students</th> </tr> <tr> <th colspan="5">Combined Expected & Better than Expected Progress Achieved V3</th> </tr> <tr> <th colspan="5">END OF YEAR 2020</th> </tr> <tr> <th></th> <th></th> <th>PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS</th> <th>NON PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS</th> <th>PUPIL PREMIUM / NON PUPIL PREMIUM % GAP</th> </tr> </thead> <tbody> <tr> <td>Young Citizen</td> <td>YOUNG CITIZEN TARGET: Pupil Premium % Combined Expected and Better Than Expected Progress: 100%</td> <td>88%</td> <td>86%</td> <td>2%</td> </tr> <tr> <td>Music</td> <td>MUSIC TARGET: Pupil Premium % Better Than Expected Progress: 37%</td> <td>79%</td> <td>83%</td> <td>-4%</td> </tr> </tbody> </table> <p>The gap between Pupil Premium students and non-Pupil Premium students achieving at least expected progress remains at - 4% in Music. This will therefore remain a SIP focus for this academic year.</p>	2019-20 Pupil Premium / Non Pupil Premium Students					Combined Expected & Better than Expected Progress Achieved V3					END OF YEAR 2020							PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS	NON PUPIL PREMIUM STUDENTS COMBINED EXPECTED & BETTER THAN EXPECTED PROGRESS	PUPIL PREMIUM / NON PUPIL PREMIUM % GAP	Young Citizen	YOUNG CITIZEN TARGET: Pupil Premium % Combined Expected and Better Than Expected Progress: 100%	88%	86%	2%	Music	MUSIC TARGET: Pupil Premium % Better Than Expected Progress: 37%	79%	83%	-4%	<p>£11571</p>	<p>The gap between Pupil Premium students and non-Pupil Premium students achieving at least expected progress remains at -4% in Music. This will therefore remain a SIP focus for this academic year.</p> <p>Pupil premium targets have been identified based on the end of year data taking into consideration the gaps in attainment between pupil premium and non-pupil premium students. Our new and exciting curriculum offer which has been developed over the course of the summer term will provide a vehicle through which the gap in attainment can be closed using more skills focused assessment descriptors.</p>
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<p>3. Provide engaging, free to all reading material via the creation of a reading retreat and moving and virtual library.</p>	<p>To ensure that PP student reading ages do not regress at a rapid rate</p>	<p>Reading Retreat fully equipped and timetabled for interventions. Sensory furniture and books purchased, we also received donations of over 100 books from members of staff from the Trust and the wider community.</p> <p>Support for learning interventions are currently taking place in The Retreat.</p> <p>92% of students on track to make at least expected at the end of Autumn term 2020</p> <ul style="list-style-type: none"> - 100% of non PP students - 89% of PP students 	<p>£1309</p>	<p>The formal opening will be held in September and the room will continue to be timetabled next year for small group work interventions and focused reading time.</p> <p>Further assessment of progress in Summer term will establish if progress and reading ages have regressed. Literacy and numeracy will continue to be a focus for additional catch up work next academic year.</p>																														
<p>4. To ensure that PP students have access to the very best remote learning via constant review, agreed lesson structures, weekly QA,</p>	<p>Children have seamless access to a mirrored robust provision in the event of self-isolation or further periods of lockdown. Success Criteria – Progress is reflective of adjusted rates of</p>	<p>Training and development time for all staff on the implications of the curriculum and the blended approach carried out. Parents and students given guidance on accessing the remote offer and other online learning. Process for remote offer established and</p>	<p>£11000</p>	<p>The remote offer lesson structure will be maintained to ensure consistency across all classes and feedback was wholly positive from all teachers and during lesson visits.</p> <p>The bank of laptops will continue to</p>																														

<p>rewards for effort and attainment and quality feedback</p>	<p>progress in the schools SIP subjects and EHCP targets.</p>	<p>sequential learning/assessment clear. Where bubbles broke the structure was followed swiftly to ensure no learning time lost. All students were able to access online work or provided with paper work.</p> <p><i>Supporting students with additional needs, including disadvantaged students, meant having the right structures and provision in place to enable them to access education remotely. For example, a highly differentiated remote curriculum, including a different structured curriculum, was offered to students during this partial school closure. Leaders are very aware of needing to make sure that no student is disadvantaged by remote learning.</i></p> <p>(QA Visit Spring 2021)</p> <p>Weekly senior leader learning walks focused on key elements of the new curriculum, with feedback to teachers and class teams in order that key areas are followed up effectively after discussion at weekly SLT meetings. This then informed training delivered e.g. assessment in KS4 and 5, feedback during remote lessons</p> <p>Teachers and TAs undertook learning around the Super Six in the Autumn term, learning walks in Autumn evidenced all classes are including the 6 elements throughout.</p> <p>Attendance to live lessons was over 90% throughout the lockdown Jan-March 2021. Lesson visits highlighted key strengths in the work being delivered, consistency in approaches to T&L and assessment were</p>	<p>be used throughout the Spring and Summer terms both in school and by students who continue to need to isolate.</p> <p>The process of establishing live lessons and using See Saw for remote learning during pupil absence is one we are interested in exploiting further into the next academic year if pupils can not access school during emergency closures etc.</p>
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		<p>evident.</p> <p><i>'The remote education offer has been strong and significantly been improved from the first lockdown. School leaders are considering and reflecting on what practice is working well, in order to keep this and develop it further, and what is to be discarded in moving forward, so that the school maintains the best of practice. The way the school has responded to national government demands and adapted the SDP to meet current national issues, is indeed amazing in all that has been achieved.'</i></p> <p>External QA March 2021</p>		
<p>5. To ensure that PP students at risk of disengagement and/or wellbeing concerns have weekly contact with a trusted adult.</p>	<p>That PP students remain as engaged as possible with school staff and school work. That they speak to a trusted adult each week about emotional and physical wellbeing.</p>	<p>Weekly welfare calls by class teachers and the safeguarding team have ensured all pupils and families were supported appropriately during lockdown periods. The addition of daily safeguarding briefings in Jan 2021 has ensured staff are able to share concerns and discuss responses through with DSL to ensure appropriate and timely responses.</p> <p>The additional staff the safeguarding and Support for Learning Team (Music Therapy, Mind practitioner, SEMH support, communication support) have ensured all students made a relatively smooth transition back into school in September. Whilst there has been an increase in wellbeing concerns the number of significant behavior issues has been below the previous academic year.</p> <p><i>'Safeguarding systems enable robust tracking and help to keep abreast of issues. The response by staff is quicker than CPOMS. Leaders are confident that the school has a tight handle on safeguarding. The Trust safeguarding meeting is weekly to agree training needs and good practice is shared with the schools. Collaboration within the</i></p>	<p>Staff time</p>	<p>The extended Safeguarding and Support for Learning Teams will continue to be expanded this year and next with additional training for all staff on wellbeing, safeguarding and additional barriers to learning.</p>

		<p><i>school and across Trust schools is a major strength in terms of sharing good practice and in supporting each other. Safeguarding and the remote learning offer work seamlessly together. Regular daily meetings of safeguarding team and remote learning staff have been pivotal in maintaining coherence, addressing issues quickly and sharing good practice. Staff are positive and daily are able to celebrate the good things that have happened during the day. It provides an opportunity to interact with each other and to feel less isolated'</i></p> <p>QA report January 2021</p>		
<p>6. To ensure that the most disadvantaged/vulnerable families do not go hungry during lockdown by providing weekly food parcels and supporting families with government voucher scheme.</p>	<p>Staff confident that no family is without food and students remain happy and healthy.</p>	<p>A total of 16 families received additional breakfast food parcels throughout lockdown. All families received a weekly text from school and have continued to be provided with support to access Free School Meal Vouchers or the LA hardship grant where applicable. They have also received details of how to contact the Manchester Community Response Hub which offers support with getting essential food, fuel top up payments, medicines or a telephone service for those high risk, number of support networks if struggling with mental health.</p> <p>Breakfast is provided in school for all pupils who have wanted to access it in the form of bagels, cereal and toast. Student council were involved in collecting positive feedback from all students about the breakfast they have received.</p>	<p>£1500</p>	<p>Breakfast will continue to be provided in some format into next year. Potentially look in to accessing an additional scheme.</p> <p>Considering moving to toast instead of bagels at request of pupils and in order to reduce time and cost.</p>

<p>7. To ensure that disadvantaged students have access to a laptop at home.</p>	<p>All students have full access to high quality work on SeeSaw</p>	<p>6 pupils were provided with a laptop during lockdown 1 in Summer 2020. This number increased to 44. All pupils except 4 accessed remote learning regularly via technology. Those that were not able to found the format difficult to navigate rather than being hindered by equipment. Those students worked on paper packs issued fortnightly.</p>	<p>Staff Time</p>	<p>Laptops remain available for all pupils to use in the event of having to isolate again. Laptops continue to be used in school to enhance the newly designed computing curriculum.</p> <p>The process of establishing live lessons and using See Saw for remote learning during pupil absence is one we are interested in exploiting further into the next academic year if pupils cannot access school during emergency closures etc.</p>
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Targeted Support

Action	Intended outcome and success criteria	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost	Lessons learned (and whether you will continue with this approach)
<p>8. To improve pupils ability to self- manage behaviours and emotions which may have a negative impact upon their learning.</p>	<p>Students are able to manage their emotions and draw upon their toolkit to manage themselves and their mental health.</p>	<p>Lead for SEMH interventions in role. Boxall profiling package purchased and Boxall profiling has started to be rolled out across all classes.</p> <p>All students RAG rated and wave 2 and 3 intervention work has started with first cohorts with positive feedback from lead, students and teachers involved so far.</p>	<p>£7875</p>	<p>We have been pleased with the response from students and staff so far. The aim is to continue with this as an intervention as it is still to early to see hard impact however initial feedback has been wholly positive. The target is for all students to have a completed Boxall profile by the end of the academic year which is then used to track the impact of any interventions and class work throughout the year.</p>
<p>9. To ensure that PP students at risk of becoming NEET are tracked and supported effectively.</p>	<p>Most at risk students (PP/PP+ and SEN) are encouraged to attend the school and have high quality personalized careers support plus access to</p>	<p>All students leaving Pioneer House at the end of the academic year have had a one to one meeting with a careers advisor and staff from their next steps provision. All students have now received and accepted offers of places for</p>	<p>£4550</p>	<p>Increased careers time this year and last has enabled us to provide a very personalised approach to student destinations. This work will continue into the Summer term.</p>

	<p>employers work experience where possible</p>	<p>further education and training.</p> <p><i>Leavers Destinations 2020/21: (13) of the (18) students leaving are moving onto higher level destinations. Engagement with parents has been strong. Computing for learning is a strength and students have developed good levels of independence. (QA Visit Spring 2021)</i></p> <p><i>The school has in place a strengthened Careers programme across the school which adheres to statutory requirements. (QA Visit Spring 2021)</i></p> <p>Students on site during the partial school closure have engaged positively in internal work experience opportunities</p> <p>All students in Year 13 making the transition out of school at the end of this academic year have had a careers interview. Students in key stages4 and 5 have attended virtual meetings with the Manchester College as part of an information sharing and transition programme.</p> <p><i>The school has worked with Manchester College to ensure transitions are successful. Learning from other schools is very much a part of continuing improvement and also working with the School's Enterprise Adviser. Regular contact with parents is through MS Teams. Each student has an individual action plan (QA Visit Spring 2021)</i></p>		
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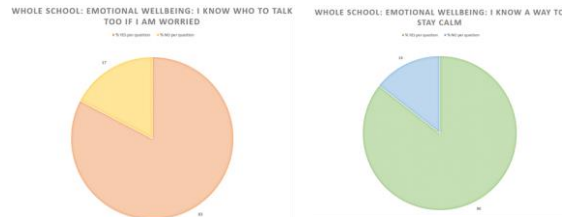
Wider approaches

Action	Intended outcome and success criteria	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost	Lessons learned (and whether you will continue with this approach)
<p>10. Staff support and training around psychological and mental health wellbeing</p>	<p>Staff to be confident in managing their own mental health and emotional wellbeing as well as recognizing key signs and symptoms of mental health issues in children.</p> <p>Success Criteria – High quality CPD will be reflected in the ethos of the school environment and evidenced through learning walks and observations of teaching and learning.</p>	<p>Wellbeing lead and team in place. Recovery curriculum in place with staff and student training for return to school. Developing and caring for mental wellbeing highlighted as one of the primary aims of the recovery curriculum. Initial two week timetable in place, with scope for class teachers to amend as appropriate.</p> <p><i>‘The well-designed educational and pastoral provision at the school supports and improves the emotional well-being and mental health of students, through the implementation of the School’s Recovery Curriculum post COVID-19.’ (QA Visit, Autumn term 2020).</i></p> <p>Catch up curriculum one of the focus areas of the Recovery Curriculum. This ensured gaps in knowledge were effectively picked up and quickly resolved.</p> <p><i>‘The school has worked collaboratively with Piper Hill to devise a Recovery Curriculum with 4 main identified areas, 1) the catch-up curriculum with metacognition to focus on key skills; 2) Establishing relationships and routines; 3) Coronavirus awareness and safety; 4) Emotional well-being modules focus on health and well-being consistency across the school.’ (QA Visit, Autumn term 2020).</i></p>	<p>Staff time</p>	<p>The focus on mental health and wellbeing of both staff and students will be a continued focus for the rest of this academic year and into 2021-22. The new addition of the Support for Learning team aligned with safeguarding and behavior will ensure greater joined up thinking in terms of how we respond to concerns and educate the wider cohort on positive mental health.</p>

'The school's Data and Outcomes report records the most accurate picture of data. Catch-up is identified to address gaps and to ensure the student is not disadvantaged by lockdown.'
(QA Visit, Autumn term 2020).

80%+ of students positively responded to each of the questions on the Pupil Voice focusing on the Recovery Curriculum. Data analysis disseminated to staff who have addressed issues with individual students on an individual basis to ensure we are best meeting need.

Mental health practitioner working onsite with students



Relaunch of Zones of Regulation school wide has had a positive impact on student ability to self-regulate their behaviour. Data for T1 evidences significant improvement in 'Serious incident' data when compared to this time last year, including voluntary use of calm space (AK for e.g.).

Remote offer implemented significantly in November due to a number of bubbles bursting. Feedback from parents, staff and students very positive, with excellent levels of

		<p>attendance and engagement.</p> <p><i>'The school has robust contingency plans in place to ensure students have a quality curriculum offer both at home and at school. Also, for if teachers should need to be sent home. The school leaders have thought of every eventuality' (QA Report Autumn 2020)</i></p> <p><i>'Mental Health Policy and practice have been updated to ensure safeguarding around students' mental health is a priority.'</i> (QA Visit, Autumn term 2020).</p> <p><i>'The school staff are highly skilled at recognising and reporting concerns, which are swiftly acted upon. The school has very effective systems, processes and protocols in place. The process is the same for students at home and at school.'</i> (QA Visit, Autumn term 2020).</p>		
<p>11. To ensure that via staff CPD each week and training days in July/September we are prepared in September with firm curriculum plans in place for students</p>	<p>That staff are fully up to date with latest information on C-19 safety measures, DfE advice, blended learning and curriculum requirements in September</p>	<p>Staff developed new curriculum modules and resources in the Summer term ready for September 2020</p> <p><i>Curriculum intent identifies the skills for success criteria. Key skills, which are ambitious, are identified across the curriculum and clearly linked and connected. Staff know how these should be embedded in lessons. The Rationale for topic choices is clear. Knowledge within topics is also made clear. Staff have created a spiral curriculum map to ensure revisiting knowledge and skills and applying these in different contexts, in order to support students in knowing and remembering more (QA report Autumn 2020)</i></p>	<p>Staff time</p>	<p>Staff were well prepared for the return to school and the recovery curriculum, new wider curriculum and remote offer have all been successful in ensuring no student was disadvantaged by the lockdown.</p> <p>The bank of laptops will continue to be used throughout the Spring and Summer terms both in school and by students who continue to need to isolate.</p> <p>The process of establishing live lessons and using See Saw for remote learning during pupil absence is one we are interested in exploiting further into the next academic year if pupils cannot access school during</p>

Training and development time for all staff on the implications of the curriculum and the blended approach carried out. Parents and students given guidance on accessing the remote offer and other online learning. Process for remote offer established and sequential learning/assessment clear. Where bubbles broke the structure was followed swiftly to ensure no learning time lost. All students were able to access online work or provided with paper work.

Supporting students with additional needs, including disadvantaged students, meant having the right structures and provision in place to enable them to access education remotely. For example, a highly differentiated remote curriculum, including a different structured curriculum, was offered to students during this partial school closure. Leaders are very aware of needing to make sure that no student is disadvantaged by remote learning.
(QA Visit Spring 2021)

Weekly senior leader learning walks focused on key elements of the new curriculum, with feedback to teachers and class teams in order that key areas are followed up effectively after discussion at weekly SLT meetings. This then informed training delivered e.g. assessment in KS4 and 5, feedback during remote lessons

Teachers and TAs undertook learning around the Super Six in the Autumn term, learning walks in Autumn evidenced all classes are including the 6 elements throughout.

emergency closures etc.

CPD has continued throughout the Autumn and Spring term with a renewed focus on Quality First Teaching and supporting individual needs through our Support for Learning offer. This will continue in to the remainder of this academic year and into next with a renewed focus on evidence based practice and self-directed/owned CPD as part of the collaborative work with the MAT Teaching and Learning group.

<p>12. To enable new year students to have a transition visit in the final week of summer term.</p>	<p>That new students get acquainted with the school and expectations to ensure a smooth start to the year. To ensure that SEMH/ASD students at risk of disengagement and/or anxiety in September meet a professional in the school.</p>	<p>All students were offered a transition visit and given a new starter pack with photos, information and a welcome video.</p> <p>Students transitioned well into their new classes in the Autumn term with the recovery curriculum designed to lessen any negative impact for any students who had been on home learning since March 2020.</p> <p><i>'The school has worked collaboratively with Piper Hill to devise a Recovery Curriculum with 4 main identified areas, 1) the catch-up curriculum with metacognition to focus on key skills; 2) Establishing relationships and routines; 3) Coronavirus awareness and safety; 4) Emotional well-being modules focus on health and well-being consistency across the school.'</i> (QA Visit, Autumn term 2020).</p> <p>80%+ of students positively responded to each of the questions on the Pupil Voice focusing on the Recovery Curriculum. Data analysis disseminated to staff who have addressed issues with individual students on an individual basis to ensure we are best meeting need.</p> <p>There were no significant rises in challenging behavior in comparison with previous years.</p>	<p>£1000</p>	<p>Transition was successful and in the event of continued restrictions the same format will be used again. If restrictions are lifted we will apply our previous systems of students attending for half days over 4 weeks, with an additional opportunity for all students to experience their new classes in 'moving up' days.</p>
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Total cost: £44,805

ADDITIONAL INFORMATION

The statement above is a working document and may be updated at any time.

It has been written with reference to:

- Internal experience
- Internal data
- End of year outcomes analysis
- Education Endowment Foundation, 'Closing the attainment gap' (Dec 2017)
- DfE Pupil Premium reports and guidance (various)
- National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)
- National Governance Association, 'Spotlight on Disadvantage' (April 2018)
- National Foundation for Educational Research, 'The Building Blocks of Success' (Jan 2017)
- Education Policy Institute report on Disadvantage Gap (July 2016)
- Remote learning: rapid evidence assessment (EEF, April 2020)
- Impact of school closures on the attainment gap summary: EEF (April 2020)
- Covid 19 support guide for schools: EEF (June 2020)
- Actions for schools during the Coronavirus outbreak: DfE (July 2020)