

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	PACE
Number of pupils in school	Maximum 25
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers	2021-22, 2022-23, 2023-24.
Date this statement was published	December 2021
Date on which it will be reviewed	September
Statement authorised by	Rachel Guyer Acting Head of the Alternative Provision Service
Pupil premium lead	Stuart Toole Teacher in Charge PACE
Governor / Trustee lead	Jeanette Devine Chair of PRU management committee.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£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	£3000

Part A: Pupil premium strategy plan

Statement of intent

Nurture is at the heart of everything we do at PACE. SEMH needs of our pupils play a significant role in their readiness to learn, access to the curriculum and, therefore, their ability to make academic progress.

At PACE, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for any children who are above Age Related Expectations.

We believe that all children should make at least expected progress, academically and in their social and emotional development. It is also our aim to provide pupils with the opportunity to make accelerated progress with reading writing and maths, in particular those pupils considered to be disadvantaged.

This will be achieved through the regular assessment and setting of appropriate curriculum targets and of our high expectations of all pupils. The impact on pupil progress and outcomes is monitored termly by teaching staff. This is shared with all staff and our Management Committee. We will measure impact via termly curriculum attainment using B Squared, the Boxall Profile, RPI data and attendance.

Our Aims:

- To focus on closing the gaps in progress and attainment between pupil premium and non-pupil premium children by providing the necessary interventions and environment to support children both academically and holistically.
- To support children's social, emotional and mental well-being by providing them with a range of academic and non-academic experiences to provide equal opportunities.

We will do this through:

- Regularly assessing and reviewing the needs of our pupil premium pupils.
- By providing interventions that support pupils to make progress in their identified areas of need.
- The development of quality of education through CPD.
- The purchase of resources to support pupil learning and progress.
- Providing experiences outside of PACE such as educational visits and enrichment activities.

Challenges

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

Challenge number	Detail of challenge
1	Many of our children have experienced some form of failure, largely due to a negative experience in their mainstream setting. This fear of failure leads to low levels of confidence and self-esteem and therefore affect their ability to independently access the curriculum.
2	Low attainment levels across the curriculum. The vast majority of our pupils who attend PACE are below ARE.
3	Many children have had social care involvement with a lack of positive early childhood life experiences outside of the home.
4	Underlying SEN needs often undiagnosed at the point of entry to PACE. – i.e., ASD, ADHD, ODD, or MLD

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
1. To provide a nurturing environment where the children are able to thrive by increasing their levels of confidence and improving their ability to access the curriculum.	<p>Pupils' needs to be identified through termly completion of the Boxall Profile online.</p> <p>Nurture Manager to plan interventions based on Boxall data</p> <p>All staff working to the principles of nurture.</p> <p>Pupils will make progress in their Boxall Profile scores each term.</p>
2. To ensure expected levels of progress and improve attainment in reading, writing and maths.	Assessments will show that more than 85% of pupils will make at least expected progress in reading, writing and maths.

	<p>Children say that they enjoy reading in class and for pleasure.</p> <p>Through termly testing Reading Age will improve in KS1 and KS2.</p> <p>Assessments and gaps analysis are used effectively to plan interventions based on specific areas of need in core subjects.</p> <p>Teachers' planning shows progression and lessons are differentiated and scaffolded according to pupils' needs.</p> <p>Pupils will read 1:1 with an adult daily and share high quality books within class.</p> <p>Interventions are informed by regular assessments and planned by class teachers.</p>
<p>3. To provide enrichment opportunities, reward trips and educational visits linked to the curriculum and reward trips.</p>	<p>The children will be provided with a range of experiences within the wider community.</p> <p>The children will enjoy learning in a variety of different environments.</p> <p>PACE's Parent Partnerships will to help nourish family relationships.</p> <p>We will provide them with any missed opportunities from their early life.</p> <p>Improvement in the children's SEMH needs and wellbeing.</p>

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ADHD foundation training.	Many of our pupils have a diagnosis of a neurodiverse condition. Through targeted CPD all staff will be trained in how best to support our neurodiverse Pupil Premium children.	4 and 1.
Access to training from the Teaching Schools alliance and LASC.	CPD for teaching staff supports their career development and ensures that quality first teaching is in place for our pupils.	2 and 1.

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

Budgeted cost: £ 1650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy/Nurture materials	Art Therapy is vital for some of our pupils as is their nurture sessions as shown by improvement in Boxall scores each term.	3
<i>Ed Shed</i>	This is an important educational resource as part of our curriculum. The children can also enjoy accessing this at home.	2
IPADs purchase.	It is imperative that children are engaged with their learning. Technology supports this. There are a number of Apps that can be downloaded which specifically target individual needs.	2 and 1.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Living Chicks – Live Hatching of chicks	This provides pupils with memorable moments which will increase motivation, improve attendance, behaviour and give a great opportunity for class writing activities.	3 and 1
PACE's Parent Partnership afternoons Educational visits linked to the curriculum and reward trips E'g' Formby Hall, Tatton Park, Mountain Monkeys, Christmas panto, Philharmonic.	Children develop their vocabulary through different experiences including visits and visitors which are linked closely to the curriculum. Aspirations are raised through different experiences. Engagement and motivation improve, leading to increased attendance. Equality of opportunities - accessible to all.	3, 1 and 2.
Half termly Trophies and medals to reward effort in Reading Writing and maths.	This increases the children's motivation, improve attendance and behaviour. It also helps to improve self esteem by our pupils experiencing success for the first time.	2 and 1.

Total budgeted cost: £ 3000

