Pupil Premium Policy

September 2024

Opportunities, Aspirations, Knowledge, Success

Pupil Premium Policy

Contents

1. Rationale

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the **Pupil Premium Grant** (PPG) payable to schools and local authorities.

PPG provides funding for two separate policies:

- Raising the attainment of disadvantaged students of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces

Pupil Premium Plus (PP+) is a government grant designed to raise the attainment of Children Looked After (CLA) and to close the gap between CLA and their peers. Funds are allocated to all CLA from Reception to the end of Year 11 to benefit young people looked after by the authority.

Amberleigh School caters for the needs of individual young people, looked after by the Local Authority, who may have been subject to sexual exploitation, abuse and/or neglect, from all ethnic and social groups, including the most able and those who are experiencing learning difficulties. As a result of their background, all students at Amberleigh School are recognised as 'disadvantaged'. All staff are committed to meeting the pastoral, social and academic needs of every student. We believe that every young person at Amberleigh School is valued, respected and entitled to develop to their full potential, irrespective of disadvantage.

Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The grant is provided in order to support these students in reaching their full potential, and schools are accountable for how they have used the additional funding to support students and be able to measure progress made.

2. Principles

- The PP+ grant should be used to provide targeted and personalised, 'over and above' interventions to CLA students.
- The grant is intended to supplement provision and provide additional support; not replace the support a school is funded to provide through its budget. The PP+ grant should not, therefore, be used to pay for services or support that another student would receive from the school's general budget.
- When deciding how to spend the PP+, the school must ensure that there is a justifiable need and a measurable outcome.
- The voice of the young person should be collected at, or prior to, the PEP meeting and should contribute to discussions about PPG spend.
- The core subjects (Mathematics, English and Science) should be prioritised with regards to funded interventions. Should a young person be meeting or exceeding school expectations in those subjects, or if targets can be met without additional finance, funding can be used towards other areas so long as there is an educational outcome attached. There may be some cases where young people are unable to access the core curriculum and interventions to address these barriers to learning would be appropriate.
- In line with the DfE guidance, while opinions of other stakeholders (e.g. carers, social workers etc.) should be taken into account, the teaching staff in school are best placed to make decisions about appropriate intervention.
- Interventions should be implemented from the point of approval – funding will be paid in arrears to reimburse the school.

3. Processes and Procedures

Pupil Premium Plus is managed by the designated virtual school head (VSH) in the local authority that looks after the young person, and used without delay for the benefit of the looked-after students' educational needs as described in their **Personal Education Plan** (PEP).

The VSH should ensure there are arrangements in place to discuss how the young person will benefit from pupil premium funding with the designated teacher or another member of staff in the students' education setting who best understands their needs.

The funding process differs from each local authority. Some automatically pay the school a set amount each term while others require funding requests submitted at the CLA's PEP for approval. Funding is not guaranteed and the amount of PP+ given to Amberleigh differs in value from one authority to the next. Some funding is retained by the Virtual School to provide services that benefit the whole CLA cohort, which also means that they can provide immediate funding for targeted support to those who need it most at any given time. Unfortunately, as our students live out of county, they often miss out on this funding. More recently, we are finding that the majority of local authorities do not provide Independent schools with PP+ funding.

4. Designated Teacher

Roles and Responsibilities:

- To liaise with the virtual school head, from the authority of each student receiving Pupil Premium Plus, to discuss how and when funding will be allocated and how much.
- To liaise with the Head Teacher at the beginning of the academic year, to discuss a spending strategy based on evidence based research.
- To set clear SMART PEP targets and request funding towards these.
- To ensure that social workers, carers and family members (where appropriate) are made fully aware of PEP targets and allocated funding given towards these.
- To track and record money requested, approved, received, and spent using the school's PP+ spreadsheet.
- To track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the young person receiving Pupil Premium Plus grant.
- To contribute to the school's Self Evaluation Form (SEF), identifying how funding will be allocated for the current academic year.
- To publish a statement, on the school website, of how the school spent the funding in the previous year and its impact on the attainment of students eligible for support through the Pupil Premium Plus grant.

5.   Outcomes

This policy will play an important part in the educational development of the individual students who are entitled to Pupil Premium Plus.

The school will use the additional funding to promote the achievement and progress of all entitled students.

Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled young person are met.

As a result of the additional funding, these young people will make better progress and achieve higher standards that would not have been likely without.

Pupil Premium Plus Strategy Statement

Academic Year 2024-2025

This statement details our school's use of pupil premium plus (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

Amberleigh is a therapeutic community for young males who have exhibited inappropriate or harmful sexualised behaviours. Students that attend our school face extra challenges in reaching their full potential, such as:

- Difficulties in managing their own behaviour, following rules and accepting boundaries.
- Processing the trauma they have experienced.
- Closing gaps in education caused by poor attendance or behaviour.
- Lack of confidence and self-esteem.
- Having a closed mind-set and a negative attitude towards education.
- Dealing with the worry and anxiety of possible convictions.
- Being away from family and dealing with family dynamics e.g. lack of contact or difficult contact.
- EAL/SEN needs.

At the beginning of the 2024-2025 academic year, we currently have 11 students on role, 5 of which are eligible for pupil premium plus and/or recovery premium but only four of these local authorities provide the school with funding through their PEP targets. The remaining local authorities have a policy in which they do not provide independent schools with PP+, which is becoming increasingly more common.

Pupil Premium Strategy Plan

Planning how we are going to spend allocated funding in advance can be hard in our setting as student numbers fluctuate and we cannot foresee student needs or how much funding (if any) their local authorities will allocate to us. We have, however identified common areas of need within the school and we will address these through PEP targets and request funding via this route. We will also use funding carried over from students who have left our care to benefit all of our disadvantaged students through whole school projects.

As advised by the Department for Education we aim to follow the tiered approach to spending as outlined in *The EEF Guide to Pupil Premium*:
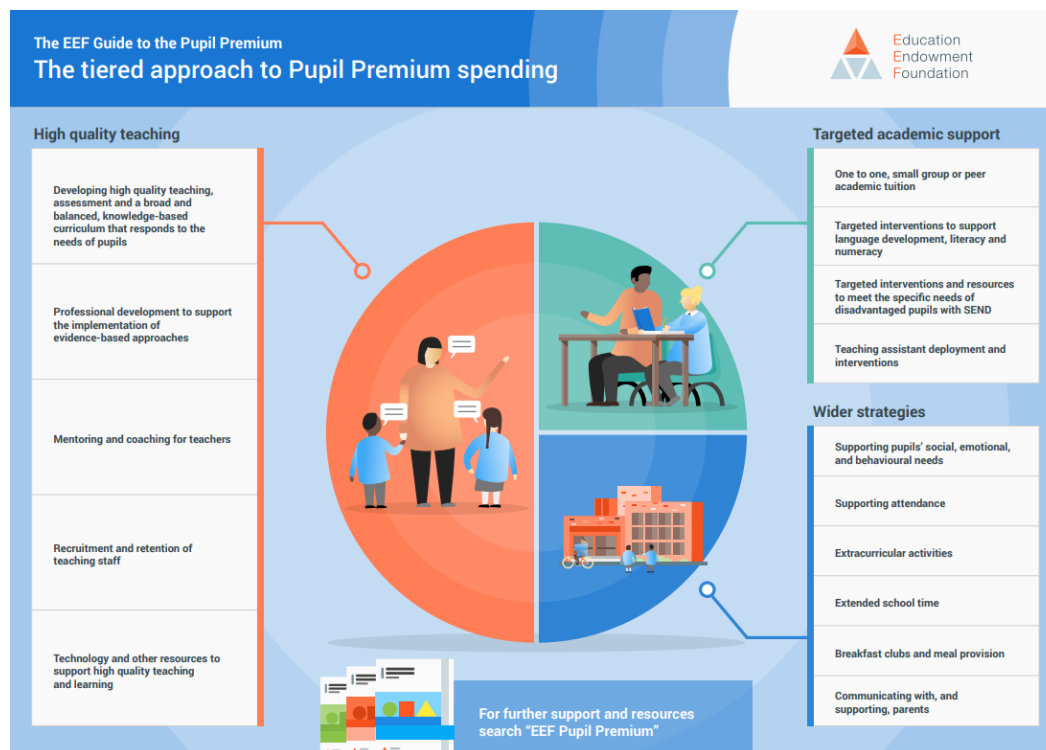
The table below details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address some of the areas of need within our school.

These targets will be evaluated termly and shared with the Head Teacher, Education team and Proprietor of the school.

Intended Outcome	Approach	Action	Evidence that supports this action	Success Criteria
To improve assessment for learning	**High Quality Teaching** – Developing high quality teaching, assessment and a broad and balanced, and knowledge based-curriculum that responds to the needs of pupils.	Use TeachMateAI to improve the accuracy of formative and summative assessments to better respond to pupils needs.	Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. Feedback | EEF Embedding Formative Assessment | EEF	**All students:** Termly: 80% of students will make or exceed expected progress in all subjects. Annually: 80% of students WRAT 5 scores will increase in all areas. **Teachers:** Weekly: Teachers will use TeachMate AI to produce personalised assessments for recall and retrieval. Termly: Teachers will use TeachMate AI to produce personalised assessments to baseline students and plan from accurate starting points. Termly: Teachers will use TeachMate AI to produce personalised assessments to assess students' knowledge and understanding at the end of a unit/topic.

To close the gap between a student's reading age and chronological age.	**Targeted academic support -** Targeted interventions to support language development, literacy and numeracy. **High Quality Teaching –** Technology and other resources to support high quality teaching and learning.	Consistent intervention focussing on word reading strategies and comprehension tasks – IXL Learning (English) Access new vocabulary through reading First News. Increase reading for pleasure and purpose in all subjects - First News	Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	**Students whose Reading age is below their chronological age:** Termly: Reading age will increase by at least 3 months. Termly: 100% Reading PCP/PEP Target success Termly: Expected progress met or exceeded on SOLAR. Annually: WRAT 5 scores for Reading Composite will increase.
To close the gap between a student's spelling age and chronological age.	**Targeted academic support -** Targeted interventions to support language development, literacy and numeracy.	Consistent intervention focussing on spelling strategies – IXL Learning (English)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	**Students whose spelling age is below their chronological age:** Termly: Spelling age will increase by at least 3 months. Termly: 100% Spelling PCP/PEP Target success Termly: Expected progress met or exceeded on SOLAR. Annually: WRAT 5 scores for Spelling will increase.

| To increase the GCSE maths pass rate. | **Targeted academic support -** Targeted interventions to support language development, literacy and numeracy. | Consistent intervention focussing on calculation skills – SPARX maths | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:

One to one tuition | EEF (educationendowmentfoundation.org.uk)
And in small groups:
Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF | **Maths GCSE group:**

Termly: 100% Maths PCP/PEP Target success
Termly: Expected progress met or exceeded on SOLAR.
Termly: Students' past paper scores will increase by 10% each term.
Annually: Students will achieve a grade 4 or above in their GCSE Maths exam. |
| To increase career opportunities. | **Wider Strategies** – Extra-curricular activities. | Subscription to driving theory and hazard perception app for all Year 12 and 13 students. | Key findings from the two job vacancy databases (SFA - Find an Apprenticeship and from the DWP's Universal Jobmatch show that in total, 16% (1 in 6 job listings) of all apprenticeship roles and 19% (1 in 5 jobs) of the Universal Jobmatch database either required, or stated that it is of benefit or practical to have a driving licence or own a vehicle.

Technical_paper_driving_as_an_employment_qualification_Makwana_April_2016.pdf | **Year 12 and 13 students:**

Termly: Students will increase their baseline score by 10%.

Annually: 80% of students will pass their driving theory first time. |

Academic Year 2023-2024 - Pupil Premium Plus Expenditure and Impact

During the 2023-2024 academic year we had access to £6628.79 in funding. £3620.00 was received throughout the year for 3 eligible students and £3008.79 was carried over from the previous academic year from students that either left or funding received that was not requested for any particular need through their PEP.

Allocation of Funds:
High Quality Teaching: £2732.41
Targeted academic support: £893.48
Wider strategies: £1150.00

£1852.90 will be carried over to the 2024-2025 Academic Year - A large proportion of carried over funds came from a student who unexpectedly left our care and whose local authority provided funding without it being requested.

The data that follows identifies how funding was spent during the 2023-2024 academic year and the impact this had on individual students.

STUDENT A

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Amount Spent	Balance	Evaluation
			PP+ and Recovery Premium Grant - Academic Year 2023-2024					£1,635.73	
5.10.23	**Targeted academic support -** Targeted interventions to support language development, literacy and numeracy.	To ensure students make expected progress in Maths -Using Numbers and the Number System.	To know, recognise and complete addition and subtraction of number bonds up to 20.	NumBot	SOLAR Data PCP/PEP Data	Student to make expected progress in Maths according to SOLAR. Correctly completes 10 out of 10 addition number bonds up to 20 on three separate occasions in less than a minute. Correctly completes 10 out of 10 subtraction number bonds up to 20 on three separate occasions in less than a minute. Achieves 100% on the Entry 1 Calculation skills check on BKSB.	£7.20	£1,628.53	**January 2024:** Student has exceeded progress expectations for Number in Maths according to Autumn 2023 SOLAR data. Student is confident adding to 20; he correctly answered 10 out of 10 addition number bonds up to 20 on three separate occasions in less than a minute. However, he needs to develop mental maths strategies to subtract numbers quickly up to 10. Student achieved 100% on the Entry 1 Calculation skills check on BKSB. **April 2024:** Student has exceeded progress expectations for Number in Maths according to Spring 2024 SOLAR data. Student was able to correctly complete 10 number subtraction sentences within one minute on three separate occasions. **July 2024:** Student exceeded progress expectations for Number in Maths according to Summer 2024 SOLAR data.

5.10.23	**Targeted academic support -** Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	To ensure students on Pathway 1 make expected progress in English.	To give the phoneme when shown any common grapheme from step 2 of the Rapid Phonics Chart. To read automatically the First 100 High Frequency words.	Phonics Intervention resources		Student makes expected progress in English according to SOLAR. Saying each of the 100 high frequency words within 5 seconds without sounding them out on three separate occasions. Saying the phoneme when shown any common grapheme from step 2 of the Rapid Phonics Chart on three separate occasions.	£200.00	£1,428.53
5.10.23	**High Quality Teaching** – Personal development to support the implementation of evidence-based approaches.			Phonics training	SOLAR Data PCP/PEP Data		£32.00	£1,396.53
5.10.23	**Targeted academic support -** Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	To ensure students on Pathway 1 make expected progress in English.	SALT recommendation - for tutorials.	Blacksheep press - creating superhero stories	SOLAR Data PCP/PEP Data	Student makes expected progress in Speaking and listening according to SOLAR. Saying the phoneme when shown any common grapheme from step 2 of the Rapid Phonics Chart on three separate occasions.	£104.28	£1,292.25

January 2024: Student has exceeded progress expectations in speaking and listening and reading and met progress expectations in writing according to Autumn 2023 SOLAR data. Student is becoming more consistent in saying each of the 100 high frequency words within 5 seconds during a phonics session. He is inconsistent in other lessons. During Phonics session Student is able to say the phoneme when shown any common grapheme from step 2:1 and 2:2 of the Rapid Phonics Chart on three separate occasions. He is inconsistent with steps 2:3, 2:4 and 2:5.

April 2024: Student has exceeded progress expectations in speaking and listening but not met progress expectations in reading and writing according to Spring 2024 SOLAR data. Student is able to read words from the 100 high frequency list and words related to the phonics sounds he is recalling in sentences. Recognition of the 100 HF words is inconsistent but at present Student recognises 83/100 words. During Phonics session Student is

| 5.10.23 | **Targeted academic support** - Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND | To ensure students on Pathway 1 make expected progress in English. | SALT recommendation - for tutorials. | Pobble | SOLAR Data

PCP/PEP Data | Student makes expected progress in Speaking and listening according to SOLAR. Saying the phoneme when shown any common grapheme from step 2 of the Rapid Phonics Chart on three separate occasions. | £60.00 | £1,232.25 | able to say the phoneme when shown any common grapheme from step 2:1 and ai, ee, ar, or, oo, air, ear from steps 2:2 to 2.5 of the Rapid Phonics Chart.
July 2024: Student has exceeded progress expectations in speaking and listening but not met progress expectations in reading and writing according to Summer 2024 SOLAR data. Student is able to read words from the 100 high frequency list and words related to the phonics sounds he is recalling in sentences. Recognition of the 100 HF words is inconsistent but at present Student recognises 92/100 words. During Phonics session Student is able to say the phoneme when shown any common grapheme from step 2 of the Rapid Phonics Chart. Student has an EHCP and has difficulty recalling previous knowledge. Lots of repetition is needed to consolidate phonic knowledge, resulting in slow reading and writing progress. |

5.2.24	**High Quality Teaching** – Technology and other resources to support high quality teaching and learning.	To ensure students make expected progress in Maths -Using Numbers and the Number System.	See individual Maths PCP targets.	Personal Calculator	WRAT 5 Data SOLAR Data	Expected maths progress made on SOLAR. Increased WRAT 5 Maths computation scores. Able to use a calculator to solve real life problems and check mental calculations.	£11.40	£1,220.85	**April 2024:** Exceeded progress target for Number on SOLAR. Able to use a calculator to solve real life problems and check mental calculations. **July 2024:** Exceeded progress target for Number on SOLAR. Able to use a calculator to solve real life problems and check mental calculations. WRAT 5 Data: Maths computation score increased from 57 to 69 but remained in the extremely low category for his age.
22.4.24	**High Quality Teaching** – Technology and other resources to support high quality teaching and learning.	To ensure students on Pathway 1 make expected progress in English.	Increase speaking and listening opportunities across the curriculum.	Technical Lego	SOLAR Data	Student makes expected progress in Speaking and listening according to SOLAR. Student will make expected progress in Design Technology.	£465.60	£755.25	**July 2024:** Student has exceeded progress expectations in speaking and listening.
1.9.24	**Balance carried over to 2024-2025**							£755.25	**Student left The Oaks August 2024**

STUDENT B

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Amount Spent	Balance	Evaluation
						Birmingham Local Authority - Pupil Premium plus is not ordinarily payable to independent schools			
11.8.23					**Pupil Premium wrongly funded to previous school whilst educated at Amberleigh.**			£760.00	
1.9.23					**Recovery Premium Grant - Academic Year 2023-2024**			£1,312.00	
1.9.23	**Targeted academic support -** Targeted interventions to support language development, literacy and numeracy.	To ensure students make expected progress in Maths -Using Numbers and the Number System.	To recall times tables in under 3 seconds.	TT Rockstars App	TT Rockstar score - questions per second.	By January 2024: To recall times tables in under 10 seconds. By April 2024: To recall times tables in under 6 seconds. By July 2024: To recall times tables in under 3 seconds.	£59.80	£1,252.20	**January 2024:** Student is able to recall facts in under 9 seconds. **April 2024:** Student is able to recall facts in under 8 seconds. **July 2024:** Student is able to recall facts in under 3 seconds.
1.9.23	**Targeted academic support -** Targeted interventions to support language development, literacy and numeracy.	To close the gap between a student's reading age and chronological age.	To identify, understand and extract the main points and ideas in and from texts.	Rapid Reader Plus Stage 10-12 Books and teacher planning books.	NGRT Data SOLAR Data	By January 2024: Reading age will increase from 10:11 to 11:05. Student will 'secure' this target on SOLAR by: Answering literal and inferential questions about what they have read or what the teacher has read to them.	£289.00	£963.20	**January 2024:** Student's reading age has increased from 10:11 to 11:10 (9 months increase over 3 months). In English lessons, Student has answered literal and inferential questions about what he has read and what has been read to him. He has also passed Entry Level 2 and 3 assessments in Reading.
1.9.23	**High Quality Teaching –** Technology and other resources to support high			Author visit - Cressida Cowell + signed copy			£70.00	£893.20	

	quality teaching and learning.			of new book.				
1.9.23	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.			Career books - Student reading in WRE			£63.65	£829.55
5.10.23	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.			Access new vocabulary through reading First News. Increase reading for pleasure and purpose in all subjects. Focus on subject specific vocabulary.			£576.55	£253.00

5.2.24	**Targeted academic support -** Targeted interventions to support language development, literacy and numeracy.	To close the gap between a student's reading age and chronological age.	To identify the main ideas drawn from more than 1 paragraph and summarise these.	Toe by toe dyslexia program Coloured overlays	NGRT WRAT 5 Data SOLAR Data Functional Skills	Expected progress made on SOLAR. Student's reading composite and word reading scores will increase. To identify and summarise the main ideas from 3 given paragraphs.	£82.45	£170.55	**April 2024:** Expected English progress made in all areas. Student was able to identify and summarise the main ideas from three different paragraphs, however his reading age has remained the same at 11:10. **July 2024:** WRAT 5 data - Student's reading composite score has increased from 88 to 112, moving from the low average category for his age to the high category. Student's word reading score has increased from 81 to 107, moving from the low average category for his age to the average category. Student passed Entry Level 3 Functional skills in English.
5.2.24	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.	To ensure students make expected progress in Maths -Using Numbers and the Number System.	See individual Maths PCP targets.	Personal Calculator	WRAT 5 Data SOLAR Data Functional skiils	Expected maths progress made on SOLAR. Increased WRAT 5 Maths computation scores. Able to use a calculator to solve real life problems and check mental calculations.	£11.40	£159.15	**April 2024:** Exceeded progress target for Number on SOLAR. Able to use a calculator to solve real life problems and check mental calculations. **July 2024:** Exceeded progress target for Number on SOLAR. Able to use a calculator to solve real life problems and check mental calculations. WRAT 5 Data: Student increased his scores for maths computation from 75 to 90, moving from the very low average category to low average for his age. Student passed Entry Level 3 Functional skills in maths.
1.9.24	**Recovery Premium Grant - Academic Year 2024-2025**							£159.15	**Student left The Oaks November 2024**

STUDENT C

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Amount Spent	Balance	Evaluation
	**Hillington Local Authority - Pupil Premium plus is not ordinarily payable to independent schools** **Academic Year 2023-2024**	£114.98		
17.10.23	**Targeted academic support -** Targeted interventions to support language development, literacy and numeracy.	To ensure students make expected progress in Maths -Using Numbers and the Number System.	To recognise simple fractions (halves, quarters, tenths) of whole numbers.	Fractions game - Tackling Fractions by Learning Resources	SOLAR BKSB	By January 2024: Student to correctly identify simple fractions of whole numbers in 8 out of 10 questions. Student to achieve 100% on the Entry 2 fractions skills check on BKSB.	£11.95	£103.03	**January 2024:** Student was able to correctly identify simple fractions of whole numbers in 10 out of 10 questions. He achieved 100% on the Entry 2 fractions skills check on BKSB.
5.2.24	**Wider Strategies –** Supporting students' social, emotional, and behavioural needs.	To improve students' attitudes to school and self.	Transition to mainstream school	Ed Psych assessment for EHCP	Students complete a PASS assessment once a term to measure attitudes to school and self.	Scores in targeted area of concern will increase.	£850.00	£350.00	**April 2024:** PASS score for 'Response to curriculum demands' remained the same, **July 2024:** Student met PEP target, received an educational psychologist assessment and moved to mainstream school in July 2024.
5.2.24	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.	To ensure students make expected progress in Maths -Using Numbers and the Number System.	See individual Maths PCP targets.	Personal Calculator	WRAT 5 Data SOLAR Data	Expected maths progress made on SOLAR. Increased WRAT 5 Maths computation scores. Able to use a calculator to solve real life problems and check mental calculations.	£11.40	£338.60	**April 2024:** Exceeded progress target for Number on SOLAR. Able to use a calculator to solve real life problems and check mental calculations. **July 2024:** WRAT 5 Data - Student's math computation score has increased from 99 to 124, moving from the average category for his age to the very high category.

31.3.24	**Targeted academic support -** Targeted interventions to support language development, literacy and numeracy.	To close the gap between a student's reading age and chronological age.	See individual English PCP targets.	Reading for pleasure books	NGRT WRAT 5 Data	Increased reading age Improved reading composite scores	£78.80	£259.80	**July 2024:** Student's reading age increased from 11 years and 4 months to 17+ years. WRAT 5 data - Student's reading composite score has increased from 122 to 145, moving from the very high category for his age to the extremely high category.
1.9.24	**Balance carried over to 2024-2025**							£259.80	**Student left The Oaks July 2024**

ALL STUDENTS

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Amount Spent	Balance	Evaluation
Pupil Premium plus carried over from students who have left Amberleigh to benefit all CLA students - Academic Year 2022-2023								£1,814.08	
5.10.23	**Wider Strategies –** Supporting students' social, emotional, and behavioural needs.	To improve students' attitudes to school and self.	See individual behaviour PCP targets.	Smash Life Sessions	Students complete a PASS assessment once a term to measure attitudes to school and self.	Scores in targeted area of concern will increase.	£300.00	£1,514.08	**January 2024:** 55% of students' scores increased in targeted area of concern. **April 2024:** 75 % of students' scores increased in targeted area of concern. **July 2024:** 64% of students' scores increased in targeted area of concern.
5.10.23	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.	To close the gap between a student's reading age and chronological age.	See individual English PCP targets.	Books for library	NGRT Data SOLAR Data	Reading age will increase by 6 months Expected Reading progress made on SOLAR.	£312.89	£1,201.19	**January 2024:** 82% of students' reading age increased by 6 months or more. 100% of students made expected reading progress on SOLAR. **April 2024:** 50% of students' reading age increased by 6 months or more. 92% of students made expected reading progress on SOLAR. **July 2024:** 75% of students' reading age increased by 6 months or more. 92% of students made expected reading progress on SOLAR.

5.02.24	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.	To develop literacy skills across the curriculum.	See individual English PCP targets.	Play in a Day – Internet Safety	SOLAR ICT Data SOLAR English Data SOLAR Drama/Performing Arts Data	SOLAR ICT targets met SOLAR English Speaking and Listening targets met SOLAR Drama/Performing Arts targets met	£474.00	£727.19	**April 2024:** 92% of students made expected ICT progress on SOLAR. 100% of students made expected Speaking and Listening progress on SOLAR. 100% of students made expected Drama/Performing Arts progress on SOLAR.
16.1.24	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.	To develop literacy skills across the curriculum.	See individual English PCP targets.	Books for science	NGRT Data SOLAR Data	Reading age will increase by 6 months Expected Reading progress made on SOLAR. Expected science progress made on SOLAR.	£29.15	£698.04	**April 2024:** 50% of students' reading age increased by 6 months or more. 92% of students made expected reading progress on SOLAR. 92% of students made expected chemistry progress on SOLAR. **July 2024:** 75% of students' reading age increased by 6 months or more. 92% of students made expected reading progress on SOLAR. 92% of students made expected physics progress on SOLAR. 100% of students made expected biology progress on SOLAR.

5.2.24	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.	To ensure students make expected progress in Maths -Using Numbers and the Number System.	See individual Maths PCP targets.	SPARX subscription	WRAT 5 Data SOLAR Data	Expected maths progress made on SOLAR. Increased WRAT 5 Maths computation scores.	£600.00	£98.04	**April 2024:** 67% of students made expected Number progress on SOLAR. **July 2024:** 100% of students made expected Number progress on SOLAR. 89% of students' WRAT scores for math computation increased over the year.
5.2.24	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.	To ensure students make expected progress in Maths -Using Numbers and the Number System.	See individual Maths PCP targets.	Scientific calculators	WRAT 5 Data SOLAR Data	Expected maths progress made on SOLAR. Increased WRAT 5 Maths computation scores.	£11.40	£86.64	**April 2024:** 67% of students made expected Number progress on SOLAR. **July 2024:** 100% of students made expected Number progress on SOLAR. 89% of students' WRAT scores for math computation increased over the year.
5.2.24	**High Quality Teaching –** Technology and other resources to support high quality teaching and learning.	To close the gap between a student's reading age and chronological age.	See individual English PCP targets.	Books for library	NGRT Data SOLAR Data	Reading age will increase by 6 months Expected Reading progress made on SOLAR.	£62.97	£23.67	**April 2024:** 50% of students' reading age increased by 6 months or more. 92% of students made expected reading progress on SOLAR. **July 2024:** 75% of students' reading age increased by 6 months or more. 92% of students made expected reading progress on SOLAR.
1.9.24	**Balance carried over to 2024-2025**							**£23.67**	

Academic Year 2023-2024 - Pupil Premium Plus Audit and Self-evaluation

Our audit of last year's Pupil Premium strategy and spending highlighted the improvements we have made in planning and measuring the impact of funding on our eligible students on a termly and annual basis. However, greater involvement and accountability from teachers and leaders is needed to ensure everyone within the education team understands our planned strategy for pupil premium and strives for greater success.

Statement	Evaluation	Action needed
Funding is carefully ring-fenced and spent on the target group.	All funding is spent on eligible students either individually or as a whole group. Funding is sometimes spent on curriculum resources which although benefit eligible pupils, do not follow PP+ strategy planned at the start of the academic year or individual needs from PEP targets.	**Yes – Ensure funding is allocated based on planned strategy at the start of the academic year or individual needs based on PEP targets only.**
Eligibility for the pupil premium is not confused with low ability but focused on achieving the highest levels.	Funding is used to benefit eligible students despite ability.	No
Underachievement and the causes are analysed, particularly in English and mathematics.	Termly progress meetings, Termly PEP/PCP meetings, analysis of data, action plans and evaluations ensure the causes of underachievement are analysed and addressed	No
We use research and other evidence to allocate the funding to activities that are most likely to have an impact on achievement.	We follow the EEF tiered approach. We research activities /interventions and select these based on the impact they have had in other schools.	No
We ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.	Main strategy focusses on improving the quality of teaching in all lessons not just intervention. Robust teaching and learning monitoring cycle by SLT ensures actions are put in place to address poor teaching. School embeds Rosenshine's principles of effective teaching across the curriculum.	No

We allocate our best teachers to teach intervention groups to improve mathematics and English, or employ new teachers with a good track record in raising attainment.	Intervention planned and led by senior teachers and carried out by Pastoral/intervention lead.	**Yes – English and Maths teachers to take over intervention.**
We use achievement data frequently to check whether interventions or techniques are working, and make adjustments instead of using the data retrospectively to see if something has worked.	We have mid-term and termly progress meetings to check whether interventions or techniques are working. Termly data is used to assess strategies put in place to increase progress e.g. NGRT, NGST, SOLAR. Annual data is used to highlight areas for development e.g. WRAT 5 highlighted spelling as a focus area for the 2024-2025 academic year. English and Maths teachers are taking more ownership for their PCP targets to ensure strategies are working. This needs monitoring across the curriculum though and not just in their individual subjects. SENCO and form tutors need to take more ownership of behaviour, preparing for adulthood and EHCP targets to ensure strategies are embedded across all classes.	**Yes – SENCO, form tutors, English and Maths teachers to ensure strategies put in place to achieve PCP targets are being embedded across all classes and not just in intervention.**
We make sure support staff are highly trained and understand their role in helping pupils to achieve.	Training and support provided as needed.	No
We focus on giving pupils clear, useful feedback about their work, and ways they can improve.	Improved marking policy and tracked for consistency.	No
We designate a senior leader to have a clear overview of how funding is allocated and the difference it is making to outcomes for pupils.	Deputy Head/Designated teacher attends PEPs and manages funding.	**Yes - more robust monitoring needed of PCP target leads ensuring that strategies put in place are embedded in all classes.**
We ensure that teachers know which pupils are eligible for the pupil premium so they take responsibility for accelerating their progress.	All our pupils are CLA and disadvantaged. All Teachers are aware of PEP targets. Pupil Premium Policy, Strategy Statement and evaluation shared with all staff at beginning and end of year.	**Yes – provide teachers with termly updates through staff meetings.**

We have a clear policy on spending the pupil premium, agreed by governors and publicised on the school website.	Policy updated, agreed by proprietor and published on school website annually.	No
We provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to learning.	PEP target informed by PASS assessment, attendance data and engagement in lessons. These are shared with keyworkers (carers). Attendance data displayed in every classroom. Close working relationship with carers.	No
We have a clear and robust performance management system for all staff and include discussions about pupils eligible for the pupil premium in performance management meetings.	Staff receive monthly supervision and annual appraisals. English and Maths teachers taking ownership for their targets and these are discussed in progress meetings.	**Yes - more robust monitoring needed of PCP target leads ensuring that strategies put in place are embedded in all classes – this is to be discussed in monthly supervisions and annual appraisals.**
We thoroughly involve governors in decision-making and evaluation.	Decisions and evaluations are communicated to the Proprietor annually.	No
We can, through careful monitoring and evaluation, demonstrate the impact of each aspect of our spending on the outcomes for pupils.	Funding is tracked and evaluated by DH on a termly basis.	No