

<b>Pupil Premium lead:</b> Mrs Hodson	<b>Total number of pupils</b>	Variable throughout year but peaked at 79 of which nearly ¾ were designated as Disadvantaged (D) in terms of PPG	<b>Total number PP pupils</b>	Variable, usually 60 -70% Of all pupils. At one point in year reached 75%	<b>Date of most recent PP Review</b>	October 2018
<b>Responsible Governor:</b> Mrs Harrison	<b>Total number of pupils 2017/18</b>		<b>Total number PP pupils</b>		<b>Dates for next internal review of this strategy</b>	April 2019

Section A

<b>Attainment/ achievement analysis of 2017/18:</b>	<b>Comparison with other AP/ PRU/ similar schools provision:</b>
<p><u>Year 11</u> 62% Disadvantaged 15/24 pupils</p> <ul style="list-style-type: none"> <li>•40% (6) gained 5 GCSE @ 9-1 /level 1 equivalent</li> <li>•26% (4) gained 6+ GCSE @9-1/level 1 equivalent</li> <li>•25% (6) gained at least 1 GCSE 9-4</li> </ul> <p>of which:</p> <p>1 pupil gained 4 GCSE's 9-4 1 pupil gained 5 GCSE's 9-4</p> <ul style="list-style-type: none"> <li>•93% (14) at least 1 qualification including English</li> <li>•87% (13) gained a maths qualification</li> <li>•100% (8) of those enrolled on a vocational course gained at least 1 vocational qualification (11 vocational awards in total)</li> </ul> <p>Other outcomes:</p> <p>4 KS3 Integrations to specialist provision. 4 KS4 Re-integrations to other mainstream schools. 3 Returned to original school and have remained in school to date.</p>	<p>Currently no national statistics or other information available to compare.</p>

<b>Review of outcomes and impact including expenditure academic year 2017/18:</b>			<b>PPG funds: April 2017 – March 2018 £23,9092</b>	
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
1. Increase in pupils achieving GCSE maths/ English or functional skills equivalent	Staff CPD inset whole school literacy i.e. comprehension and grammar skills. Co-ordinated cross curricular literacy foci intervention work.	Increase in qualifications taken for D cohort and level 1 passes. Progress from baseline starting points to exit in KS4 English and Maths : English GCSE- 78% expected/exceeded Math's GCSE – 78% expected/ exceeded	Cross curricular thematic work involving literacy foci and problem solving did encourage skills development and subsequently higher grades with some pupils exceeding targets set. For 2018/19 emphasis will remain on literacy development.	£16,000 PA for 1-1 teaching sessions

<p>2. Improved attendance</p> <p>3. Vocational training accreditation increase</p>	<p>Metacognition project to test strategies to be utilised in classrooms to improve challenge, independent learning to impact on increased progress in learning.</p> <p>Identify quality vocational placements that lead to industry standard awards to enable successful post 16 transition</p> <p>Tried and tested school attendance RAG rating system in place with rewards</p> <p>Provision of transport.</p> <p>High support/ outreach programme and teaching for consistently poor attenders.</p> <p>Enrichment programme to support learning and social skills development (wider key skills, cooking skills, gym sessions, PE tutoring)</p> <p>Provision of free breakfast.</p>	<p>Functional English – 100% expected Functional Maths – 88% expected</p> <p>9/10 Entry level certificates gained</p> <p>Some pupils responded to rewards and attendance increased. However entrenched PNA remained for a small minority and one pupil gained no qualifications despite intensive measures to change this. D pupils who did not attend formal timetable or ‘alternative to alternative’ programme did not achieve in line with expectations.</p> <p>15 level 1 Wider Key skills awards gained via life/ cooking skills and other cross curricular enrichment projects.</p> <p>9/10 Entry level certificates gained.</p>	<p>1-1 teaching will be still targeted for those pupils who do not attend within the formal timetable.</p> <ul style="list-style-type: none"> <li>• Continue to fund vocational placements as 100% success</li> <li>• Continue to provide Enrichment programme as encourages re-engagement with learning and pupils social skills development.. Next steps to seek specific accreditation if appropriate for enrichment courses.</li> <li>• Continue with taxi transport, attendance monitoring system and associated rewards because it has a positive impact on most pupils who value those rewards and parents who value the support offered.</li> <li>• Continue to provide free breakfast as it enables pupils to start the school day in a positive frame of mind and ready to learn.</li> <li>• Formalised learning including skype type learning for entrenched non engagement is not working for a small number of pupils. Therefore commissioning alternative options to be considered.</li> </ul>	<p>£2,000 for Enrichment programme and breakfast food</p> <p>£36,465 for 17 pupils per annum for vocational placements</p> <p>Transport costs and training came from remainder of school budget.</p>
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<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>Literacy and Numeracy skills</b> - Many pupils have missed periods of primary /secondary education and have fallen behind in literacy and numeracy development. Pupils often receive little or no reading support at home and may have unmet needs that further prevent development. Access to the majority of subject areas in secondary education requires a good level of literacy skills which can be a further challenge.		
<b>Social, emotional, behavioural and lifestyle development</b> - Pupils referred have previously developed negative behaviours resulting in exclusion from their mainstream school; this has negative impact on learning. Pupils present with a variety of social and emotional and mental health difficulties, such as low self-esteem, anxiety, self-harming, and other avoidance behaviours. Other pupils may have experienced trauma. Disengagement from education leading to disaffection.		
<b>Transition</b> - the opportunity to successfully integrate into another mainstream school is often limited due to history of exclusion, poor behaviour and negative attitude to school. Some pupils have unmet SEN and require a positive transition to specialised provision after a period of assessment. Pupils in year 11 who do not attend regularly and do not commit to their personalised programmes are in danger of becoming NEET and therefore at risk of social exclusion, ill health and criminality.		
<b>External barriers</b>		
<b>Attendance</b> - Some pupils have a history of low attendance at their mainstream school leading to difficulty with learning, a lack of progress and success in external examinations.		
<b>Poor home learning environments</b> - Some pupils do not have their basic needs met and consequently struggle to make progress with basic learning and acquiring skills. The vast majority of pupils at the Acorns School are at Levels 2, 3 or 4 on the Continuum of Need. Development within the home environment is often affected by other factors, such as exposure to poverty, domestic violence, substance abuse and ill health resulting in difficulties managing emotions leading to negative and sometimes aggressive behaviours.		
<b>Desired outcomes and how they will be measured</b>		<b>Success criteria</b>
<b>A.</b>	PP pupils to make expected progress in line with other pupils and interventions put in place as soon as required. This will be measured via baseline assessments, termly in-house and external provider tracking, social and emotional qualitative assessment, observation in lessons inclusive of work scrutiny and through feedback systems.	Pupils making expected progress relative to their starting points which will be comparable with non PP pupils. Pupils will be successful in making small steps of progress as well as larger steps inclusive of external accreditation/ qualification.
<b>B.</b>	Increased attendance rates measured through attendance tracking and absence monitoring systems.	PP pupils will attend at the same rate as non PP pupils

PP Plan 2018/19		Review dates: 2 <sup>nd</sup> October 2018.			
Planned strategies for expenditure for this year:			PPG funds allocation April 18 – March 19 £ 46,231, as of March 2018 predicted to be in budget based on re-determined count.		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and cost allocated	Review implementation
<p><b>PP Pupils to achieve in line with non PP pupils in English, Maths.</b></p> <p><b>PP Pupils will gain 5+ @A-G.</b></p> <p><b>PP pupils to improve learning and thinking skills to improve outcomes.</b></p> <p><b>PP Pupils will have the opportunity to participate in vocational education to avoid NEET post 16.</b></p> <p><b>'Alternative to alternative' programme access to work experience and mentoring by external organisations will assist re-engagement with learning.</b></p>	<p>Staff CPD inset whole school literacy, numeracy, metacognition.</p> <p>Co-ordinated cross curricular literacy/ numeracy foci intervention work.</p> <p>Identify quality vocational placements that lead to industry standard awards to enable successful post 16 transition</p> <p>High support teacher for identified pupils to re-engage learning. Commissioning of The Military School mentor to support pupils who do not engage with school.</p>	<p>Investment in developing the literacy strategy is evident in GCSE and functional skills qualification attainment in terms of increase in passes, grades and achievement from baseline.</p> <p>Evidence in learning walks indicates those pupils who are taught discreet learning strategies become more independent learners and respond to challenge in their learning. EEF Teacher Toolkit analysis indicates metacognition strategies lead to enhanced progress.</p> <p>Targeted quality vocational provision with adequate time allotted has resulted in an increase in performance and completion rates. This has enabled a significant increase in sustained post 16 placements in further education and training and employment opportunities through apprenticeship schemes.</p>	<p>Specialist teachers to plan and implement targeted interventions. PP pupils will be prioritised to include lower ability pupils who need further support and able pupils who need greater challenge.</p> <p>Consistent monitoring of interventions and placements by identified lead</p> <p>Termly quality assurance carried out by SLT/ in the form of observation in class work scrutiny, professional dialogue triangulation and provider evaluation. Pupil feedback exercises/ evidence.</p> <p>SLA agreed with commissioned organisations indicating clear expectations for outcomes..</p>	<p>JH JD JM GH DB MA CR SE HC</p> <p>£1,000 for CPD costs.</p> <p>£34,000 for 1-1 teaching</p> <p>£28,000 for 12 placements at present (may increase)</p> <p>£700 for breakfast items</p> <p>£4,000 for Enrichment programme x39 weeks.</p> <p>Transport £25,000</p>	<p>Ongoing as part of school in house tracking and monitoring systems.</p> <p>Formally reviewed April following budget allocation and September in line with whole school improvement evaluation.</p>

<p><b>Increased and higher attendance for PP Pupils.</b></p> <p><b>Pupils social and emotional skills improve to cope with daily school life</b></p>	<p>Tried and tested school attendance RAG rating system in place. Rewarding of achievement of attendance targets.</p> <p>High visibility of school's approach to improving attendance with all parents and stakeholders including sanctions.</p> <p>Provision of transport.</p> <p>Provision of Enrichment programmes; gym sessions with personal trainer, cooking skills and sports trainers programmes delivered by TA staff</p> <p>Provision of free breakfast.</p>	<p>Attendance is an area of concern in AP provision nationally and is always the main factor in disadvantaged and 'hard to reach' pupils making progress. This mirrors the experience at Acorns and subsequently is a priority development area in all planning processes.</p> <p>Many pupils arrive at school without having a basic meal due to 'food poverty'. Parents report use of food banks. Morning hunger causes apathy, emotional instability and consequently lack of engagement with learning.</p> <p>Enrichment programmes in schools provide access to a wide variety of learning and enjoyment which encourages teamwork, communication, tolerance, collegiality developing social and emotional regulation skills.</p>	<p>Full adherence to attendance system monitoring and given highest pastoral priority in all evaluation processes. Scrutiny from governing body.</p> <p>Monitoring by LCC Attendance Advisor</p> <p>Reduced timetable integration plan to encourage regular attendance, aiming to build up to a full timetable.</p> <p>School council to monitor provision of breakfast including choice of food and time allocated with business manager and catering officer.</p> <p>Allocated staff to lead on enrichment programmes linked to performance management processes in school.</p>		
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