

KS4 LAUNCHPAD PUPIL PREMIUM

This statement details out school's use of Pupil Premium (and Recovery Premium for the 2021 / 2022 academic year) funding to help improve the attainment of our disadvantaged students.

The statement details our Pupil Premium strategy and how we intend to spend the funding in this academic year whilst considering the effects last year's spending had within our school.

SCHOOL OVERVIEW:

Detail	Data
School name	KS4 Launchpad
Maximum number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	Approx 50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2021 to July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Tracey Harvey
Pupil premium lead	Tracey Harvey/ Toney Maleedy
Governor / Trustee lead	Ian Young

FUNDING OVERVIEW:

Detail	Amount
Pupil premium funding allocation this academic year	£3000
Recovery premium funding allocation this academic year	£
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	N/A

PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT:

At Launchpad Key Stage 4, many of our students receive free school meals and Pupil Premium funding. Our intent is to ensure that students make better than expected progress, improve attendance in comparison to mainstream school, and to offer the opportunity to participate in enrichment activities. Very few students take part in 'positive' experiences outside of Launchpad and often complain that they are bored. A number of students have social service involvement or agency support.

Pupil Premium funding is used to ensure that our pupils are given the same opportunities for academic and social improvement as their mainstream counterparts.

We work hard with our students to build good habits and promote attendance, learning, and good behaviour.

CHALLENGES:

As we move forward with our strategy, we have identified the following as our key challenges amongst our students.

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1	Attendance
2	Lack of self-confidence and motivation
3	General health and well being
4	Students with complex needs

INTENDED OUTCOMES:

With regards to the challenges identified, we aim to achieve the below outcomes by the end of our strategy. We will promote these outcomes to combat the issues and justify how we will improve our involvement with our students:

#	INTENDED OUTCOME	SUCCESS CRITERIA
1	To drive progress, aspiration, and experiences	<ul style="list-style-type: none">• We will continue to promote active engagement in class by providing more support to students to ensure their academic development is progressive.• We will continue to reward students for the work ethic and overall engagement to encourage their want for attending school.• We are providing more extra-curricular and enrichment activities and sessions to offer students a wider range of experiential learning.
2	To use smaller teaching groups	<ul style="list-style-type: none">• We will continue to keep teaching groups small to allow students to benefit from a more person-centred

		method of teaching to encourage academic development.
3	To make use of targeted interventions	<ul style="list-style-type: none"> We will provide intervention for students who need extra support across the curriculum to ensure their academic and personal development continues to progress.
4	To use external agencies and partnerships	<ul style="list-style-type: none"> We strive to work with a number of partners and multi agency working to further educate our students in relation to their personal and social development in and out of school.
5	To maintain parental involvement	<ul style="list-style-type: none"> We will maintain good parental support by keeping daily contact with parents through E Praise, Keyworker support, Family Liaison support for home visits. TIC where possible attends all agency meetings and keeps regular contact with link schools, services and parents throughout the term.
6	To promote the need for wider reading	<ul style="list-style-type: none"> Reading has been introduced on the timetable. Reading is being developed across the curriculum. Kindles purchased We will continue to provide in-class and 1:1 reading support.
7	To promote cultural enrichment	<ul style="list-style-type: none"> We will offer more opportunities for enrichment visits to enable students to take part in a range of activities and educational visits to places of interest. We will offer more activities and sessions for students to further develop their social, physical, and mental skills.
8	To continue to offer free school meals	<ul style="list-style-type: none"> We will continue to provide free breakfast for students in the morning, as well as meals at lunchtime. We will offer snacks and healthy food options throughout the day to maintain students' general wellbeing.
9	To continue to use awards for participation and achievements	<ul style="list-style-type: none"> We will continue to reward students for their behaviour and overall engagement within school through a rigorous points system and E Praise.
10	To promote the need for games and recreation	<ul style="list-style-type: none"> We will offer more opportunities for students to partake in recreational activities (sport-related or otherwise) to encourage active and healthy participation.

ACTIVITY IN THIS ACADEMIC YEAR:

The details below indicate how we intend to spend our Pupil Premium funding to address the above challenges this academic year:

TEACHING:

ACTIVITY	INTENT	IMPLEMENT	INTENDED OUTCOME ADDRESSED
<p>KS4 CORE SUBJECTS</p>	<ul style="list-style-type: none"> To identify any gaps students may have in their core learning. 	<ul style="list-style-type: none"> The timetable has been adapted to place greater emphasis on reading, literacy and numeracy development as a solid foundation to the GCSE curriculum. We will implement student-specific intervention when necessary to highlight and ensure students catch-up on their missed learning. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Make use of targeted interventions.
<p>ICT</p>	<ul style="list-style-type: none"> To encourage all students to use ICT effectively in class. 	<ul style="list-style-type: none"> We have Invested in new, modern laptops as well as iPads which help to support remote and in-class learning. We have purchased kindles for reading. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Promote cultural enrichment.
<p>READING</p>	<ul style="list-style-type: none"> To offer all students access to reading materials, and to improve their reading ages. 	<ul style="list-style-type: none"> We are exploring DfE approved reading schemes suitable at secondary level within the service We have invested in laptops, kindles and iPads to allow students to read within school. Reading as "stand alone" subject 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Make use of targeted interventions. To promote the need for wider reading.
<p>PSHE PROGRAMME</p>	<ul style="list-style-type: none"> To continue to drive student progress, aspirations, and general wellbeing. We will encourage students to understand and become more aware of societal issues that may affect them and other young people. 	<ul style="list-style-type: none"> We have restructured our PSHE programme and incorporated RSHE. – We work with a variety of external partners to hold talks/ workshops on relevant material that relates to our students' social and personal needs. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Make use of targeted interventions. Promote cultural enrichment.

<p>LITERACY AND NUMERACY</p>	<ul style="list-style-type: none"> To ensure students have encouraging levels of competencies within literacy and numeracy. 	<ul style="list-style-type: none"> Students complete GL assessments upon entry to the school to make staff aware of where a student's progress is currently at. We have introduced functional skills for all students and reading as stand-alone subjects to support learning and curriculum for GCSE Maths and English. We will offer support from educational psychology for students who are identified as having a range of cognitive and learning difficulties. CPD training is available for staff to further develop their awareness and support skills. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Use smaller teaching groups. Make use of targeted interventions. Use external agencies and partnerships. Promote the need for wider reading.
<p>ASSESSMENTS</p>	<ul style="list-style-type: none"> To identify any gaps students may have in learning. To adapt lesson and interventions for more student-centred support to target the gaps. 	<ul style="list-style-type: none"> Students complete GL assessments for all core subjects to allow for accurate baselines for a student's academic development. As students are following GCSE curriculum mock exams are held November and March for Year 11 students. Half termly assessments in individual subjects for Year 10. Year 10 mocks July. Teaching staff continue to assess student progress throughout the year and promote positive attitude to their learning and behaviour. Teaching staff complete half-termly reports of each student's progress. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Make use of targeted interventions.

TARGETED ACADEMIC SUPPORT:

ACTIVITY	INTENT	IMPLEMENT	INTENDED OUTCOME ADDRESSED
INTERVENTIONS	<ul style="list-style-type: none"> To identify which students have wider gaps in their KS3 learning. To ensure students achieve the levels as per the GL assessments on arrival. To Improving students' general wellbeing. 	<ul style="list-style-type: none"> Teaching staff will deliver student-centred intervention programmes to assist in academic development. Food technology is available to encourage students' development in responsibility and self-care. Youth work-related sessions are available to target different mental and behaviour difficulties students may have. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Make use of targeted interventions. Continue to offer free school meals. Promote the need for games and recreation.
EXTRA-CURRICULAR ENRICHMENT SUPPORT	<ul style="list-style-type: none"> To encourage students to have a broader curriculum, enabling them to experience a wider range of activities. To improve students' social engagement. To encourage students to develop stronger relationships. To allow students to create a respectable environment and team ethos. To promote active participation. 	<ul style="list-style-type: none"> We offer students an extensive range of equipment and external providers to promote their willingness to engage in various activities. We offer boxing and gym to encourage the development of physical, social, and mental wellbeing. We offer music and art therapy for students who enjoy being creative. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Make use of targeted interventions. Use external agencies and partnerships. Promote cultural enrichment. Promote the need for games and recreation.
EDUCATIONAL VISITS	<ul style="list-style-type: none"> To offer students the opportunities to engage in various enrichment activities to support the school curriculum and their wider learning. To ensure students have a sense of enjoyment and fascination in learning about themselves, others, and the world around them. 	<ul style="list-style-type: none"> We will provide transport for students to attend our educational visits. We offer indoor and outdoor visits to enable students to develop their mindfulness as well as knowledge and understanding. Our visits will allow students to have a willingness to reflect on their experiences back in the classroom. Our visits will encourage students to enhance their life skills and enriched social skills. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Use external agencies and partnerships. Promote cultural enrichment.

<p style="text-align: center;">GENERAL WELLBEING</p>	<ul style="list-style-type: none"> • To ensure students are afforded a positive start to the day. • To ensure students feel more a part of the school community. • To give students the opportunity to fully access the school curriculum. • To build student resilience and confidence. • To encourage students to maintain and develop physical and mental health. • Free breakfast and healthy snacks. 	<ul style="list-style-type: none"> • We can provide uniform to students who may need it. This also encourages them to feel more included in their school environment. • We will offer students access to mental health support • We provide boxing and gym to encourage students' physical, social, and mental wellbeing.. 	<ul style="list-style-type: none"> • Drive progress, aspiration, and experiences. • Make use of targeted interventions. • Use external agencies and partnerships. • Promote cultural enrichment. • Continue to use awards for participation and achievements. • Promote the need for games and recreation.
<p style="text-align: center;">TIMETABLES</p>	<ul style="list-style-type: none"> • To create a suitable and safe environment that will meet students' academic and vocational needs. 	<ul style="list-style-type: none"> • We offer specific times for catch-up curriculum to be delivered for missed, and gaps in learning. • We encourage students to engage in a suitable curriculum. • We can offer a more student-centred timetable for those who find their current structure too difficult. 	<ul style="list-style-type: none"> • Drive progress, aspiration, and experiences. • Use smaller teaching groups. • Make use of targeted interventions. • Continue to use awards for participation and achievements.

WIDER STRATEGIES:

ACTIVITY	INTENT	IMPLEMENT	INTENDED OUTCOME ADDRESSED
<p style="text-align: center;">TRANSITIONS</p>	<ul style="list-style-type: none"> • To offer students to become familiar and confident with their new setting before arriving full-time. 	<ul style="list-style-type: none"> • We invite students to meet face-to-face initially with the Teacher in charge. • We will discuss prior attainment and issues with the students' previous mainstream schools. This will better inform staff and 	<ul style="list-style-type: none"> • Drive progress, aspiration, and experiences. • Make use of targeted interventions.

		<p>allow to prepare the relevant support.</p> <ul style="list-style-type: none"> All students are given a full induction before beginning full-time. 	<ul style="list-style-type: none"> Maintain parental involvement.
PARENTAL / CARER ENGAGEMENT	<ul style="list-style-type: none"> To encourage parents / carers to support and help their children engage with their attendance to school. To develop good relationships with parents / carers with regards to their child's learning. 	<ul style="list-style-type: none"> We make regular calls to promote regular engagement with parents We CPOMS areas of concern. We promote the sending home of certificates and quick notes / postcards to inform parents of exemplar work and attitudes their child has displayed. We undertake regular parental questionnaires to inform staff of areas of strengths and improvements for the benefit of our students' development. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Maintain parental involvement. Continue to make use of awards for participation and achievements.
PARTICIPATION AND ACHIEVEMENT	<ul style="list-style-type: none"> To improve student engagement within school environment. To encourage student ownership of their points accrued each school day. To represent and encourage the understanding of positive reinforcement in behaviour. To offer an extended school day by promoting involvement in community activities in addition to activities in school. 	<ul style="list-style-type: none"> We provide lesson-by-lesson monitoring and rewarding of exemplar work and participation. We continually identify students who are deserving of academic and other achievements. We award students with achievement certificates to promote attendance, punctuality, attitude, special efforts, and curriculum engagement. Quick notes / postcards given at the end of each day to inform parents of their child's participation in school. We have a points system set up whereby students are rewarded behavioural points to reflect of positive behaviour, engagement, and work ethic. Students can use their attained points to purchase items, including extra food, and recreational resources. Membership of local youth and sports clubs may be funded by Launchpad. 	<ul style="list-style-type: none"> Drive progress, aspiration, and experiences. Continue to use awards for participation and achievements. Pupils extend their school day and attend organised safe activities.