

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	95
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/2020 to 2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Adele Cox, Headteacher
Pupil premium lead	Caroline Pauls, Deputy Headteacher Declan Campbell, Assistant Headteacher
Governor / Trustee lead	S.Wickstead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66850
Recovery premium funding allocation this academic year	£20880
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	£87730

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	<p>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.</p> <p>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.</p> <p>Similarly, 18% of students made less than expected progress in 2019-20 and 27% of students made less than expected progress in 2018-19.</p>
2	<p>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.</p> <p>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.</p> <p>A similar picture is present in the 2019-20 data with 16% of students making less than expected progress. This is in contrast, however, to writing demonstrating the strongest progress across the three stands of English in 2018-19.</p>
3	<p>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.</p>
4	<p>Our assessments (including wellbeing survey with staff and students), observations and discussions with pupils and families have identified social and emotional 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</p>

	<p>the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>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.</p>
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**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment for disadvantaged pupils in English writing, relative to their starting points as identified through baseline assessments.</p> <p>For 100% of upper school students to be on track to make expected progress towards their accreditation following the writing unit.</p>	<p>To ensure that 100% of students achieve expected progress (<i>14% increase</i>) and that 55% of students achieve better than expected progress in writing</p> <p>100% of students in KS4 and 5 make expected or better progress towards their accreditation.</p>
<p>Improved attainment for disadvantaged pupils in all maths shape, space and measure relative to their starting points as identified through baseline assessments.</p>	<p>To ensure that 100% of students achieve expected progress (<i>12% increase</i>) and that 55% of students achieve better than expected progress in shape, space and measure.</p>

For 100% of upper school students to be on track to make expected progress towards their accreditation following the SSM unit.	100% of students in KS4 and 5 make expected or better progress towards their accreditation.
Improved attainment for disadvantaged pupils in R.E, relative to their starting points as identified through termly assessments. For disadvantaged students to access a range cultural capital activities through the R.E. curriculum.	To ensure that 100% of PP and Non PP students achieve expected progress or better (increased attainment of 15% for PP students to close the gap and achieve 100% expected progress)
Improved attainment for disadvantaged pupils in healthy lifestyles relative to their starting points as identified through termly assessments. For disadvantaged students to access wave 1 provision regarding self regulation and to access a range of mental health and well being activities through the healthy lifestyles curriculum to support and maintain independent management of their own health and well being.	To ensure that 100% of PP and Non PP students achieve expected progress or better. (+8% attainment for PP students to close the gap between PP and Non PP students.)
To improve the attendance of targeted disadvantaged students.	The attendance of disadvantaged students is sustained at a minimum of 96% across all years.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. Disadvantaged pupils benefit from cultural capital opportunities afforded to them through the curriculum and otherwise.	Disadvantaged students have the opportunities for travel training in line with their abilities. Disadvantaged students are better able to manage their own time and understand how to effectively engage with the community and services available to them. Disadvantaged students have engaged work experience projects and preparation for adulthood opportunities made available to them through the school year.
Disadvantaged pupils have employability skills and are confidently able to talk about the skills they have in preparation for employment.	Disadvantaged students have demonstrated expected or better progress against Skillsbuilder criteria. Students have made progress against targets set in their EHCP. Disadvantaged students have engaged with enterprise days and various work experience

	<p>projects available to them through the school year.</p> <p>Pioneer House will maintain having attained 100% of the Gatsby Benchmarks.</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p> <p>By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.</p>
<p>All students, and in particular identified disadvantaged 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.</p>	<p>Boxall profiles of identified students will demonstrate improved Social and Emotional outcomes.</p> <p>Number of CPOMS and IRIS incidents recorded for identified students decreases.</p> <p>Staff and students report better wellbeing and self-regulation.</p> <p>Students identified through the SFL team will show accelerated progress in academic attainment.</p>
<p>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.</p>	<p>When required to work from home, students will have access to the internet and an appropriate digital device to work from.</p> <p>Through the curriculum, students will be aware of how to use devices from home to complete work for school (via seesaw or otherwise).</p> <p>Students will gain relevant digital literacy skills towards preparation for independence and employment.</p>

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: £ 37730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths lead to teach Maths across upper school (KS4 and 5) and improve maths teaching across the school in line with DfE guidance and students' needs.</p> <p>The lead will engage with other SEND schools in the locality to create an SEND maths hub to improve quality of maths teaching through project work and CPD.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>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:</p> <p>https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</p> <p><i>“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).’</i></p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>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.</p>	1
<p>English lead to teach English across upper school (KS4 and 5) and improve English teaching across the</p>	<p>The DfE guidance draws on evidenced based approaches.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRI-MARY_national_curriculum_-_English_220714.pdf</p> <p>https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</p>	2

<p>school in line with DfE guidance. The lead will engage with our local research school and other trust schools to develop the quality of English teaching through CPD.</p>	<p><i>'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).'</i></p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>https://repository.excellencegateway.org.uk/Adult%20literacy%20core%20curriculum.pdf</p> <p>The adult core curriculum outlines the basic literacy that students should attain to be able to live and work independently.</p>	
<p>Provide engaging, free to all reading Material via the creation of a reading retreat and moving and virtual library.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p><i>'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.'</i></p> <p><i>Students in mainstream schools across the country in many studies have demonstrated learning losses with regards to reading due to the Covid 19 pandemic.</i></p> <p>https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss/</p> <p>Impact of school closures on the attainment gap summary: EEF (April 2020)</p> <p>'A particular focus of support will be on literacy'.</p>	2
<p>Development of research based, targeted CPD on great teaching and wave</p>	<p><i>'Improving teaching quality generally leads to greater improvements'</i> EEF (Education Endowment Foundation). <i>'There is particularly good evidence around the potential impact of teacher professional development'</i> (EEF).</p>	1,2,3,4

<p>approaches in conjunction with Support for Learning Team. Collaborative MAT work to share best practice for teaching and learning. QA processes in place to monitor and assure quality of education.</p>	<p><i>‘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’.</i> (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Great Teaching Toolkit Evidence Review – Cambridge Assessment and Evidence Based Education:</p> <p>https://www.greatteaching.com</p> <p><i>What are the best bets for teachers to invest time and effort in if they want their students to learn more?</i></p> <p><i>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:</i></p> <ol style="list-style-type: none"> <i>1. understand the content they are teaching and how it is learnt</i> <i>2. create a supportive environment for learning</i> <i>3. manage the classroom to maximise the opportunity to learn</i> <i>4. present content, activities and interactions that activate their students’ thinking</i> 	
<p>Curriculum co-ordinator’s for R.E and Healthy Lifestyles to attend external CPD that can be disseminated across school to enhance subject knowledge and in turn support academic progress.</p>	<p>R.E: 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</p> <p>Healthy Lifestyles: www.brook.org.uk explain about the importance of Understanding RSE Inclusivity requirements</p>	<p>3,5</p>

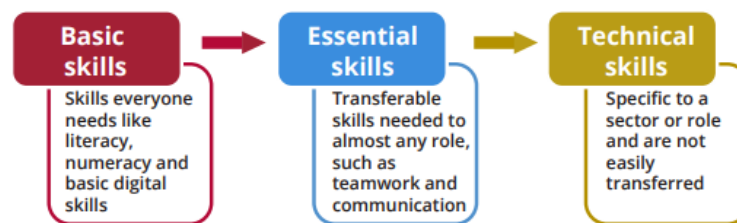
<p>Lead practitioners for collective worship, tutor programme and the community of belonging project work to disseminate training and knowledge around their topics to ensure a consistent approach across school.</p>	<p>Being able to identify laws and policies protecting young people with SEND Recognising 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 Implementing varying presenting techniques in the delivery of RSE for SEND young people.</p> <p>‘Community of belonging’ 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. This is something we are keen to raise awareness of and make changes to through ongoing work such as the anti-racism charter and the rights respecting school project.</p>	
<p>Curriculum co-ordinators consider their module plans and include opportunities for cultural capital and employability/careers and access to the local and wider community.</p>	<p>https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/ <i>‘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’.</i> <i>‘working class children are marginalised in the education system and end up underachieving.’</i></p> <p>http://skillsbuilder.org/better-prepared <i>‘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.’</i></p> <p>Skills for every young person – House of Lords report.</p>	<p>5,6,7</p>

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]

Gatsby 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

	<i>follows that on them must fall the responsibility for ensuring that all learners get the best advice and guidance possible.”</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

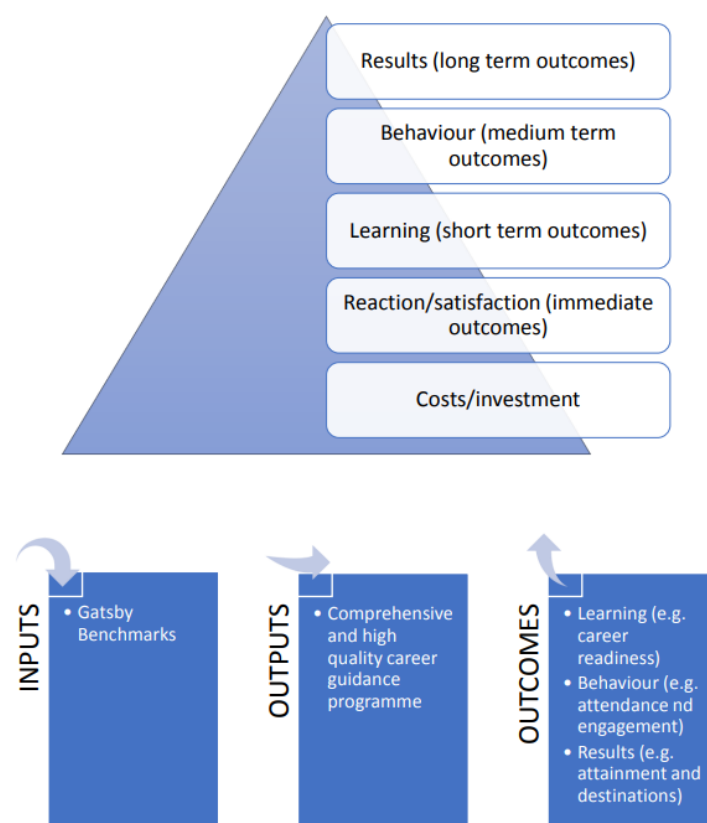
Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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:</p> <ul style="list-style-type: none"> • SALT • OT • Music Therapy 	<p>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.</p> <p>What works database (ican.org.uk)</p> <p>https://www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> <p>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.</p> <p><i>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).</i></p> <p>https://www.rcot.co.uk/sites/default/files/Resource-OT-and-Learning-Disabilities_0.pdf</p> <p>A new report from the “National Clearinghouse on Autism Evidence and Practice” lists music therapy as evidence-based</p>	1,2,3,

	<p>practice for children (ages 0-14) under music-mediated interventions.</p> <p>The full report can be accessed at https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP Report 2020.pdf</p> <p>Pages 92-93 display the Music-Mediated Intervention (MMI) outcome areas and research articles meeting the inclusion criteria of this systematic review.</p>	
<p>Targeted literacy and numeracy interventions across all groups for all pupils.</p> <p>Phonics-fresh start</p> <p>Number – 5 minute number box</p> <p>S+L – TALC</p> <p>Communication – Blanks questioning matrix.</p>	<p>Phonics interventions (Fresh Start) https://educationendowmentfoundation.org.uk/public/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.</p> <p>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.</p> <p>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</p> <p>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.</p>	<p>1,2,3</p>

	<p>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).</p>	
<p>All students have access to a discrete, bespoke careers curriculum and the skillsbuilder curriculum with employability outcomes.</p> <p>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.</p> <p>School LGB actively encourages participation from potential employers in the local area.</p>	<p>http://skillsbuilder.org/better-prepared</p> <p><i>'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.'</i></p> <p>Gatsby benchmark evaluation</p> <p>https://derby.openrepository.com/handle/10545/625634</p> <p><i>'Those providers who achieved 94% or more sustained destinations in 2017 were also those education providers who achieved 6 or more Benchmarks in 2017'</i></p> <p>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.</p>	<p>5, 6</p>

Figure 6 Adapted Kirkpatrick model of evaluation and underpinning logic model



CEIAG guidance

[Dera.ioe.ac.uk/2983/1/download%3Fid%3D147155%26filename%3Dceiag-secondary-school-report.pdf](http://dera.ioe.ac.uk/2983/1/download%3Fid%3D147155%26filename%3Dceiag-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

	<p><i>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.’</i></p> <p><i>‘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.’</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for Learning 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.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020</p> <p><i>‘Interventions might focus on other aspects of learning, such as behaviour or pupil’s social and emotional needs’.</i></p> <p>DfE - Guidance for full re-opening of schools</p> <p><i>‘Schools should work with those pupils who may struggle to re-engage in school and are at risk of being absent or persistently disruptive’.</i></p> <p>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:</p> <p>1. Meta-cognition and self-regulation: High impact for low cost, based on extensive evidence.</p> <p>3. Social and emotional learning: Moderate impact for very low cost, based on extensive evidence.</p> <p>https://www.nutureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nuture-Groups.pdf</p> <p>Boxall Profile Report:</p> <p>https://www.nutureuk.org/wp-content/uploads/2021/11/now_you_see_us_full_report.pdf</p>	4, 7
<p>Embed an evidence informed approach to addressing attendance issues.</p>	<p>The British Psychological Society: Behaviour Change: School attendance, exclusion and persistent absence</p> <p><i>‘Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive 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</i></p>	4,7

	<p><i>developing their aspirations to become impartial successful investors in the socio-economic collateral of their local communities by never letting go of any student.'</i></p> <p>https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance%2C%20exclusion%20and%20persistent%20absence%20%282017%29.pdf</p>	
To ensure that students at risk of becoming NEET are tracked and supported effectively.	<p>The proportion of 16-24 year olds who were NEET was higher for those with disabilities (30%) than those without (9%).</p> <p>Studies have shown that time spent NEET can have a detrimental effect on physical and mental health, and increase the likelihood of unemployment, low wages, or low quality of work later on in life:</p> <p>https://dera.ioe.ac.uk/30962/2/SN06705%20Redacted.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/356062/Review3_NEET_s_health_inequalities.pdf</p> <p>https://www.nfer.ac.uk/publications/INDI02/INDI02.pdf</p>	6
Self-Regulation boxes introduced and enhanced equipment implemented that link to Zones of Regulation. Additional staff training on sensory regulation.	<p>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 foundation to inform and build The Zones' framework and lessons.</p> <p>Many research and scholarly articles support the Zones of regulation as a curriculum for support social and emotional learning:</p> <p>https://www.zonesofregulation.com/uploads/3/4/1/7/34178767/the_zones_of_regulation_research_and_scholarly_articles.pdf</p>	4,7
Programme working with parents and carers to develop effective home	<p>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.</p> <p>https://www.teachfirst.org.uk/press-release/digital-divide</p>	8

<p>learning environments including the use of digital devices and internet access to ensure students are not disadvantaged but also further support digital skills for independent living and employment.</p>	<p>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</p> <p><i>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’.</i></p>	
<p>An enrichment programme will be offered to students to increase students’ access to cultural capital opportunities.</p>	<p>https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/</p> <p><i>‘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’.</i></p> <p><i>‘working class children are marginalised in the education system and end up underachieving.’</i></p>	5, 6, 7
<p>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.</p> <p>The work experience offer will begin to develop from being an experiential work experience offer towards being a</p>	<p>https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/atdcd636760783782688847.pdf</p> <p><i>‘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’</i></p> <p><i>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.</i></p> <p>http://skillsbuilder.org/better-prepared</p>	5, 6

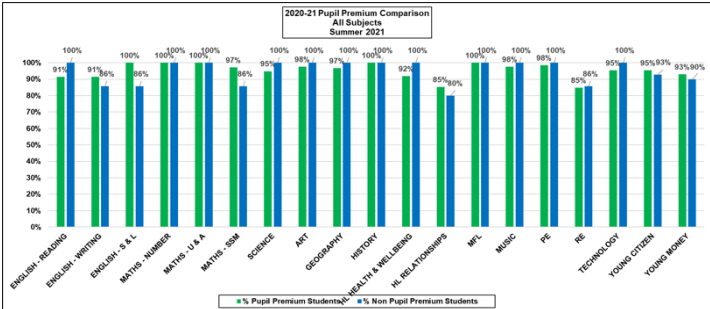
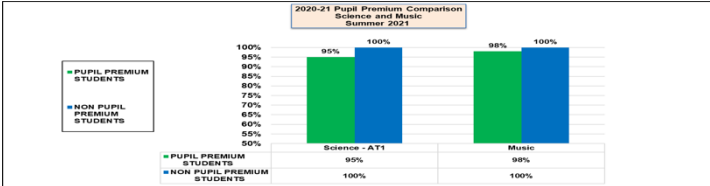
<p>graded offer including a vocational model linked to longer term employment aspirations for all students in KS5.</p> <p>Staff to engage with Talentino resources and training sessions around employability and work experience.</p>	<p><i>'The transition of young people from education into employment between 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.'</i></p>	
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Total budgeted cost: £ 87730

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 2020 to 2021 academic year.

Quality of provision for all																																																																							
Action	Intended outcome and success criteria	Impact																																																																					
<p>1. Pupils make at least expected progress in literacy and numeracy from their starting points.</p> <p>2. Science - to improve the % of disadvantaged pupils achieving expected/better than expected progress</p> <p>3. Music - Improve the % of disadvantaged pupils achieving expected/better than expected progress</p>	<p>Closure in the progress gap between PP and non PP students</p> <p>100% of PP students will make expected or better than expected progress – close the gap from 12% to 0%</p> <p>100% of PP students will make expected or better than expected progress – close the gap from 4% to 0%</p>	 <table border="1"> <caption>2020-21 Pupil Premium Comparison All Subjects Summer 2021</caption> <thead> <tr> <th>Subject</th> <th>% Pupil Premium Students</th> <th>% Non Pupil Premium Students</th> </tr> </thead> <tbody> <tr><td>ENGLISH - READING</td><td>91%</td><td>100%</td></tr> <tr><td>ENGLISH - WRITING</td><td>91%</td><td>100%</td></tr> <tr><td>ENGLISH - S & L</td><td>98%</td><td>100%</td></tr> <tr><td>MATHS - NUMEROUS</td><td>100%</td><td>100%</td></tr> <tr><td>MATHS - U & A</td><td>100%</td><td>100%</td></tr> <tr><td>MATHS - FSM</td><td>97%</td><td>100%</td></tr> <tr><td>SCIENCE</td><td>95%</td><td>100%</td></tr> <tr><td>ART</td><td>98%</td><td>100%</td></tr> <tr><td>GEOGRAPHY</td><td>97%</td><td>100%</td></tr> <tr><td>HISTORY</td><td>100%</td><td>100%</td></tr> <tr><td>HEALTHY & WELLBEING</td><td>92%</td><td>100%</td></tr> <tr><td>HR RELATIONSHIPS</td><td>85%</td><td>100%</td></tr> <tr><td>MFL</td><td>100%</td><td>100%</td></tr> <tr><td>MUSIC</td><td>98%</td><td>100%</td></tr> <tr><td>PE</td><td>98%</td><td>100%</td></tr> <tr><td>RE</td><td>85%</td><td>100%</td></tr> <tr><td>TECHNOLOGY</td><td>95%</td><td>100%</td></tr> <tr><td>YOUNG CITIZEN</td><td>95%</td><td>100%</td></tr> <tr><td>YOUNG MONEY</td><td>93%</td><td>100%</td></tr> </tbody> </table>  <table border="1"> <caption>2020-21 Pupil Premium Comparison Science and Music Summer 2021</caption> <thead> <tr> <th>Subject</th> <th>% Pupil Premium Students</th> <th>% Non Pupil Premium Students</th> </tr> </thead> <tbody> <tr><td>Science - AT1</td><td>95%</td><td>100%</td></tr> <tr><td>Music</td><td>98%</td><td>100%</td></tr> </tbody> </table> <p>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. Continues as a focus 2021-22</p> <p>Scienec - Although a gap remains, we expect to see further impact of actions: Science Curriculum coordinator in place from Sep 2020, discreet subject from 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</p> <p>Music - Although a gap remains, we expect to see further impact of actions:</p>	Subject	% Pupil Premium Students	% Non Pupil Premium Students	ENGLISH - READING	91%	100%	ENGLISH - WRITING	91%	100%	ENGLISH - S & L	98%	100%	MATHS - NUMEROUS	100%	100%	MATHS - U & A	100%	100%	MATHS - FSM	97%	100%	SCIENCE	95%	100%	ART	98%	100%	GEOGRAPHY	97%	100%	HISTORY	100%	100%	HEALTHY & WELLBEING	92%	100%	HR RELATIONSHIPS	85%	100%	MFL	100%	100%	MUSIC	98%	100%	PE	98%	100%	RE	85%	100%	TECHNOLOGY	95%	100%	YOUNG CITIZEN	95%	100%	YOUNG MONEY	93%	100%	Subject	% Pupil Premium Students	% Non Pupil Premium Students	Science - AT1	95%	100%	Music	98%	100%
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		<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>Additional music tuition planned for 2021-22 – Steel Pans, drumming</p>
4. 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	<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> <ul style="list-style-type: none"> • 100% of non PP students achieved at least expected progress • 91% of PP students achieved at least expected progress <p>The formal opening will be held this academic year with a re-launch of Reciprocal Reading.</p> <p>Literacy and numeracy will continue to be a focus for additional catch up work this academic year.</p>
5. 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	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 progress in the schools SIP subjects and EHCP targets.	<p>Attendance to live lessons was over 90% throughout the lockdown Jan-March 2021.</p> <p>Lesson visits highlighted key strengths in the work being delivered, consistency in approaches to T&L and assessment were 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> External QA March 2021</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 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>
6. To ensure that PP students at risk of disengagement and/or wellbeing concerns have	That PP students remain as engaged as possible with school staff and school work. That	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

<p>weekly contact with a trusted adult.</p>	<p>they speak to a trusted adult each week about emotional and physical wellbeing.</p>	<p>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 behaviour 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 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> QA report January 2021</p> <p>The extended Safeguarding and Support for Learning Teams will continue to be expanded this year with additional training for all staff on wellbeing, safeguarding and additional barriers to learning.</p>
<p>7. 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.</p> <p>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 cereal and toast.</p>

8. To ensure that disadvantaged students have access to a laptop at home.	All students have full access to high quality work on SeeSaw	44 pupils were provided with a laptop during lockdown 2 in January 2021. 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. 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.
Targeted Support		
9. To improve pupils ability to self-manage behaviours and emotions which may have a negative impact upon their learning.	Students are able to manage their emotions and draw upon their toolkit to manage themselves and their mental health.	All students have a completed Boxall profile by the end of the 2020-21 academic year, used to track the impact of any interventions and class work throughout the year. This will continue as a focus in 2021-22. Intervention programme up and running with
10. 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	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 further education and training. <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> <i>The school has in place a strengthened Careers programme across the school which adheres to statutory requirements. (QA Visit Spring 2021)</i> Increased careers time this year and last has enabled us to provide a very personalised approach to student destinations.
Wider approaches		
11. Staff support and training around psychological and mental health wellbeing	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. Success Criteria – High quality CPD will be reflected in the ethos of the	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. <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.'</i> (QA Visit, Autumn term 2020).

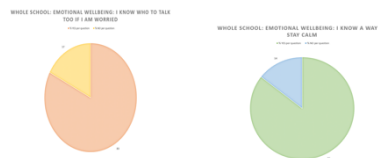
school environment and evidenced through learning walks and observations of teaching and learning.

Catch up curriculum one of the focus areas of the Recovery Curriculum. This ensured gaps in knowledge were effectively picked up and quickly resolved.

'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).**

'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 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 attendance and engagement.

'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)**

		<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>The focus on mental health and wellbeing of both staff and students will be a continued focus for 2021-22. The new addition of the Support for Learning team aligned with safeguarding and behaviour will ensure greater joined up thinking in terms of how we respond to concerns and educate the wider cohort on positive mental health.</p>
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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)

The statement above has been written with reference to:

- Internal experience
- Internal data
- End of year outcomes analysis
- EEF; Guide to the Pupil Premium (Autumn 2021)
- EE; GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2021
- Making the Difference for Disadvantaged Learners (Prospere MAT Training Autumn 2021)
- DfE Pupil Premium reports and guidance (various 2021)
- National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)
- National Governance Association, 'Spotlight on Disadvantage' (April 2018)
- 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)