

Pupil premium strategy statement – Pioneer House High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 years 2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Adele Cox, Headteacher
Pupil premium lead	Diane Ainsworth / David Ashmore
Governor / Trustee lead	S. Wickstead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,345
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£58,512
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£127,857

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>Achievement and outcomes</p> <p>The maths attainment of disadvantaged pupils has been affected more than that of their peers with regards to the application of Using and Applying and SSM elements of mathematics. Teacher diagnostic assessments in 2023 and summative assessments from 2022-2023 suggest that many pupils particularly struggle with SSM and application of mathematics concepts functionally.</p> <p>This is evident with 26% of students in general making less than expected progress in SSM for 2022-23 compared with 16% for Number and 12% for Using and applying. Furthermore the attainment gap when comparing PP and Non PP students demonstrates a –7% gap for Using and Applying and a –6% gap for SSM.</p> <p>These are an area of continued focus for us knowing the long-term challenges students face in grasping the concepts such as Time, Money, Measure for example.</p> <p>Whilst the school has made significant progress since Summer 2023 in closing this attainment gap the trend is also evident in Healthy Lifestyles.</p>
2	<p>Literacy</p> <p>Assessments, observations, and discussions with teachers indicate that students' writing ability and progress was negatively impacted during COVID and this trend continues which is more prevalent among our disadvantaged pupils than their peers.</p> <p>This is evident with 7% of students making less than expected progress in Writing for 2022-23 compared with 8% for Reading and 6% for Speaking and Listening.</p> <p>The 2022-23 performance of the disadvantaged cohort within writing is -2% when compared to the non-disadvantaged Cohort.</p> <p>The Pupil Premium gap for Reading is +3% and Speaking & Listening +5%. Writing is an area of continued focus for us knowing the long-term challenges students face with literacy and in particular writing, alongside Oracy.</p>
3	<p>SEMH</p> <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 by lost learning, routines and social interactions, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

	This is evident in the rise in number of incidents logged on CPOMS of Child on Child abuse and incidents relating to mental health, emotional regulation or emotional support being needed.
4	<p>Accessing opportunities to develop Cultural Capital</p> <p>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. This means that our disadvantaged pupils are less likely to participate in extra-curricular activities and make use of the local offer which ensures they feel included in the society within which they live and supports their understanding of their own disability and identity. Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop independence and skills for life, e.g., independent travel, employability skills and engaging with the community and services.</p>
5	<p>Digital access and literacy</p> <p>Through conversations with pupils and external stakeholders we find that that disadvantaged students and their families have limited access to digital devices and lack the basic skills and confidence needed to use digital services online, meaning many are at risk of digital exclusion. This impacts students' ability to progress and families' abilities to support the curriculum and access wider opportunities outside school.</p>
6	<p>Attendance</p> <p>Through conversations with pupils and families we find that disadvantaged students have poorer attendance than their peers and communication from families is not always as timely and detailed as it could be. This can have a negative impact on our ability to successful support pupils and families in removing barriers to attendance in a timely manner to ensure that their attendance is in line with Trust expectations.</p>

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
<ul style="list-style-type: none"> Improved attainment for all students in all mathematics Shape, Space and Measure relative to their starting points as identified through baseline assessments. To ensure the curriculum in Healthy Lifestyles is accessible and appropriate for individual students so that progress in both healthy lifestyles strands improves for all pupils. 	<ul style="list-style-type: none"> 100% of students achieve expected progress and that 55% of students achieve better than expected progress in Shape, Space and Measure. 100% of students in KS4 and 5 make expected or better progress towards their accreditation. 100% of PP and non-PP pupils achieve expected progress or better in Healthy Lifestyles Health and Wellbeing and Relationships.

<ul style="list-style-type: none"> All pupils to access wave 1 provision regarding self-regulation and to have access a range of mental health and wellbeing activities through the healthy lifestyles and tutorial curriculum. 	<ul style="list-style-type: none"> The gap between PP and non-PP pupils is closed 2022-23(-2% attainment for PP students in Health and Wellbeing and -5% for PP students in Relationships.)
<ul style="list-style-type: none"> Improved attainment for all students in English Writing relative to their starting points as identified through baseline assessments through the implementation of a whole school Oracy focus. 	<ul style="list-style-type: none"> 100% of students achieve expected progress and that 55% of students achieve better than expected progress Writing. 100% of students in KS4 and 5 make expected or better progress towards their accreditation.
<ul style="list-style-type: none"> All students, and in particular identified students, will have a greater awareness of their emotional state and wellbeing and have access to a range of resources to support their self-regulation in the classroom and beyond. 	<ul style="list-style-type: none"> Boxall profiles of identified students will demonstrate improved Social and Emotional outcomes. Number of CPOMS and IRIS incidents recorded for identified students decreases. Staff and students report better wellbeing and self-regulation. Students identified through the SFL team will show accelerated progress in academic attainment.
<ul style="list-style-type: none"> Students demonstrate increased confidence and independence to help them engage with the wider community and prepare effectively for adulthood through increased Cultural Capital. Students have key employability skills and are confidently able to talk about the skills they have. 	<ul style="list-style-type: none"> Students have the opportunities for travel training in line with their abilities and travel independently to access activities within the local community. Students are able to research and engage with opportunities within the community and services available to them. Students access increased cultural capital opportunities through the school curriculum and a wide range of extra-curricular activities. 100% of Students demonstrate expected or better progress against Skillsbuilder assessment criteria. 100% of Students make progress against targets set in their EHCP. All students engage with enterprise days and a tiered work experience offer available to them through the school year. Pioneer House will maintain their position in achieving 100% of the Gatsby Benchmarks in full. PP students are progress to further education, training or employment at the end of KS5 in the same numbers as their peers.

<ul style="list-style-type: none"> Improved attainment for disadvantaged pupils in Digital Skills, relative to their starting points as identified through termly assessments. For all students to gain the necessary digital skills, confidence and motivation required to be digitally connected citizens and to ensure no students are economically excluded. 	<ul style="list-style-type: none"> Students will gain relevant and transferable digital literacy skills towards preparation for independence and employment. Through the curriculum students will develop adaptive problem-solving skills and digital 'self-efficacy' by the confident application of digital skills. Engagement in partnership working with existing practice and programmes (local and national) addressing basic digital skills.
<ul style="list-style-type: none"> The attendance of targeted disadvantaged pupils is improved using robust attendance management plans and targeted support plans for pupils and families. The reporting of absences for disadvantaged pupils is timely and well managed in order that effective strategies can be put in place to support students with low levels of attendance. 	<ul style="list-style-type: none"> The attendance of PP and Non-PP pupils is sustained at a minimum of 96% across all years. Targeted pupils have effective attendance management plans which are regularly reviewed to ensure that attendance is improved over time.

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: £ 55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Maths lead to continue to teach Maths across upper school (KS4 and 5) and begin building banks of resources to support future capacity building. Maths CPD mapped across 	<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)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p>	1

the year for all staff and for teaching staff to improve pedagogical knowledge and content knowledge for maths teaching across the school in line with DfE guidance and students' needs.

- 3 teachers and 1 TA released 4 days over the year to attend Specialist Knowledge Teacher of Maths (SKTM) courses.

- Maths lead and one teacher released 4 days to attend Mastery Development Phase with NW1 maths up. Mastery readiness lead to support in school roll out.

- The lead will engage with other SEND schools in the locality to create an SEND maths Research and Innovation Working Group to improve quality of maths teaching through project work and research.

<https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

“Knowledge of the didactic and diagnostic potential of tasks” is a key component of the COACTIV model of mathematics PCK (Baumert & Kunter, 2013), which was found by Baumert et al. (2010) to be a substantial predictor of student learning, after controlling for a wide range of other variables. The evidence for the importance of teachers’ knowledge of good explanations, models, analogies, representations and examples in relation to the content they teach comes from the same sources cited above, for example, Baumert et al. (2010).’

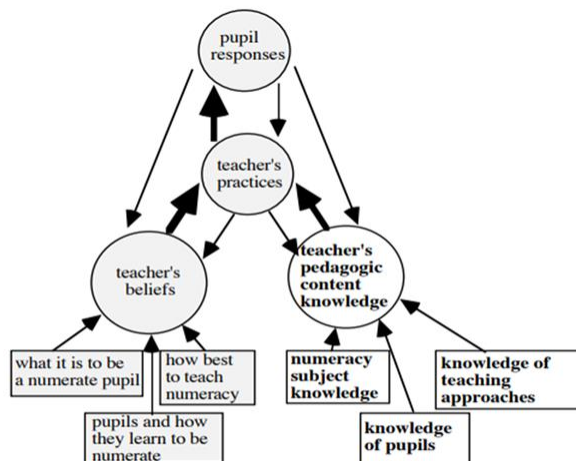


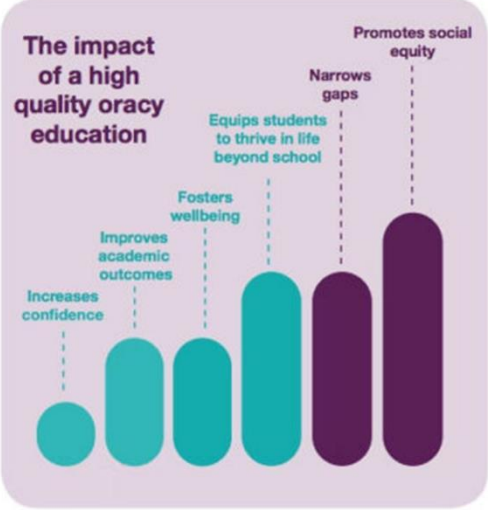
Figure 4.1 Focus on the part of the model concerned with a teacher's pedagogic content knowledge

[What-Makes-Great-Teaching-REPORT.pdf \(suttontrust.com\)](https://www.suttontrust.com/what-makes-great-teaching-report/)

[What-Makes-Great-Teaching-REPORT.pdf \(suttontrust.com\)](https://www.suttontrust.com/what-makes-great-teaching-report/)

The adult core curriculum outlines the basic numeracy that students should attain to be able to live and work independently.

https://www.cityandguilds.com/-/media/productdocuments/skills_for_work_and_life/english_math-

<ul style="list-style-type: none"> • Cross Curricular Numeracy Strategy to be written and implemented • Cross curricular mapping of oracy across all subjects • Oracy and Vocabulary voice 21 CPD to be mapped into numeracy CPD 	<p>ematics and ict skills/3844/centre documents/adult numeracy core curriculum v1-pdf.ashx</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> 	
<ul style="list-style-type: none"> • English lead to continue to teach English across upper school (KS4 and 5) and improve English teaching across the school in line with DfE guidance. • Following on from last academic year's focus on writing for staff 	<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/PRIMARY_national_curriculum_-_English_220714.pdf</p> <p>https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</p>	2

<p>CPD, the teaching of writing is consistent across school and teachers utilise high-quality structured strategies to break down complex writing tasks for learners. They provide explicit instruction in planning, monitoring and evaluating, ensuring clear modelling at each step.</p> <ul style="list-style-type: none"> • The lead will engage with our local research schools, The Trust and the newly-established North West Oracy hub to develop the quality of English teaching through CPD. • Monitor the continued implementation of the Fresh start reading programme across KS4 and 5 utilising age appropriate decodable reading materials. • Provide engaging, decodable texts at home 	<p>The adult core curriculum outlines the basic literacy that students should attain to be able to live and work independently.</p> <p>https://repository.excellencegateway.org.uk/Adult%20literacy%20core%20curriculum.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1671017850</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1671018083</p> <p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Fresh_Start.pdf</p> <p>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.</p> <p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	
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	<p>'Breaking Down Complex Writing Tasks Part... Bradford Research School</p> <p>Recommendation 4 of the EEF's Improving Literacy in Secondary Schools is 'Break down complex writing tasks,' and it acknowledges that even seemingly simple writing tasks can be more complex than we at first imagine.</p> <p>DFE-RR238.pdf (publishing.service.gov.uk)</p>	
<ul style="list-style-type: none"> • All teachers have targeted CPD on quality first teaching using the Great Teaching Toolkit • Collaborative MAT work to share best practice for teaching and learning with a focus on scaffolding. • Supportive QA processes such as learning walks, lesson visits and Quality Assurance Partner visits are in place to monitor and assure that the quality of education is outstanding. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1,2
<ul style="list-style-type: none"> • Curriculum co-ordinators consider and review their module plans. • Curriculum co-ordinators consider wider links for their 	<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>	1, 2, 4, 5

modules concurring with whole school initiatives and developments and provide clearly identified cross curricular links.

- Curriculum Co-ordinators consider opportunities for wider Personal Development linking learning to careers and developing cultural capital.
- CPD for staff to include Digital Skills and using technology to support the curriculum

<http://skillsbuilder.org/better-prepared>

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

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

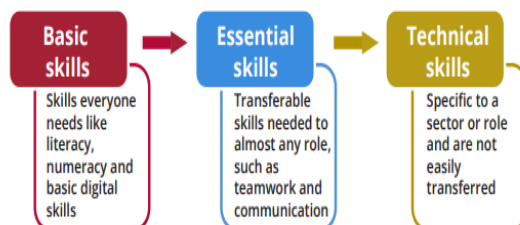
Skills for every young person – House of Lords report.

Students with a disability are much less likely to be in employment than their able peers at all ages.

<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]

<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’.

<https://dera.ioe.ac.uk/2983/1/download%3Fid%3D147155%26file-name%3Dceiag-secondary-school-report.pdf>

	<p>https://educationendowmentfoundation.org.uk/public/files/Projects/learning_about_culture_overarching_evaluators_report.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p><i>'The challenge in supporting PRU and SEND schools demonstrated that more support was needed, beyond devices and connectivity and that it wasn't simply about giving laptops to students.'</i></p> <p><i>'Social Impact Report: Fixing the digital divide 2022'</i></p>	
<ul style="list-style-type: none"> • Curriculum co-ordinator's for Healthy Lifestyles to attend external CPD that can be disseminated across school to enhance subject knowledge and in turn support academic progress for students in both strands of Healthy Lifestyles. • Review, refine and develop the Healthy Lifestyles curriculum and embed specific Healthy Lifestyles support and education in line with safeguarding developments in order to improve the confidence of staff in teaching relationships education 	<p>https://pshe-association.org.uk/evidence-and-research/social-mobility-case-for-statutory-pshe-education</p> <p>www.brook.org.uk explain about the importance of understanding RSE Inclusivity requirements and understanding the importance of age and stage appropriate sessions and differentiation.</p>	1
<ul style="list-style-type: none"> • All students have access to a discrete, bespoke careers 	<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.'</i></p>	4

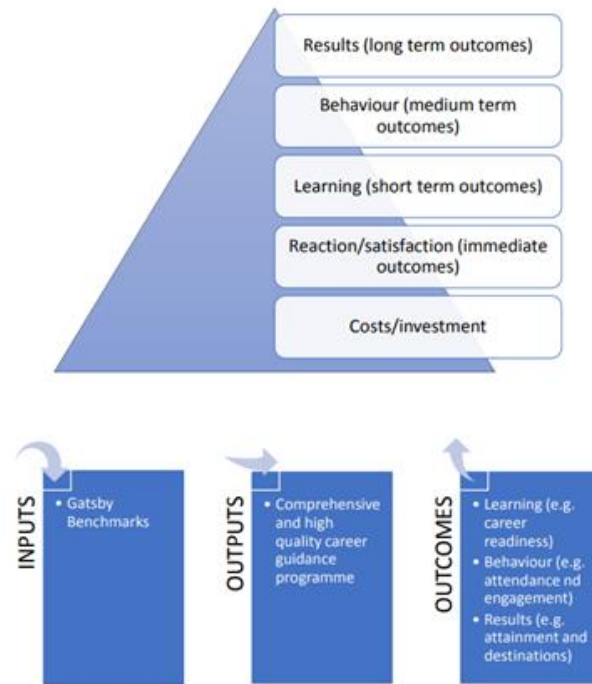
curriculum and the skillsbuilder curriculum with transferable employability outcomes.

- All students in have access to an independent careers advisor who will deliver whole group and 1:1 sessions with students and Liaise with parents around next step destinations.
- All students have access to a whole school careers and next steps event which offers them the opportunity to engage with employers and next step providers in line with recent provider access legislation.
- School LGB actively encourages participation from potential employers in the local area.

[DfE – Work experience and vocational/technical provision for young people on SEN support: a rapid evidence assessment.](https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf)

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

Figure 6 Adapted Kirkpatrick model of evaluation and underpinning logic model



https://resources.careersandenterprisecentre.co.uk/sites/default/files/2023-01/1051_SEND%20Gatsby%20Toolkit%20Refresh%20V8.pdf

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

Budgeted cost: £ 55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Support for Learning and waves of intervention offer embedded to ensure consistent high quality teaching across all classes with appropriate use of referral process and wave response of support for pupils needing additional support, to include: ▪ Speech and Language Therapy ▪ Occupational Therapy ▪ Music Therapy ▪ Reflexology ▪ Sensory Suite • Targeted literacy and numeracy interventions across all groups for all pupils. • Phonics-fresh start • Number – 5 minute number box 	<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) 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>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 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>Phonics interventions (Fresh Start)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Fresh_Start.pdf</p> <p>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.</p> <p>Five minute number box</p>	<p>3,5</p>

<ul style="list-style-type: none"> • Speaking and Listening – TALC Assessments • Communication – Blanks questioning matrix. • Manchester United Foundation 	<p>https://www.teachwire.net/products/number-box-review</p> <p>The Number Box would be especially good to use with dyslexic children who find sequential skills, organisation and spatial operations more challenging.</p> <p>TALC assessments</p> <p>https://schools.essex.gov.uk/pupils/SEND/Documents/Essex%20Recommended%20Assessments%20for%20Identifying%20Needs%20v3%20Oct%202021_.pdf</p> <p>Blank’s level questioning</p> <p>https://www.provide.org.uk/modules/downloads/download.php?file_name=330#:~:text=The%20Blank%20Levels%20of%20Questioning%2C%20some-times%20known%20as%20the%20Language,used%20by%20teachers%20in%20classrooms.</p>	
<ul style="list-style-type: none"> • Support for Learning and referral, advice and waves of intervention offer embedded and well utilised to improve targeted pupil’s ability to self- manage behaviours and emotions which may have a negative impact upon their learning. • Delivery of Whole school and targeted CPD around learning behaviours and social and emotional aspects of learning to give staff a basic 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The Essential Guide to Using Cognitive Behaviour Therapy (CBT) with Children & Young People: 3 (Hinton House Essential Guides) Tina Rae</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>Boxall Profile Report:</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/now_you_see_us_full_report.pdf</p>	3,5,6

understanding of CBT approaches to supporting students with their behaviour.		
<ul style="list-style-type: none"> Students at risk of becoming NEET are tracked and supported effectively through regular attendance at NEET panels and close liaison with Career Connect and a specialist SEND careers advisor. 	<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 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_NEETs_health_inequalities.pdf</p> <p>https://www.nfer.ac.uk/publications/INDI02/INDI02.pdf</p>	4

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

Budgeted cost: £ 17857

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Self-Regulation boxes further developed and embedded, and enhanced equipment implemented that link to Zones of Regulation. Additional staff training on sensory regulation through OT, to inform targeted interventions. 	<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>	3,6

<ul style="list-style-type: none"> • Bespoke staff CPD and support on effective reflection for post incident learning and the use of teaching self-regulation strategies to students. 		
<ul style="list-style-type: none"> • Embed Trust attendance strategy measures to improve attendance to 96%. Ensure that no group is disadvantaged by low attendance and reduce the number of pupils that are absent, including persistent absence (-20%) • Maintain a consistent approach to monitoring of attendance management plans and offer support to pupils and families with low attendance to improve attendance over time. • Attendance Lead supports pupils and families to improve general attendance and the reporting of attendance working alongside 	<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> <p><i>“The most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance.”</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p> <p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1698919109</p>	6

<p>families to ensure effective support systems are in place to improve attendance over time.</p> <ul style="list-style-type: none"> • Attendance Lead work closely with families and one education from a supportive stance and to help raise attendance figures of those who receive pupil premium through regular contact with families and students to build rapport and a trusting relationship. • Raise awareness of the importance of reporting absence in a timely manner by regular social media posts and text messages to parents to raise awareness of the importance of good attendance Raising attendance of key PP recipient students through Attendance Panel meetings with one education and parents. • Ensure that robust Attendance Monitoring Plans are in place and reviewed every 3 weeks. 		
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<ul style="list-style-type: none"> • Provide reduced timetables for those students who are experiencing anxiety based school avoidance. 		
<ul style="list-style-type: none"> • Development of the community café to host programmes working with parents, carers and community members to develop basic digital skills including the use effective and safe use of digital devices and internet access. • Ensure students are not disadvantaged and further support digital skills for independent living and employment. • Further developments of the Digital Skills curriculum to adapt to the changing needs of our community. 	<p>Students from disadvantaged backgrounds are further disadvantaged by the pandemic and working from home situations due to isolation or otherwise due to not having appropriate digital devices.</p> <p>https://www.teachfirst.org.uk/press-release/digital-divide</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>Focusing on tackling lack of basic digital skills and confidence as barriers to employment, through working in partnership with existing (national and local) practice and programmes, and maximising new opportunities.</p> <p>http://www.goodthingsfoundation.org/wp-content/uploads/2021/02/employability_v3.pdf</p> <p>“The main barriers to the effective use of EdTech for remote learning cited by school were not within the school itself, rather they were challenges around pupils’ ability to engage with EdTech at home (access to devices, connectivity and skills)” <i>(Education Technology (EdTech) Survey 2020-21 Research report May 2021 Cooper-Gibson Research)</i></p>	4,5
<ul style="list-style-type: none"> • Further develop the school enrichment calendar so that meaningful 	<p>https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/</p>	4,5

<p>enrichment opportunities are offered to all students through:</p> <ul style="list-style-type: none"> -Manchester Utd Foundation -Residentials -Skills Pathway -Curriculum visits - Work Experience -MADE projects -Employer Engagement -Digital inclusion hubs 	<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’. ‘working class children are marginalised in the education system and end up underachieving.’</i></p> <p>https://www.greatermanchester-ca.gov.uk/what-we-do/digital/digital-inclusion-agenda/blogs-and-case-studies-digital-inclusion/case-study-helping-wythenshawe-residents-develop-their-digital-skills/</p>	
<ul style="list-style-type: none"> • The schools Community of Belonging culture and ethos ensures that students are confident and safe in their own personal identity, this maintains academic motivation, success, and wellbeing. <p>Focus areas for 2023-2024</p> <ul style="list-style-type: none"> -Disability -Sexism, misandry and misogyny <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</p>	<p>https://files.eric.ed.gov/fulltext/EJ1156289.pdf</p> <p>file:///H:/Downloads/RERStudentsNeedforBelonging.pdf</p>	<p>5, 6, 7</p>

<p>approach across school.</p> <ul style="list-style-type: none"> • Through the curriculum students will develop adaptive problem-solving skills and digital 'self-efficacy' by the confident application of digital skills. 		
<ul style="list-style-type: none"> • The KS5 work experience offer will be reviewed and enhanced to reflect a true life working environment and support students' employability skills and preparation for employment. • The work experience offer will begin to develop from being an experiential work experience offer towards being a graded offer including a vocational model linked to longer term employment aspirations for all students in KS5. • Students will gain relevant and transferable digital literacy skills towards 	<p>https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/atdcdest636760783782688847.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>http://www.goodthingsfoundation.org/wp-content/uploads/2021/02/employability_v3.pdf</p>	<p>4,5</p>

preparation for independence and employment.		
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Total budgeted cost: £ 127,857

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

High Quality Teaching

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as detailed in this document above.

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments.

We have a clear system of evaluating the impact of our pupil premium strategies and follow the latest DfE guidance to ensure that evaluation is an ongoing process. The following impact is evident:

Quality first teaching and a Trust Teaching and Learning focus on the Great Teaching Toolkit has led to the following progress been made:

Subject	Expected or Above Progress	Pupil Premium Gap
Reading	92%	+3%
Writing	93%	-2%
Speaking & Listening	94%	+5%
Number	84%	-1%
Using & Applying	88%	-8%
Shape Space & Measure	74%	-6%
Computing	92%	+9%
RE	92%	-3%
Science	94%	-1%

Key Stage 4 English Accreditation

	Working towards		PP	Non PP	Expected		PP	Non PP	Above expected		PP	Non PP
Year 10	1	13%	1		7	88%	6	1		0%		
Year 11	1	8%	1		10	77%	9	1	2	15%	1	1
KS4	2	10%	2	0	17	81%	15	2	2	10%	1	1

Expected and above PP	Expected and above Non PP
86%	100%
91%	100%
89%	100%

Key Stage 4 Maths Accreditation

	Working towards	PP	Non PP	Expected		PP	Non PP	Above expected		PP	Non PP	
Year 10	0%			7	88%	7		1	13%		1	
Year 11	0%			11	85%	10	1	2	15%	1	1	
KS4	0	0%	0	0	18	86%	17	1	3	14%	1	2

Expected and above PP	Expected and above Non PP
100%	100%
100%	100%
100%	100%

Cultural Capital and British Values

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

Tutor time, collective worship and assembly programme is fully embedded within the school day. Each week has a specific theme which links to British Values alongside our work with Rights, Respecting Schools, with each day specific tasks and resources. Previous learning is built upon and this supports the development of students' cultural capital.

The school's data demonstrated that the previous Pupil Premium Strategy supported us to improve outcomes for students in receipt of Pupil Premium funding. During the academic year 2022-23 the school's two curriculum pathways were embedded as part of the whole school curriculum offer. The Skills pathway and Vocational Pathway offer a relevant and engaging learning pathway for students with a wide range of abilities. The skills pathway offers a greater focus for students on the development of independence which the vocational pathway offers students opportunities to undertake accredited courses in a range of vocational learning areas.

Digital Skills

The school has undertaken a review of Computing modules with an increased focus on digital literacy, internet safety and digital citizenship after student voice conference data was collected in and Parent voice was captured.

The digital status of all families has been audited and internet dongles and laptops have been issued where necessary to ensure digital 'poverty' is not a barrier to students' digital development and progression. Training has been provided to support knowledge and understanding of how to access online learning platforms, outlook and seesaw for staff, students and parents. Multi-media pedagogy is commonplace throughout school life and learning, in all classes, lessons and subjects. The use of transferable digital skills is actively encouraged and reinforced throughout the curriculum. Digital skills curriculum is majority assessed and progression tracked digitally using several platforms in school and at home. Students are explicitly taught how to access them using a variety of devices and parents are invited into school for demonstrations also.

Targeted Academic and Pastoral Support

An external behaviour audit was completed by One Education. The auditor, was extremely complimentary and spoke highly of the systems and routines in place. In particular praising the Support for learning team offer across school and the amount of SEMH support available to learners across the school..

Several students and class groups accessed support for learning support across the academic year 2022-23. 13 individual students were referred and accessed support and 8 group referrals lead to support being offered from the team to whole groups.

Impact scores are generated by collecting information around improvements in Boxall developmental profiles, reductions in Boxall diagnostic profiles, reduction in number of serious incidents and by collecting staff, student and parent voice. Scores generated are between 0 and 2 with the scale below outlining the meaning of the scores. Below you can also see the average score across individuals accessing support and groups accessing support.

Impact Score	Progress
0	No progress
0.1-1.0	Less than expected progress
1.0-1.5	Good Progress
1.5-2.0	Better than Good Progress
1.57	Overall Individuals Average Impact Score
1.66	1:1 Interventions Impact
1.48	Advice and Monitoring Impact
1.81	Average Group Support Impact Score

The number of 'serious incidents' across school has followed a similar trend to previous years in that they reduce as the year goes on. It can be noted that over the last three years there has also been a general reduction in the number of serious incidences years on year.

English lead continued to teach all English across upper school (KS4 and 5) and improved English teaching across the school in line with DfE guidance. The lead has continued to engage with our local research school and other trust schools to develop the quality of English teaching in KS3 through CPD. A TA3 for learning support is employed with time for Blank levelling ensuring language and questioning is used at an appropriate level with individuals, and support for learning interventions for literacy took place in the Reading Retreat termly as part of our wave 2 and 3 support. The Literacy lead completed the Fresh Start literacy intervention implementation day and has implemented this across upper school and in 1:1 interventions in the academic year 2022-23.

Student Destinations

Students from Pioneer House progress to a range of sustainable destinations at the end of Year 11 and/ or Year 14 due to the success of the high -quality impartial targeted Careers Guidance provided by Career Connect who are commissioned by the school to offer this service. At the end of the academic year 2022-23 9 18 students left Pioneer House. 9 students left at the end of Year 11 and 9 students left the sixth form provision. 3 students left the sixth form to move on to Pre internships, 2 students at the Manchester College and 1 student at the Digital Independent Specialist College. The school had been in receipt of Pupil Premium funding for 2 of these students. 3 of our Year 11 students and one Year 14 student progressed on to Level 1 courses at the Manchester College in Sport, Digital and Computing Skills or Animal Care. The school had been in receipt of Pupil Premium funding for one of these students. 7 students moved on to a more bespoke package of learning in the local community including offers with a focus on sport, and bicycle maintenance. The school had been in receipt of Pupil Premium funding for all 7 of these students.

3 Students progressed on to Foundation learning courses at The Manchester College and 1 Year 11 student transferred to another Specialist setting within the Trust. The school had been in receipt of Pupil Premium funding for 3 of these students.

Wider Strategies

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The attendance of Pupil Premium students is broadly in line with Non-Pupil Premium students. This is achieved through the implementation of robust attendance management plans and targeted support plans for pupils and families. Attendance continues to be a challenge for academic year 2023/2024.

Academic year attendance: 2022/2023	Pupil Premium	Non Pupil Premium
Attendance	90.22	91.28
Authorised absence	6.97	6
Unauthorised absence	2.81	2.72

Students in Key Stage 4 and 5 have been able to access travel training from Manchester city Council to enable them to travel to school using public transport rather than local authority school transport. This has enabled these students to develop greater levels of independence and prepared them effectively for adulthood by giving them the skills and knowledge they require to travel independently to and from a place of work and navigate their community effectively. This impact of this is that students are more able to access extra-curricular activities outside of Pioneer House with increased levels of autonomy which in turn improves their self-worth.

As part of the Accessing the community and Preparation for Adulthood curricular students have participated in a wide range of experiences beyond the school gates. This has included accessing community venues such as the local Job Centre, Manchester City Centre, Barlow Moor Community Centre and other local specialist education settings which has enabled them to engage positively with their community. This aligns with the Preparing for Adulthood outcome Community Life and Leisure and has provided opportunities for students to explore opportunities within their local community which serve to enhance their cultural capital.

The engagement in projects involving local community groups to support students' integration into the local community has been highly successful. This not only aligns with the preparing for adulthood outcomes but also fosters a sense of belonging and community participation. The Continuing focus on helping students manage their own time and developing skills that are essential for engaging effectively with the community including exploring the concepts included in financial literacy, time management, and problem-solving have ensured that students are able to demonstrate greater levels of independence in these areas. The implementation of a systematic assessment and evaluation process to measure the impact of these initiatives on students' confidence, independence, and community engagement is well developed and the school can confidently use data to inform continuous improvement. The involvement of parents and guardians in supporting these initiatives, has been key to their success and discussions with parents and carers has shown that they are able to see marked improvements in the levels of confidence and independence in their young people. By continuing to implement the current positive initiatives, the school can further enhance students' confidence, independence, and community engagement.

The school continues to develop, refine and implement the whole school careers and enterprise programme which is underpinned by the Preparing for Adulthood framework with a focus on employability and independence.

Activities are planned to ensure that students make progress against the targets set in their EHCP, and the students studying on the skills pathway provide evidence of their progress towards EHCP targets using learning journey PowerPoints. These are shared with parents and/or carers in each students' EHCP review.

The school continues to meet the Gatsby Benchmarks in full, maintains its position as having achieved the Quality in Careers Standard and maintains its position as being a Skillsbuilder Flagship school.

Pioneer House High School offers a tiered work experience model for students in upper school which begins as experiential in-house opportunities and progresses on to independent work experience which takes place offsite.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that our strategies to support students to achieve positive outcomes are highly effective.

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. This will include:

- Working in partnership with local colleges to provide opportunities such as transition days, taster days and careers events. This will enable our young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study before making their transition to their next steps.
- Arranging work-based learning and internal and external work experience opportunities, that enable our students to have first-hand experience of work, such as supported internships offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh’s Award, Arts Award and Prince’s Trust Award. These opportunities will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate, embedding more effective practice around feedback. EEF evidence on feedback demonstrates it has significant benefits, particularly for disadvantaged pupils.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we have worked alongside other special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach. We continue to look at reports, studies, and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We have also considered the outcomes of several studies about the impact of the pandemic on disadvantaged pupils. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to continue to further develop relationships with parents/carers as a result.

Externally provided programmes

Programme	Provider
Manchester United Foundation works in partnership with Pioneer House High School with young people from areas of socio-economic disadvantage to support high levels of engagement in education through Sport and extra- curricular	Manchester United Foundation https://www.mufoundation.org/

activities. They provide long term support built around positive relationships and young peoples' interests in the classroom and beyond.	
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

This statement was written using the following guidance:

- Termly and end of year outcomes analysis
- Marc Rowland – Disadvantaged review visit to school and strategy report (September 2022)
- Making the Difference for Disadvantaged Learners (Prosperre MAT Training Autumn -Summer 2021/22)
- EEF - Guide to the Pupil Premium (April 2022)
- DfE - Pupil Premium reports and guidance (various 2021)
- EEF - Remote learning: rapid evidence assessment (April 2020)
- EEF - Impact of school closures on the attainment gap summary (April 2020)
- DfE- Using pupil premium: guidance for school leaders (March2023)

We have been collaborating with Marc Rowland, National Pupil Premium Expert Advisor for the DfE and Research School Network, as part of the wider piece of work to improve outcomes for disadvantaged students across The Prosperre Trust. Our precious PP strategy document has been reviewed considering observations and discussions during school quality assurance visits conducted during this partnership. We will continue to collaborate with Marc to reflect on his Trust findings and how we can continually improve our approach to closing the disadvantage gap.