

Pupil Premium

Intended outcomes (specific outcomes and how they will be measured)		Success Criteria
A	Raise attainment of Pupil Premium pupils	The gap between the attainment of PP and Non-PP is closing at both Key Stage 3 and 4. At Key Stage 4 Pupil Premium pupils achieve positive results. Key stage 3 Pupil Premium pupils achieve in the targeted percentage of age appropriate objectives in each subject. Attendance of Pupil Premium pupils is in line with the national average of non-Pupil Premium pupils.
B	Raise aspirations of Pupil Premium pupils	Pupil Premium pupils have all received career advice and guidance about both KS4 and post 16 academic courses. They have been exposed to post 16 academic environments and opportunities that enable them to aim high and make informed choices both pre and post 16. Pupil Premium pupils in Key Stage 4 successfully enrol in Post 16 courses such as A-Levels, BTECs or Apprenticeships. No Year 11 Pupil Premium pupil is classed as NEET in the 2020-2021 academic year.
C	Increased life experiences of Pupil Premium pupils	Pupil premium pupils have been exposed to a range of new experiences that develop their general knowledge and raise their cultural capital. Pupil Premium pupils have been given the opportunity to undertake new hobbies and past times. Pupil questionnaires show they value the support and opportunities provided to them and it has enhanced their knowledge and enabled them to forge new hobbies and interests.
D	Improved mental & physical well-being, and social behaviours of Pupil Premium pupils	The number of exclusions, isolations and referrals for Pupil Premium pupils is reduced and in line or less than those of non-Pupil Premium Pupils. Pupil engagement in extracurricular activities such as music lessons and sports clubs has increased. Pupils have developed new life skills. E.G. Cooking, Art, Music, healthy lifestyles. Attendance of Pupil Premium pupils is in line with the national average of non-Pupil Premium pupils.

Quality of Teaching for All							
Action	Intended Outcome	Evidence and Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Outcomes	cost
Designated member of staff to drive progress, aspiration and experiences of Pupil Premium pupils	A B C D	Pupils, parents and schools have all stated that YP respond better when they have a key worker as a central point of contact	Keyworker reviews each term Monthly reviews with TiC Feedback from pupils and parents	TiC All staff	Termly	All schools gave positive feedback Pupils felt supported and more able to cope than when in mainstream	N/A
Provide smaller and ability set teaching groups	A	Reduced class sizes to support all students	Monitoring of group data periodically to ensure pupils are in groups that enable them to make expected progress and are sufficiently challenged,	All staff	Termly	Pupils performed well and made progress against personal and academic targets	N/A
Staff meetings and CPD sessions led by senior leaders to share quality teaching strategies for PP pupils	A	Developing teaching of disadvantaged pupils through sharing good practice	Collaboratively planned sessions and meeting minutes. Shared with Leadership prior to delivery All meetings attended by Leadership line management.	TiC	Termly	CPD programme was supported across the service as well as bespoke unit specific training required for more specialist areas	N/A
Targeted interventions of Pupil Premium pupils by literacy, numeracy and	A D	On-going programme that was picked up by OFSTED as an example of good	Impact reports and pupil evaluations undertaken and monitored by tracking system Observation and	TiC Deputy TiC HLTA	Termly	All students are assessed throughout the year and interventions were put in place whenever a	N/A

science staff		practice	monitoring of quality of small group and 1-1 provision. Staff subject specific CPD.			pupil was not reaching the required levels for their chronological age	
Bespoke programmes from external agencies who motivate pupils and engage in their studies. Inform and engage them in potential courses and career Support the development of their social and life skills.	A B C D	Utilise the plethora of external agencies that are available to support specialist areas of child development	Evaluation of the impact of each session undertaken and discussed as a staff team.	TiC Deputy	Weekly meetings	Students were able to access sessions from Health, TAZ, YPDAAT, Connexions, Barnados	N/A
Provide a homework club to give pupils a quiet place to work and access to resources.	A	Subject specific support will be available to those children unable to work at home	Support from LASC has shown that many ASC pupils struggle with the concept of having to work at home	All staff	Weekly	Students were able to access homework clubs and even the most rigid ASC completed homework for each subject	N/A

Targeted Support							
Action	Intended Outcome	Evidence and Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Outcomes	Costs
Member of staff allocated time to perform home visits for any pupils struggling to attend	A D	Collective attendance prior to coming to Tuition was 12% and many of our students still struggle with this	Improved attendance	Simon H	Termly	All students were able to improve their attendance from mainstream prior to attending Tuition	N/A
Career advisor meets Pupil Premium pupils to advise on career goals and educational courses required to attain their ambitions. Work experiences are discussed.	B C	Sessions from Life Skills need to be supported by specialist outside agencies who have the most up to date knowledge of the courses and qualifications available Post 16	Success centre sessions are evaluated by pupils throughout. Programmes are vetted and quality assured to ensure quality. Impact of sessions shared with Leadership.	Simon H Jo Patten	Termly	All Year 11 students were accepted on Post 16 placement	N/A
Promotion of wider reading, reading for fun and reading aloud as a class during tutor times.	A C D	On-going programme that was picked up by OFSTED as an example of good practice	Monitoring of the initiative is thorough. Pupils modelled to by teaching staff Pupils receive free books to encourage and engage in reading. Reading for understanding and to develop vocabulary is	Lisa Swift	On Going	All Key Stage 3 and Key Stage 4 students received weekly reading sessions. Book Bash was promoted throughout the school and Library service was utilised whenever possible to support this	£300

			explicitly targeted by staff. Staff receive CPD on making most out of class reading.				
Subsidised School trips for FSM pupils to Health club, Music service, Universities, colleges and places of work.	B D	Student Council request	Careful targeting of PP pupils when proposed groups of pupils are proposed to Leadership. Evaluations of visits and external speakers undertaken. Quality assurance and checking of workshop/lecture content to ensure suitability.	TiC	Termly	Pupils with high levels of social anxiety were able to visit places they had never been before and interact with other people in activities that supported social skills, health and promotion of hobbies	£1000
Cultural enrichment opportunities such as Theatre, Restaurants, Museums, Art Galleries and Musical performances.	D C	Student Council requests Art Curriculum	Careful targeting of most disadvantaged pupils Quality assurance checking of productions and any linked sessions. Evaluation of visits Risk assessments	TiC Simon H Sarah V	Termly	Cultural trips were put in place to promote places of local interest that pupils had never been able to visit before due to their anxieties	£300
Free School Meals and Breakfasts	D		Criteria and process advertised to parents. FSM are accessed by all eligible pupils.	Admin	Termly	All students eligible received healthy options at lunch as well as supporting those children who had often missed breakfast	

Other Approaches							
Action	Intended Outcome	Evidence and Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Outcomes	Costs
Awards for participation and achievement reading competitions	C D	To promote different targeted traits within pupils across the unit	Comparison of costs via procurement to ensure value for money. Careful identification of those deserving of academic and other achievements.	Admin	Termly	Awards were in place to promote attendance, punctuality, attitude and "special effort". This helped to promote an ethos of striving to achieve amongst many students	N/A
Sporting equipment and visits to facilities for use of PP pupils in Core PE lessons and after school.	A C		Comparison of costs to ensure value for money. Ensure frequency of use and access to PP pupils.	Rob M Charlotte F	Termly	All pupils able to access a subject that has previously caused great stress due to social and sensory issues. After school club in place	£1400