

The Collett School **Pupil Premium, Pupil Premium Plus, new Recovery Premium and School-led Tutoring** Funding Strategy Statement

Academic Year: September 2021 – August 2022

(Financial year April 2021 – March 2022)



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- Pupil Premium Grant
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- The Recovery Premium
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Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

Pupil Premium Grant

1. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium. In addition, this policy refers to the DfE's information on what maintained schools must publish online.

2. Purpose of the grant

- The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.
- The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.
- We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

3. Use of the grant

- We consider the context of the school and the main challenges or barriers our pupils face.
- We use evidence to inform our decisions on pupil premium spending – for example, by using evidence-based research and resources and learning from what works in our school
- We address a wide range of needs, and take group and individual needs into account
- We engage with parents to take their views on the needs of their child into account

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Improving online and remote learning provision
- Inclusion of PPG pupils in extra-curricular activities where they otherwise may not be able to as a result of their families' financial status
- Employing extra teaching assistants

- Running catch-up sessions for children who need extra help with maths or literacy
- Providing extra tuition where needed

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

4. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 2 to Year 11.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals (Ever6-FSM)

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children (LAC or, CLA)

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

Post-looked after children (Post-LAC)

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children (Ever6-services)

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in

the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census

- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

5. Roles and responsibilities

The Executive Headteacher, the Head of School and school leaders are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing board is responsible for:

- Holding the Executive Head and Head of School to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Head of School and Executive Headteacher to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Executive Headteacher to use the pupil premium in the most effective way

- Setting the school's ethos and values around supporting disadvantaged members of the school community

Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

6. Monitoring arrangements

This policy will be reviewed annually by the Head of School, Head of Operations and Executive Headteacher. At every review, the policy will be shared with the governing board.

Recovery Premium Funding

Purpose

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Eligibility

All schools that are eligible for pupil premium are eligible for recovery premium. This includes the following types of schools:

- mainstream primary, secondary and all through local authority-maintained schools, academies and free schools serving children aged 4 to 15
- local authority-maintained special schools
- special academies and free schools
- non-maintained special schools
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies

Pupil eligibility

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free schools meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post-looked after children (post-LAC)

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

Other types of eligible schools will get £290 for each eligible pupil.

- an eligible primary school will not receive less than £2,000
- an eligible secondary school will not receive less than £6,000

As with pupil premium, the funding for looked-after children will be paid to the local authority and should be managed by the [virtual school head](#).

Payment schedule

The recovery premium will be paid in 4 payments to schools during the 2021 to 2022 academic year on the following schedule.

Maintained schools payment schedule

Payments will be sent to local authorities on the last working day of each month in:

- September 2021
- December 2021
- April 2022
- June 2022

Using recovery premium funding

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

As with pupil premium, funding for looked-after children should be managed by the local authority virtual school head. They should work with schools, including the designated teacher, to decide how to use the funding effectively to support looked after children.

Reporting and accountability

Schools must show how they are using their recovery premium effectively:

- by reporting on their use of recovery premium as part of their [pupil premium strategy statement](#)
- through [inspections by Ofsted](#) - as part of these inspections, inspectors may discuss plans schools have to spend their recovery premium funding

School-Led Tutoring Grant

Coronavirus impacted the world in ways we never could have imagined, and almost overnight, the way we work, communicate and receive an education drastically changed.

The School-Led Grant is ring-fenced to fund local tutoring provisions and also allows schools to use their existing staff. Please note that teachers without QTS or less than two years' experience in the subject and level being tutored, will be required to complete a training course. The training will be available via the NTP website from November onwards.

School-Led Tutoring is being introduced as part of the National Tutoring Programme in 2021/22. Eligible state-funded schools and academy trusts will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.

- During the academic year, 21/22 eligible schools around the UK will receive extra funding. Each school will have access to an additional £203 for 60% of their Pupil Premium, which must contribute towards tutoring.
- Schools can use the premium to source extra tutoring for students, and it covers 75% of local or online tutoring costs. Each school will have to source the remaining 25% through other budgets.

Analysis from the Government's research into pupil progress in the autumn term 2020/21 shows that:

- pupils from disadvantaged backgrounds (eligible for free school meals at any point in the last six years) were about half a month further behind than non-disadvantaged pupils in primary and secondary reading and around a month further behind in primary mathematics on their return to school in autumn 2020.
- pupils made progress to catch up during the autumn term, but disadvantaged pupils remained around half a month further behind their peers in reading and around a month further behind in maths in the second half of the autumn term.

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the National Tutoring Programme (NTP). The Government is offering schools and academy trusts a new expanded tutoring offer from the start of academic year 2021/22. Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners

- Route 2: Academic Mentors
- Route 3: School-Led Tutoring

School-Led Tutoring

Overview: Under School-Led Tutoring, all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar.

Eligibility: All state-funded schools and academy trusts with pupils eligible for pupil premium will receive a ring-fenced grant.

Funding: Funding is allocated for around 60% of pupils eligible for pupil premium per school. 75% of the cost is subsidised in academic year 2021/22. Schools and academy trusts will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium.

The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%.

How to Access: The school-level allocations will be published on GOV.UK maintained schools will be funded via the local authority. Although there is no requirement to apply for this ring-fenced funding, there are conditions attached including the completion of an end of year financial return.

The grant is designed to help close the education gap between disadvantaged and vulnerable pupils and their peers. Schools and academy trusts are expected to prioritise these pupils for the tutoring. However, schools have the flexibility to decide which pupils need the most support to help them catch-up on missed education.

Conditions of funding

- Allocations distributed in academic year 2021/22 will only be available for that academic year and will not be added to schools and academy trusts' baselines in calculating any future years' funding allocations
- The grant is ring-fenced for expenditure on School-Led Tutoring only
- If schools decide not to use the School-Led Tutoring grant allocated to them, they cannot use it for other interventions and we will recover the full amount back as an overpayment
- The funding should be used to cover the actual staff costs of delivering catch-up tuition. If internal staff are being paid to tutor, this must be in addition to their contracted hours and duties. The funding cannot be used to cover costs such as diagnostic tools, room hire, equipment, laptops, transport, stationery, or record keeping

- This funding cannot be used to pay for the unsubsidised costs of NTP Academic Mentors or Tuition Partners
- All schools and academy trusts are required to return the data requested.
- Schools and academy trusts are expected to keep records of all payments related to the School-Led Tutoring grant. These will be required in the event of an audit

For maintained schools, payments will be sent to local authorities on the last working day of each month in:

- September 2021 19
- December 2021
- April 2022

Overview Collett School Strategy for Disadvantaged Pupils

September 2021 – August 2022

The Collett School's Strategy for Disadvantaged Pupils

Our school's values:

- We look after ourselves
- We look after each other
- We look after our Learning
- We look after our Environment

The Collett School promotes an ethos of 'achievement for all' so that each child is able to succeed and thrive through childhood into adulthood. The use of the Pupil Premium money is seen as integral to school improvement and development and you will find this golden thread connecting School Action Planning with our most disadvantaged pupils. Research has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. The economic impact has nationally led to an increase in pupils qualifying for pupil premium and this has also been the case in our setting.

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We have an individualised approach to addressing barriers to learning and emotional support from early years to school leaving age. The importance of *quality teaching first* is particularly important for disadvantaged pupils. Where teachers perceive a high degree of obstacles to pupils' learning, then their attainment is lower (Burrichter, 2006, Banerjee, 2016). Knowledge of SEND specific strategies is essential, whilst a genuine belief in the individual's capacity to overcome additional barriers is essential in supporting the disadvantaged child with SEND to progress in their learning.

Where positive expectations of a child is shown and structure imposed by the teacher communicates a trustful space, Banerjee (2016) triangulates sources that determine a 'pupils relationship with teachers, perception of teacher sensitivity and the reasons for attendance are the strongest predictors of scholastic achievement'. An absence of positive role models from school and the child's family and peer group may not conclusively be a factor of underperformance (Gorard, See and Davies, 2012) though with our SEND pupils we believe that this is an integral part of raising standards – repeating, copying, aspiration. The antithesis of this –

a feeling of not belonging - where a child perceives unfairness and discrimination through race for example and compounded through both school and neighbourhood factors will impact significantly on a child's engagement with school and learning as they lose trust.

Bolstering a positive sense of self-identity confirms to the child their worth, presence and trust from which to learn. Positivity exemplified through representation of difference (e.g. race, religion, gender, SEND, physical needs, sexual identity) enabled through a breadth of visual resources, essentially reinforces the individual's sense of self, trust and aspiration.

The importance given to healthy eating and engagement in cooking in our school supports children to expand their tastes, broaden their diet and develop improved independence skills for cooking, looking towards a sustainable healthy adulthood. For some disadvantaged children, food choices are limited by social deprivation, family's choices and their own limited understanding. Where fruit and vegetables are a regular part of a child's diet, Tobin (2013) confirms, there is a proven positive correlation with higher academic performance. Consequently, we provide brunch for the pupils to ensure basic routines of eating in the morning, preparing simple snacks and eating together. We know that the challenges of eating for many of our pupils with SEND exist, though in our most disadvantaged children, this is a commonality of the group. With the routines of eating together, we have been able to monitor and support children to access this on a daily basis.

Working with the families of our pupils to engage them in their child's education is extensively supported by the school. Communication between home and school is strident in supporting regular, non-adversarial contact using voice and texting through Class Dojo. The regular communication supports the parent/carers' understanding about their child's progress, with examples of their work. Throughout the pandemic when working online for all pupils, parents and carers were supported to take an active part in learning to support their child's academic and pastoral progress. We have used the Covid Premium Catch Up grant to support disadvantaged children with the IT equipment and better online reading and maths programmes. With careful selection, our choice has strategically sought to improve parents' understanding of their child's abilities, assessments and how these are benchmarked in order to better appreciate progress and next steps.

We seek to treat the implementation of activities as a process rather than an event and as such want to allow enough time for implementation, particularly in the preparation stage. We know that better engagement with learning supports our disadvantaged children's progress and, this strategy to further engage parents who have otherwise been estranged with scholastic activities for a range of reasons, has been maintained as we continue to use the same programmes in school, post-Covid.

We understand that positive parental engagement in their child's learning can overcome many of the socio-economic barriers disadvantaged children face (Westerlund et al., 2013). Educating parents and providing them with strategies and tools that promote academic achievement

increases academic achievement (Little-Harrison, 2012). Lost learning has not been as extensive as expected in March 2020 and our concerted efforts to support the children's families to support teachers and TAs in school has been an identifiable aspect of this.

As such, our focus on our most vulnerable pupils and their families is expected to continually support improved educational standards for all our cohorts. The focus of our PP spending seeks to avoid bolt-on strategies, but secure individual's progress and outcomes through quality teaching, focussing on the areas of our curriculum and prioritising effective communication and, the skills to access learning as confidently as possible. Over 60% of our pupils have sensory needs and XXXXX have sensory disorders.

In identifying the priorities for our school, we look to the teachers, pupils and their families as well as documentation on successful use of additional funding through organisations such as the Education Endowment Foundation. The most effective use of the money has been found by the EEF as:

- Pupil Premium Strategy is recommended as a 3 year period with annual reviews and necessary adjustments, planning for sustaining and scaling an innovation from the outset.
- School leaders will focus on a small number of priorities each year that are likely to make the biggest difference, with a focus on effective implementation.
- The PPG is embedded within a broader, strategic implementation cycle
- The approaches are selected on the basis of strong educational evidence, considering cost effectiveness and benchmarking
- PPG will also be spent on non-academic interventions including attendance to boost attainment.

It is these particular areas of evidence that we have been acutely aware of with regard to planning the spending of our money and the intentions to make as great an impact as possible.

The Collett School overview 2021-2022

Metric	Data
School name	The Collett School
Pupils in school	134 children aged 4 to 16
Proportion of disadvantaged pupils	Primary aged: 12 of 54 pupils (22.2%) Secondary aged: 27 of 74 pupils (36%)
Pupil premium Plus allocation this academic year <ul style="list-style-type: none"> Looked After Children (CLA) – Accountable against the individual young person Adopted After Care (Post-Adopt) 	£610 per child, per term (except Year 11 for summer term) £610 per child, per term
Academic year or years covered by statement	September 2021-August 2022
Publish date	August 2021
Review date	April 2022/ August 2022
Statement authorised by	Stephen Hoult-Allen
Pupil premium lead	Jennie Witter
Governor lead	Andrew Summerskill
Pupil premium allocation (financial yr 2021/22) <i>Annual funding</i>	£38,105.00
Pupil Premium Carry Forward (April 2021)	£8,690.00
Pupil Premium Grant to spend 2021/22:	£46,795.00
Pupil premium Plus allocation (fin. yr 2021/22) <i>Annual funding</i>	£11,725.00
Pupil Premium Plus Carry Forward (April 2021)	£4,817.00
Pupil Premium Plus Grant to spend 2021/22:	£16,542.00
Covid Recovery Premium (new 2021/22) Provided on the basis of the number of Pupil Premium Children and Pupil Premium Plus children in the setting. <i>Funding for 2021/22 only</i>	September 2021: <i>£3,190.00 Received October 2021</i> December 2021 <i>£3,045.00 Received December 2021</i> April 2022 <i>Presume £3,045</i> June 2022 <i>Presume £3,045</i>
Total:	

	£12,180.00
Covid Premium (2020/21) Carry Forward:	6,000.00
Covid Recovery To Spend 2021/22:	£18,325.00
<p>School Led Tutoring</p> <p>Funding is calculated as 60% of Pupil Premium children: therefore, 38 children at St Luke's</p> <p>Extra funding for 21/22 only: money not used cannot be carried forward and will be clawed back if not used.</p> <p>Circa £203 for 60% of their Pupil Premium children, which must contribute towards tutoring.</p> <p>Schools can use the premium to source extra tutoring for students, and it covers 75% of local or online tutoring costs. Each school will have to source the remaining 25% through other budgets; The Pupil Premium Grant. As such £4,010.00 to be included in the PPG spending for the 25% additional costs for the School-led Tutoring.</p>	<p>September 2021 <i>£4,010 Received October 2021</i></p> <p>December 2021 <i>£4,010.00 Received December 2021</i></p> <p>April 2022 <i>Presume £4,010.00</i></p>
School-led Tutoring Grant Total Funds:	£12,030.00 <i>(plus £4,010.00 contribution from Pupil Premium Grant for compliance with the fund)=£16,030.00</i>

Disadvantaged pupil barriers to success

Individual's complex needs and their requirement for bespoke teaching methods /resources/ support.
Low and non-engagement of parents as a result of lack of capacity: own special needs, non-connection with aspiration of learning/ work; own mental health and wellbeing
Regulation of own behaviours for FSM pupils. 90% of exclusions/suspensions are vulnerable pupils.
The need to improve a positive sense of worth, value, aspiration and belonging particularly for those impacted by Covid and mental health along with those with SEMH and who are FSM, CLA

Diet and implications on sensory needs, wellbeing, fitness, alertness. FSM children's choices of food, access to new types of fresh, fruit and vegetables.

Transitional arrangements are difficult for 90% of our pupils, where 48% access FSM

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improve access to information for parents and pupils about the curriculum and progress measures, so that learning can be better discussed in the family.	Parents and carers are more confident in talking about progress. They are able to follow progress on online programmes for learning.	Summer 2022
Improve teaching of reading	Reading rates improve, testing establishes progress, online access promotes reading, improved access to phonics reading schemes.	Summer 2022
Progress of groups of pupils – those with SLD an SEMH particularly; what strategies around interventions are successful and how does this relate with their attendance and behaviours for learning?	<ul style="list-style-type: none"> • Pupil Progress termly reviews of children's progress against targets and impact of interventions. • Termly data drops • End of year reporting • EHCP Outcomes progress. 	<ul style="list-style-type: none"> • Termly • Termly • End of academic year • EHCP Annual Review

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
1. Further research the relationship between absence and attainment for disadvantaged pupils, to investigate the reasons underlying the association	Close monitoring and strategies for attendance improvement, settings and placement of pupils – other factors in their placement and the relevance. Summer 2022

2. Improve child and family engagement with school and learning	Work with parents and carers to be further engaged with their child's schooling – eg online working and sessions in the school, post-pandemic. Curriculum development and communication
3. Increasing opportunities for self-confidence, skills building and sense of purpose with work-related learning for aspiration for the working world	Qualifications gain, real life experience, novelty learning, communication skills and performance/acting presentation skills in serving customers in the Horsebox Café. Ensuring all pupils experience careers teaching and opportunities
4. Year 11s successfully transition to college with additional support of Transitions UK to bridge Year 11 and Year 12	Programme of weekly sessions in Year 11 after school hours to support transition arrangements and activities for bonding and exploring issues around transitioning to college.

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Quality First Teaching	Training impacting on quality of provision translating to pupil progress and safeguarding	Summer 2022
Maths consistency	White Rose training for SEND for coverage, consistency and progress rates value added scores increasing.	Spring 2022
SCERTS for improved communication skills	Improved EHCP outcomes and focused PSD	Summer 2022

Carry Forward Spending from financial year 2020/2021

Covid Catchup Funding Carry Forward 2021-2022

What was not spent in the Academic year 2020/21? (Grant given for 2020/2021 with funding provided in two pots - £32,000 December 2020 and £16,000 April 2021)

- Carry Forward September 2021 is £16,000

Why was this not spent in that Academic year?

- *Covid-19 issues, disruption to training, recruitment, educational visits, changes of priority relating to Covid developments.*

Pupil Premium Funding Carry Forward 2021-2022

What was not spent in the Academic year 2021/22?

- Carry Forward is £8,690

Why was this not spent in that Academic year?

- *Covid-19 issues, disruption to training, recruitment, educational visits, changes of priority relating to Covid developments.*

Pupil Premium PLUS Funding Carry Forward 2021-2022

What was not spent in the Academic year 2021/22?

- Carry Forward is £11,412

Why was this not spent in that Academic year?

- *Covid-19 issues, disruption to training, recruitment, educational visits, changes of priority relating to Covid developments.*

Strategy spending for disadvantaged pupils including academic achievement 2021-2022/24

3 year period with annual reviews and necessary adjustments

Covid Recovery Premium (incl Covid CatchUp carry forward)			
Covid Recovery Premium £6,235 (Sep,Dec) + £6,090 (Apr, Jun) = £12,325.00 + (£6,000 Covid Catchup carry forward) = £28,325			
What	Cost and When	Implementation and Impact	Spending
Oxford subscription Letters and sounds phonics subscription for staff and pupils S Peacock leading	Covid Recovery £250.00	Letters and sounds phonics reading subscription for staff to use to teach our phonics programme	£250.00
Additional Kids in Sync Occupational Therapy Proportion of work with non-pupil premium children identified. A Gray leading	Covid Recovery £6,500	Proportion of salary of Kids in Sync therapist to work with the pupils most disadvantaged through absence of therapeutic intervention from NHS over pandemic.	£6235
Phonics Packs – Oxford Reading Scheme Books for reading schemes. Reading scheme packs update	Covid Recovery £2,500	Reading books for each department to aid literacy teaching. Replacement of damaged and older books with inviting new books across the school.	£904.00 £200.00 £704.00 £130.00 £194.00

Circa £2,500 bi-annually. Owl library, flashcards, S Peacock leading			
Recovery Premium and Covid Catch up carry forward total (Sep-Mar2022):			£12,235
			Spent £8,617
Remaining March 2022			£3,618
Payments coming April and June 2022			£6,090
Carry forward 2022-2023			£9,708
Pupil Premium Grant			
Pupil Premium Grant (£38,105) and (+ £8,690 Carry Forward) = £46,795.00			
What	Cost and When	Implementation and Impact	Spending
SCERTS Training for all staff. Curriculum for Personal Development; social communication, emotional regulation, transactional analysis. J Witter leading	Pupil Premium Grant £1,500	Communication Skills. Skills development to engage in wider learning and being ready to learn.	£1,000
Staffing for additional behaviours for learning related support A Gray leading	Pupil Premium Grant £30,000	Proportion of work with FSM children identified with SEMH and FSM.	£30,000
Trips for pupils with FSM less likely to attend trips. J Witter leading	£1,200 for pupils discounted Pupil Premium	E19: expenditure for FSM trips: check code. £2160 for 9 pupils discount £180 each.	
Makaton training	800	Undertaken by individuals in CPD budget	
Clubs	1,800	Not costed to PPG, but sports premium	
Behaviour analysis	1,000	Magic Behaviour – decided not to proceed.	
Brunch	1,800	To ensure children had healthy eating and teaching for conversation, support for parents – children in taxis from 7am. Social skills and functional skills.	£1,800
Transitions UK Transitions UK (£30K programme) An organisation that supports a	Pupil Premium Grant	Supporting pupils with PPG to access after school group of year 11s transitioning to College –	£5,000

range of groups of children with needs – CLA, SEND HCF £5K Collett £5K St Luke's £5K	£5,000	working across both school sites and college personnel.	
Additional tutoring for Year 11 students in maths and literacy	Pupil Premium Grant £4,010	£4,010 as 25% additional uplift to School-led tutoring.	M Sides
Pupil Premium Grant 2021-2022			£46,795
<i>Pupil Premium Grant Spent April 2021 – March 2022</i>			£37,800
Remaining April 2022			£8,995
Pupil Premium Grant Carry Forward for 2022-23			£8,995
Pupil Premium Plus			
Pupil Premium Plus Grant £16,542.00 + carry forward (£11,412) = £27,954			
What	Cost and When	Implementation and Impact	Spending
£2,400 annual cost for AV1 Robot contract	Pupil Premium Plus £1,200	ESMA paying half (£1,200) School refuser AG, high anxiety, depression.	£1,200
'Targeted Provision' (Virtual School recommendation) Tuition of BR £240	Pupil Premium Plus £1,830	£1,830 £610 per term, per child J Pollard leading	£1,125 Monthly Payments being made
Buttercup external support package for pupil; play therapy	£500	Individual package	£650
Warriors boxing	£140	Specific after school activity for pupil with this interest	£140
Personal Tutor – after hours	£600	Specific EHCP and Outcomes targeted work	£600
Angela Fox Art Psychotherapy	£1265	Piece of work with child with complex needs	£1265
PGL trip to claim back	Pupil Premium Plus	PGL Trip £840 CLA children – full discount of £280 each	J Witter £840
Horsecare specific therapy work	£150	Engagement with communication	£150
		AG	
Pupil Premium Plus + carry forward			£27,954
CLA Pupil Premium PLUS Grant Spent April 2021 - March 2022			£5,130
CLA Pupil Premium PLUS Grant Remaining April 2022			£22,824

Carry forward for 2022-2023			£22,824
School-led tutoring grant			
School Led Tutoring (£12,030 + £4,010 from PPG) Total 2021-2022 = £16,010			
Aim	Fund accessed	Impact Evidence	Spending, Date
Additional careers and Connexions advice for individuals commissioned through Connexions for children in Year 7 - Year9 for early secondary school age children to engage in futures planning.	£6,322.97 School-led tutoring	Connexions additional sessions £6,322.97	
Additional tutoring for Year 11 students in maths and literacy	£12,645.06 School-led tutoring	Fleet Tutors tutoring £12,645.06 J Witter	
Additional tutoring for Year 10 pupils in maths and literacy		Online tutoring for Year 10s	
School Led Tutoring (£18,968.91 + £4,010 from PPG) Remaining March 2022			£12,030
Expected to be clawed back by DfE Aug 2022			£12,030

References and citations.

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Martin, K., Sharp, C. and Mehta, P. (2013). 'The Impact of the Summer Schools Programme on Pupils: Research Report'. Slough: NFER [online]. Available: <https://www.nfer.ac.uk/impact-of-the-summer-schoolsprogramme-on-pupils/> [28 February, 2018].

Sharp, C. (2018) 'Can Summer Schools Improve Outcomes for Disadvantaged Pupils? NFER Social Mobility Briefing'. National Foundation for Educational Research. Slough.

Banerjee, P.A (2016) 'A systematic review of factors linked to poor academic performance of disadvantaged students in science and maths in schools'. Cogent Education, Durham.

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<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

No Isolation: AV1 Robot: The child's eyes, ears and voice in the classroom.

https://www.noisolation.com/av1?gclid=CjwKCAjwzaSLBhBJEiwAJSRoko59eAlyUvvNyTGkeWsGb-88L4R2Mk8zd6ld2KISZ4xbudqf0Lub5hoCCewQAvD_BwE

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