

# Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It is in reference to the financial year 2023-2024

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

## School overview

Detail	Data
School name	Pebble Brook School
Number of pupils in school KS3 &KS4	115
Proportion (%) of pupil premium eligible pupils	47= 41% 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	2022-2023 2023-2024
Date this statement was published	May 2023
Date on which it will be reviewed	September 2023
Statement authorised by	D. Miller
Pupil premium lead	M. Small
Governor / Trustee lead	Lara Ajani-Salau

## Funding overview

Detail	Amount
<p>Pupil premium funding allocation this academic year. Appendix 1 shows the breakdown over the last 3 financial years</p>	<p>£48,645  <b>£9,825</b> to be spent on additional purchases that meet desired outcomes of strategy  <b>£38,820</b> allocated to family liaisons, intervention, behaviour support and careers.</p>
<p>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</p>	<p>£0</p>
<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£48,645</p>

# Part A: Pupil premium strategy plan 2023-2024

## 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

## 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 for literacy and numeracy	Monitoring through use of Earwig and school assessment data Earwig is an online system to record and evidence pupil progress and is being populated frequently by all staff.
Purchases to support students overcome self-confidence barriers (Includes monies 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: £ 9,825 *personalisation*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School journeys	Being able to take part in a wealth of school trips and activities within the school. Creative curriculum (KS3) Challenge curriculum (KS4)	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: £48,645 in academic and wider combined

£9825 is allocated to personalisation. The remainder of the budget is fully expended on targeted academic support and wider strategies in the school. The main school budget also supports the additional staffing cost that is not covered by the pupil premium grant. Appendix 1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention	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).	

## 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	All
Family liaison NE & GW	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.	All
Careers- MSW	Dedicated staff who organise employment and careers program of	

	study, organise work placements and support into employment. Liaisons with local businesses	
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## Part B: Review of outcomes in the academic year Sept 2022-July 2023

### Pupil premium strategy outcomes

Intended outcome	Outcomes
Targeted intervention helps to improve reading and writing levels of PP pupils	<i>Progress data on Earwig shows the improvement in maths and literacy over the academic year through the whole school with a breakdown of Pupil premium pupils vs Non Pupil premium pupils.</i>
PP pupils in KS4 make expected levels for literacy and numeracy	<i>Case study A and B show the benefit of dyslexia Gold laptops and reading pens.</i>
Purchases to support students overcome self-confidence barriers (Includes £ for CLA /service pupils)	<i>Case study D shows the benefit for an individual purchase</i>
Increased learning around employability and careers	<i>Our careers advisor is very dedicated to the work placements of our pupils. All pupils have the opportunities to successfully partake in work placements.</i>
Support for extra-curricular activities including the annual residential trip	<i>All pupils have the opportunity to take part in school trips and extra-curricular activities. The head of the residential trip has written a statement.</i>
Purchases to support individual and class learning in creative curriculum topics and practical experiences of the wider world.	<i>Case study C for benefits of whole class and individual music lessons.</i>

### 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)

## Appendix 1

### 3 year funding overview

#### Appendix 1

##### Pupil Premium income and expenditure years 2021/22, 2022/23 & 2023/24

The information below shows the Pupil Premium income allocated on the DFE website. The pupil premium 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.

The pupil premium income allocated to staff costs is viewed as contribution to all the non classroom pupil focussed roles. Behaviour support 1 , Family Support 2 staff, Careers 1 staff, Intervention 1 part time teacher.

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 2022/23 personalization figure is £10,000  
The 2023/24 personalization figure is £9,825

	<u>Date range</u> 01/04/2021 to 31/03/2022	<u>Date range</u> 01/04/2022 to 31/03/2023	<u>Date range</u> 01/04/2023 to 31/03/2024
Pupil premium income from the DFE website	£40,110	£45,310	£48,645
Pupil premium allocated to the Personalisation pot	£10,000	£10,000	£9,825
Pupil premium allocated to staff costs	£30,110	£35,310	£38,820
	<u>Date range</u> 01/04/2021 to 31/03/2022	<u>Date range</u> 01/04/2022 to 31/03/2023	<u>Date range</u> 01/04/2023 to 31/03/2024
KS3 & KS4 student cohort total	105	117	115
Pupil premium student cohort total	42	46	47
Pupil premium percentage of total	40%	39%	41%
	<u>Date range</u> 01/04/2021 to 31/03/2022	<u>Date range</u> 01/04/2022 to 31/03/2023	<u>Date range</u> 01/04/2023 to 31/03/2024
<u>Staff costs linked to pupil premium</u>			
Behaviour support 1 , Family Support 2 staff, Careers 1 staff, Intervention 1 part time teacher.	£194,502	£198,644	£173,480
Pupil premium contribution to staffing	£30,110	£35,310	£38,820

## Case Study A

### The benefit of £2000 purchase towards dyslexia laptops

#### Dyslexia Gold review by BC

Investing £2000 in laptops for dyslexic pupils in an SEN school offers a multitude of benefits. These devices can be tailored with specialized software and applications designed to accommodate diverse learning styles, aiding dyslexic students in various ways. From text-to-speech programs that assist in reading comprehension to spell-check tools that alleviate writing challenges, these laptops foster an inclusive learning environment. Moreover, they provide personalized support, enabling students to work at their own pace and enhancing their confidence by minimizing barriers to learning. The versatility of these laptops allows for interactive lessons and access to a wide array of

educational resources, empowering dyslexic pupils to blossom academically and reach their full potential. Ultimately, this investment represents an invaluable opportunity to create an equal educational experience for all students in the school.

The benefits of the use of one dyslexic programme piloted on the laptops is tabled below.

Pupil Initials	Year	Gender	SpLD	MLD	EAL	Chron Age at 1/9/2022	Sep-22	Dec-22	Notes (Optional)
							Reading Age	Reading Age	
ZA	Year 7	Male	Yes			11:3	4:5	6:10	2 yrs 5 mths
TB	Year 9	Male	Yes			13:11	6:10	7:11	1 yr 1 mnth
HBC	Year 9	Male	Yes	Yes		13:11	8:2	8:7	5 mths
CC	Year 8	Male	Yes			12:10	5:3	7:2	1 year 11
AH	Year 9	Male	Yes			13:4	5:5	7:2	1 year 9 m
KH	Year 10	Male	Yes		Yes	14:3	7:10	8:3	5 mths
JLH	Year 10	Male	Yes			14:4	9:8	10:11	1 yr 2 mnths
MM	Year 8	Female	Yes	Yes		12:2	6:4	8:6	2ys 2 mths
AR	Year 8	Female	Yes	Yes		12:4	8:2	9:2	1 yr
AT	Year 10	Female	Yes			14:8	7:8	8:6	10m

Using laptops has been a game-changer for our learners, especially in improving spelling and reading skills. Take child A, for instance- Year 8 student with Dyslexia, introducing her to educational software and interactive spelling games on her laptop transformed her learning experience. The visual aids, auditory feedback, and engaging activities not only made learning fun but also provided instant correction and reinforcement. As she progressed, her confidence soared, and her reading comprehension improved remarkably. The laptop became her personalized learning tool, allowing her to practice spelling through typing, listening, and exploring educational websites tailored to her level. The convenience of access and interactive nature of the device made her learning journey enjoyable and effective, contributing significantly to her spelling and reading development.

As a result, Case A has made 21 months progress in spelling over 12 months.

16	05:07	23	07:04	21mths
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Her reading ability has improved 10 months in a 6 month period.

08:00	08:01	08:10	08:01
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## Case Study B

The benefit of £434.28 purchase towards reading pens

English intervention review by BC

Reading pens offer invaluable support to students by providing real-time assistance in reading and comprehending text. These portable devices are equipped with OCR (optical character recognition) technology, allowing students to scan and instantly hear the pronunciation of words or sentences they struggle with. For students with dyslexia or other reading difficulties, these pens serve as personalized tools, offering independence and boosting their confidence in tackling texts they might otherwise find challenging. Additionally, these pens promote a more inclusive learning environment, enabling students to engage with various materials across subjects without feeling hindered by their reading limitations. The ability to access immediate pronunciation and definitions fosters autonomy in learning, encouraging students to explore and comprehend content at their own pace, ultimately contributing to their academic success and overall educational experience.

The independence Case B has gained from using a Reading Pen is truly empowering. Case B also has dyslexia and has discovered newfound freedom through this technology. With the reading pen, he could approach English and other subjects confidently, knowing he could decode and understand texts independently. Unlike before, when he relied heavily on a teacher's assistance or struggled through challenging passages, the Reading Pen allowed him to decipher words and comprehend sentences effortlessly. This tool granted him the autonomy to navigate exams at his own pace, without feeling restricted by his reading difficulties. He told another teacher that he didn't need any help as he had his Reading Pen. Case B feels a sense of control and capability, paving the way for improved performance and a boost in his confidence levels which will continue through to adulthood.

### Case study C

#### The benefit on BMT music lessons for 15 individuals

Bucks Music Trust was bought in to allow all pupils in Year 8 and 9 an opportunity to learn a musical instrument. These whole group sessions enabled the head of music to find individuals with a passion for music and a determination to continue their musical learning journey. 15 pupils were highlighted in the school who continued onto individual music lessons. These lessons gave the individuals 1:1 time to develop their music and learn in a stimulating musical environment.

This child struggles with numeracy and literacy and general classroom engagement. This leads to poor behaviour and a negative view of education. He was singled out in group music lessons for having natural rhythm and really showed enjoyment at being good at a lesson. He continued with individual drumming sessions and made a lot of progress. This gave him confidence in his own abilities to be good at something and strengthened his self-worth.

Case Study D £15.54 individual spend.

Case D is an individual who suffers with high levels of anxiety. He is a keen artist and is often trying to carry a lot of papers and pens in his hands, these often fall and get ruined. To assist him I bought him an A3 art carry case, this also helped him feel like a professional artist and kept all his work secure. At the end of the day he would be very anxious that his phone didn't have enough charge for his long journey home and was always asking to borrow a plug and wire which we would share with him. To help him feel more independent and not have to ask and worry each day that we might say no I bought him his own plug and wire. These individual purchases have meant a lot to his general wellbeing.