

Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2021 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pebble Brook School
Number of pupils in school KS3 &KS4	105
Proportion (%) of pupil premium eligible pupils	42= 40% Pebble Brook school recognises that Non PP pupils will also benefit from the way we use allocated PP funding. This will never be at the detriment of the PP pupils.
Academic year/years that our current pupil premium strategy plan covers	2020-2021 2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	April 2022
Statement authorised by	D. Miller
Pupil premium lead	M. Small
Governor / Trustee lead	Lara Ajani-Sala

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year. Appendix 1 shows the breakdown over the last 3 financial years	£40,110 £10,000 to be spent on additional purchases that meet desired outcomes of strategy £30,110 allocated to family liaisons, intervention, behaviour support and careers.

Recovery premium funding allocation academic year 2020-2021 'Covid Catchup'	£3000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,110

Part A: Pupil premium strategy plan 2021-2022

Statement of intent

- We inspire and enable our school community to be great learners and great people.
- We would like to bridge the gap in accelerating academic results in Literacy and Numeracy, allowing more individual tailoring of resources to suit their academic needs.
- We would also like to give them opportunities to explore their creativity and interests within our nurturing school ethos and extra opportunities. WE notice and celebrate uniqueness and individuality.
- We want to provide the ability to become more independent and improve their social skills.
- We aim to increase their employability skills within a careers program. We equip pupils and families with the knowledge, skills, independence and resilience to face future challenges.
- We create nurturing, challenging and empowering learning opportunities for all pupils.
- We foster positive working relationships with parents and pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils have EHCP for range of learning difficulties. Individualised barriers need to be overcome.
2	Generally low literacy and numeracy skills.
3	Difficulty in using and applying attained skills in literacy and numeracy. Lack of ability to use meta cognition and self-regulation (learning to learn).
4	Low self-esteem and confidence
5	Less opportunities to explore local community and beyond
6	Less opportunities for positive learning experiences
7	Disadvantaged family backgrounds

8	<p>Covid-19 stopped 'normal' in school learning. Some pupils still attended school bubbles, others started virtual learning and some did not access education at all over the lockdowns.</p> <p>Virtual learning caused issues for those who suffered low quality technology, poor wi-fi and an inability to engage with virtual learning.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Targeted intervention helps to improve reading and writing levels of PP pupils	Closure in the progress gap between PP and Non PP students
PP pupils in KS4 make expected levels of literacy and numeracy	Monitoring of functional skills progress through use of Earwig * and school assessment data *Earwig is an online system to record and evidence pupil progress.
Purchases to support students overcome self-confidence barriers (Includes £2655 for CLA /service pupils)	Case studies/Students showing improved confidence at school
Increased learning around employability and careers	Successful work experience projects and placements, pupils improving self-confidence and understanding of employability skills.
Support for extra-curricular activities including the annual residential trip	All pupils able to share their experiences and develop social and emotional skills that will stay with them for life
Purchases to support individual and class learning in creative curriculum topics and practical experiences of the wider world.	Case studies/Students showing meta-cognition at school

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000 personalisation

- £5000 has been budgeted towards personalisation but this has been extended to £10,000 with the uptake on music lessons increasing.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole class music lessons	Learning something new as a whole group, being part of something collaborative. Awe and wonder for something they may not have had an opportunity to access before.	Year 8/9= 32 pupils.
Individual music lessons	1:1 or 1: 2 peripatetic music lessons in guitars, keyboards and drums. PP pupils signed up for individual or group music lessons. Their enthusiasm for lessons and dedication to learning has been noticeable. <i>See Appendix 3 for case studies</i>	14 PP pupils
School journeys	Being able to take part in a wealth of school trips and activities within the school.	All
School Activities	Being able to do day trips and overnight stays	All

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

Budgeted cost: £30,110 in academic and wider combined

£194,502 is spent on targeted academic support and wider strategies in the school. 40% of pupils receive PP funding. The total cost for these services is £77,800 and £30,100 is invested from the Pupil Premium budget. £10,000 is allocated to personalisation.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention- SN	One-to-one part time support staff to give targeted intervention in Literacy	

	(Targeted PP group sessions with Head of maths to deliver Numeracy intervention). See Appendix 2 for Case studies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behavioural support- AC	Therapeutic behaviour support Individual learning programs Social intervention groups Behaviour charts for individual students to use in lessons Staff training	
Family liaison JG & NE	Pre-social work intervention Attending meetings Safeguarding Up to date training in all required areas Wellbeing support for pupils and families An open door for all children who need to talk through social and emotional issues.	
Careers- MSW	Dedicated staff who organise employment and careers program of study, organise work placements and support into employment. Liaisons with local businesses	

Total budgeted cost: £40,110

Part B: Review of outcomes in the previous academic year Sept 2020-July 2021

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Taking part in this activity will contribute towards improving communication skills and better knowledge of world around them when taking part in residential. Due to COVID 19 outbreak this funding was carried over from 2019-2020 budget	Paccour Scout camp Residential
Vouchers hand delivered to PP homes to use during the pandemic.	FSM vouchers
Art therapy teacher-GH brought in to develop the arts provisions to pupils who needed it.	GH
Whole maths group trip to an escape room to check their problem solving skills to escape on time. Enhancing team building, social and problem solving skills.	Vire Escape room Aylesbury

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We receive funding for one pupil and discuss directly with them on how they would like the balance to be spent.
What was the impact of that spending on service pupil premium eligible pupils?	High impact to date. Support for lunch time friendship group (staffing & resources that have had significant effect on social thinking and social interactions)

Further information (optional)

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Appendix 1

Pupil Premium income and expenditure years 2019/20 , 2020/21 & 2021/22

The information below shows the total income allocated on the DFE website.

This pupil premium income and extra income is fully expended within each budget year on the staffing areas listed.

The schools main budget also supports the additional staffing costs not covered by the Pupil Premium grant.

In addition to this Pupil Premium expenditure is allocated a budget figure each year for the Pupil Premium teacher to allocate to individual pupils needs.

The 2021/2022 personalization figure is figure is £5,000, increased to £10,000 in November 2021

	<u>Date range</u> 01/04/2019 to 31/03/2020	<u>Date range</u> 01/04/2020 to 31/03/2021	<u>Date range</u> 01/04/2021 to 31/03/2022
Income from the DFE website	£33,660	£37,245	£40,110
KS3 & KS4 student cohort total	80	92	105

Pupil premium student cohort total	36	39	42
Pupil premium percentage of total	45%	42%	40%
Associated staff costs			
Behaviour support 2 staff, Family Support 2 staff, Careers 1 staff, Intervention 1 part time teacher.	£163,545	£189,655	£194,502
* Intervention teacher attributed to Year 7 catch up funding in year 2019/20.			
Associated staff costs			
Pupil Premium % applied	£ 73,595.25	£ 80,397.23	£ 77,800.80

Case studies for progress in English intervention 2019-20

Student A

Our intervention lead continued to work through the lockdown with PP pupils on Zoom. This particular child did not respond well to whole class zoom sessions so our intervention lead did 1:1 session daily. This student was receiving intervention from January to mid-February in areas such as spelling, reading and comprehension of texts. The intervention was based around the Sounds Write reading program, which helped to decode words and gain a better understanding of what he was reading.

Student B

This Year 10 student is receiving support in preparing for exams in English. It has made a difference in terms of boosting his self-confidence in approaching his learning and improving strategies for approaching the exam. There is a willingness to learn and he is making good progress.

Appendix 3

Case studies for individual personalisation spends

Student J

This pupil really struggles with academic grades, reading and concentration. He has a love for music and especially drumming. Pupil Premium funds bought a drum kit to be set up and taken down by the student and used as an incentive to try hard in lessons. He has responded really well to this and is attending and participating in all lessons fully. He even performed at our *Pebblefest* festival day in front of the whole school and his parents who can see a real shift in attitude in him. Student J will also be taking up individual drum lessons through school as a result of this great progress.

Whole group purchase

A KS4 maths group who were working hard towards their Level 1 exam before the pandemic continued working consistently hard in their zoom lessons, with pretty much full attendance through the whole pandemic. Once we returned to school they continued with life skills in money, time tables, finances and problem solving. As an end of year reward, they took part in an escape room to try out their problem-solving skills. This was a social reward and a maths problem solving session which they all enjoyed fully as a group.