

# HAILEY HALL SCHOOL – CONVERTOR ACADEMY



## PUPIL PREMIUM STRATEGY 2019 - 2020

### **What is Pupil Premium funding?**

Pupil premium funding was first introduced in 2011 to support disadvantaged pupils by providing additional funding for:

- Current free school meal (FSM) pupils or pupils who have been in receipt of free school meals in the last six years (Ever 6 pupils).
- Children Looked After who have been in local authority care for 1 or more days or who have left local authority care as a result of adoption, a special guardianship order or a child arrangements order (previously known as a residence order) or recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care).

Table 1 below shows the amounts of Pupil Premium funding we have received:

Academic Year	PP Pupils on roll	CLA Pupils on roll	Per Pupil Income	Total PP Funding received
2017-2018	39 (61% of total)	2 (3% of total)	FSM £935 CLA £2300 Afc £2300	£34052
2018-2019	44 (64% of total)	5 (11% of total)	FSM £935 CLA £2300 Afc £2300	£33118
2019-2020	43 (60% of total)	5 (7% of total)	FSM (£935 increasing to £943 in April 2020 CLA (£2300 increasing to £2319 in April 2020 Afc (£2300 increasing to £2319 in 2020	£44510

Table 2 below shows the spread of Pupil Premium pupils in our school in 2019-2020.

We also have two pupils who have been adopted from care. These pupils receive the amount of £2300 each increasing to £2319 in April 2020

Basic Pupil Premium allowance started in September at £935 and was increased to £943 on 1<sup>st</sup> April 2020

Year	Total pupils in the Year Group	FSM or EFSM pupils	CLA pupils	Adopted from Care AfC	Total pupil numbers and % of Year Group
7	14	6	0	0	6 (43%)
8	13	9	2	0	11 (85%)
9	14	7	0	0	7 (50%)
10	14	7	1	1	9 (65%)
11	17	15	0	1	16 (94%)
<b>TOTAL</b>	<b>72 PUPILS</b>				

## COVID 19 – CORONA VIRUS

In March 2020 the government enforced a lockdown for the country including schools, due to the infectious nature of the Corona virus, whilst it was felt that younger children were probably immune to some extent to the virus, it was felt that older children such as those in the age range 11-16 were more at risk.

School was shut down to all pupils with the exception of the children of key workers and those children whose personal circumstances made it necessary for them to attend school.

The government has stated on more than one occasion that the precise nature and behaviour of the virus is unknown and the strategies applied to dealing with its potential spread is likely to change as more is learned about what is the best way to deal with the likelihood of infection and its spread to others.

Hailey Hall School has followed government guidelines rigorously in trying to protect pupils and staff and these decisions have been reviewed daily as new instructions and guidelines have been issued by the government.

The school has been very aware of the strain that the lockdown has had on families, parents and individual pupils. Nothing of this type has ever been experienced before in this country or indeed the world. Pupils have been put under pressures they have found it very difficult to cope with and to this end the school has tried to support pupils and families through this difficult period.

Pupil Premium money has been used to enable staff to support the pupils and the families involved and the grid below details where pupil premium money has been used. As the lockdown occurred in March 2020 and the spend of Pupil Premium money is from September 1st 2019 to August 31<sup>st</sup> 2020, the year has been split into two time periods.

Firstly - period one runs from September 1<sup>st</sup> 2019 to mid-March 2020, a time frame of 6.5 months. During this time pupils were in school receiving the support they usually did during the school day, so 54% of the total Pupil Premium money has been allocated to these activities, as detailed in the spreadsheet for the year

Secondly - period two runs from mid-March to August 31<sup>st</sup>, a time frame of 5.5 months. This was the time of the lockdown and accounts for 46% of the total Pupil Premium money which was allocated to support families and pupils.

## **PERIOD ONE**

**The key priorities for the pupils during period one remain the same as before and are detailed below.**

Key Point 1:

- Our proportion of disadvantaged pupils 60% is well above the national average which was 27.3% (government figures)

<b>Key Priorities</b>	<b>What outcomes we wish to see</b>
To narrow the gap by addressing inequalities and raising the attainment and opportunities for learning to those pupils in low income families. To include Children Looked After (CLA), children on free school meals (FSM) and children that have been eligible for, free school meals in the last six years (EFSM) as well as children who have been eligible for catch up funding. To extend the use of resources for the maximum impact to all children at the school	Improved levels of attainment and progress in reading and spelling Ensure that all pupils have full access to the curriculum Access to targeted and appropriate support for the individuals needs Access to an enhanced curriculum Improvement in attendance Enhanced behaviour for learning Raising the levels of mental well-being across the school

<b>Likely Barriers to Educational, Social and Emotional Achievement Faced by Disadvantaged Pupils</b>
The main likely barriers faced by Pupil Premium children at Hailey Hall School have been identified to be among the following areas, E=external, I=internal  A (E) Economic Hardship, including lack of employment, low incomes, crowded homes which are not conducive to learning, lack of food, clothing and provisions B (I) Parental Disengagement, with the school, poor attendance at parents evenings and other key events, poor support and attitude towards education, conflicting values and priorities to the school, negative relationships with staff at the school and low parental aspirations for the achievement of their child. C (E) Gaps in Parenting skills, lack of boundaries at home, lack of educational conversation, parents not spending time with their children, or actively

educating their children, parents not fostering learning behaviours

- D (E) Parents overwhelmed by the difficulties their children face, lack of support from outside agencies for their children's syndromes and diagnosis, lack of wider family support. Conflict between time needed to support the school and the need to work and earn money
- E (E-I) Children with multiple needs, such as Children Looked After, Fostered and adopted from care, on Children in Need and Child Protection Plans, specific learning difficulties, specific physical and/or mental difficulties. Those on Free School Meals or having been in the last 6 years.
- F (E-I) Children whose education, has been disrupted by being frequently late, and/or absent. Truanting from school or away for extended periods. Numerous appointments during the school day for other medical, behavioural or learning professionals' assessments and input. Transport problems to and from the school.
- G (I) Children who have attended several different schools before Hailey Hall with negative experiences of education and their own abilities and Self-worth
- H (E) Mental Health issues of individuals and families, such that it impacts the well-being of the child both at home and school.
- I (E) Lack of cultural capital such as a lack of opportunities to experience new things, for example theatre, cinema, sports or music events. Lack of access to reading or a culture of being able to be quiet and read at home. A lack of engagement or interest when offered opportunities to develop cultural capital.

**How we determined the priorities for funding (this is based on pupils in school during Period One from 1<sup>st</sup> September 2019 to mid-March 2020)**

**All of our Pupils at Hailey Hall School have Education Health Care Plans (EHCP's) of special educational need for social, emotional and mental health difficulties. The percentage of children within the whole school cohort with specific difficulties are as follows:**

Specific Difficulties	No of pupils	% of whole school cohort	No of PP Pupils	% of whole school cohort
ASD – Autistic Spectrum Disorder	43	60	26	36

<b>ADHD – Attention Deficit Hyperactivity Disorder</b>	<b>40</b>	<b>56</b>	<b>27</b>	<b>38</b>
<b>Cognitive Difficulties</b>	<b>10</b>	<b>14</b>	<b>10</b>	<b>14</b>
<b>ODD – Oppositional defiance Disorder CD – Conduct Disorder</b>	<b>15</b>	<b>21</b>	<b>10</b>	<b>14</b>
<b>OCD – Obsessional Compulsive Disorder</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>TOR – Tourette’s</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>PHY – Physical Difficulties including sensory</b>	<b>49</b>	<b>68</b>	<b>35</b>	<b>49</b>
<b>MEDS – children taking medication</b>	<b>48</b>	<b>67</b>	<b>33</b>	<b>46</b>
<b>CAMHS – Child and adolescent Mental Health Service</b>	<b>43</b>	<b>60</b>	<b>29</b>	<b>40</b>
<b>SpLD/Dys – Specific Learning Difficulties and Dyslexia</b>	<b>15</b>	<b>21</b>	<b>12</b>	<b>17</b>

An ongoing audit is conducted of all children across the school with priority given to the Pupil Premium, FSM, EFSM, CLA, Adopted from care and Catch Up Funded children.

An extensive list of the barriers to learning for the individual is made, along with their personal learning difficulties and strengths, including those assessed as more able. Pupils are also asked for their passions and interests so that these can be given consideration when planning for interventions in the future enabling pupils to engage in a more meaningful way with provisions.

Account is also taken of the basic skill levels of each pupil and whether these are in line with expected age related attainment.

As a school for pupils with social, emotional and mental health problems, staff are also asked to give their opinions of each individuals needs in these areas as well as needs for learning.

This extensive information base is triangulated and used alongside existing robust tracking systems for progress thus enabling us to decide which interventions are deemed the most important and meaningful for our pupils, giving the best impact value and value for money.

We also consider advice from EEF (Education Endowment Fund) who recommend a 'tiered approach' to Pupil Premium spending which helps balance approaches to improving teaching, academic support and wider strategies such as those to do with 'cultural capital' and mental well-being.

Taking these factors into consideration our priorities were identified during 2019-2020, as being among the following areas for Period One

- Reading skills, spelling skills and numeracy skills progress so that the curriculum may be fairly accessed
- Providing a means of feeding children through break and breakfast provisions
- Providing support during lessons for learning and behaviour through highly trained behaviour and learning support
- Enabling children to have support around mental health issues, such as group and individual work
- Supporting children to reflect and articulate upon areas of difficulties towards a culture of self-help and coping mechanisms
- Providing children with hurdle help for specific areas of difficulty whether at school or at home
- Promoting a culture of stability for the child where they feel supported and safe
- Using the child's interests and passions to help them engage with learning
- Promoting a broad and balanced curriculum which enables the growth of an individual's cultural capital
- Preparing pupils for transition into further education, work or training.

Taking into considerations the problems that have arisen during lockdown from Mid-March until the end of August, the following areas were identified as priorities for Period Two

- Pupils to receive learning opportunities through a multiple use of technical devices
- Pupils without the means to receive learning resources through technical devices to be given that opportunity either through the government scheme or by the school itself
- Pupils struggling to cope with learning without direct help were given help through 1-2-1 Zoom meetings.
- Parents of key workers or pupils whose home circumstances and whose risk assessment deemed it safe, were invited into school.
- To provide a safe, hygienic Covid-19 free environment at school for the safety of staff and pupils
- To provide wellbeing and teaching encouragement through email and telephone contact daily for the most vulnerable pupils and three times weekly for other less vulnerable pupils.
- To ensure liaison with parents was robust so that the needs of pupils and their families could be helped if possible by the school
- To liaise with outside agencies to ensure that any issues which were beyond the remit of the school would be dealt with by agencies such as Social Care, Charities or the Police etc.
- To provide financial help to those families who received Free School Meals through the government scheme, which was rigorously administered

- To provide food parcels to those families faced with financial hardship during lock-down, due to redundancy, furloughing or increased costs due to the situation
- To provide additional contact for pupils with their key members of staff with whom supporting relationships are important, to make home/garden visits so that the pupils involved did not feel isolated from adults that support them
- To provide mental health support to pupils and families as the situation arises so that pupils and their families have someone with whom they could talk and discuss strategies for coping. These were given through school visit sessions and through telephone and Zoom contacts.

**The Interventions for 2019-2020 from 1<sup>st</sup> September to mid-March were as follows with Costs and percentage of budget from the 54% allocated for Period One.**

Description	Areas covered	Cost £	Percentage of Budget %
Teaching Assistant support for learning and behaviour	C, E, F	6028	25
Breakfast and break time foods	A, D	3135	13
Basic skills programme for reading, spelling and numeracy in tutor time	E, C, G	1446	6
Individual 1-2-1 Reading tuition with a specialist teaching assistant	C, E, F, G	964	4
Individual 1-2-1 Spelling tuition with a specialist teaching assistant	C, E, F, G	964	4
Individual 1-2-1 Numeracy tuition with a specialist teaching assistant	C, E, F, G	964	4
Protective behaviours for mental well-being – individuals and group sessions	C, E, G, H	1447	6
Psycho and Play therapy	C, E, G, H	964	4
Anger Management – individuals and group sessions	C, E, G, H	724	3
Social Skills group sessions	C, E, G, H	964	4
Careers/visits to industry	A, B, E, I	4340	18
Alternative Learning Opportunities (ALP)	A, B, C, F, I	1206	5
Bespoke Individual Learning Opportunities Home tuition	B, C, E, F, G, I	964	4
TOTAL		24110	100%

**TABLE A - USE AND IMPACT OF OUR PUPIL PREMIUM SPEND DURING PERIOD ONE –  
SEPTEMBER 2019 UNTIL MID-MARCH 2020**

Allocation of the spend during Period One 2019-2020	Amount Spent £	No of children benefiting from provision	Impact
Learning and Behaviour Assistants support	6028	49(PP) All school	Pupils with high emotional and mental health need are supported in the classroom and out, most effectively by the use of trained teaching assistants. Learning and behaviour support workers have been trained in Herts Steps de-escalation techniques, Attainment and Trauma, ADHD, ASD (Tier 2). Staff are required to read Minded Modules supplied through the NHS website for Mental Health. Pupils are supported to remain in class, learning and progressing with the subjects. Incidents of non-engagement are following a downward trend
Break and break time foods	3135	49(PP) All school	Many of our families have tight budgeting issues and have problems with supplying food, (as identified by our school audit) some pupils also have to

			<p>leave home at an early hour to be transported by taxi to the school and do not have time for a proper breakfast.</p> <p>Toast, butter and Jam with milk is supplied at breakfast, with one pupil having cereal. At break time, the pupils are given toast, butter and jam, along with a piece of fruit and milk.</p> <p>The impact of this is that pupils are fed and ready to begin the school day. Breakfast is acknowledged as being the most beneficial and important meal of the day. The school will feed any child at any time of the day should the need arise.</p> <p>The uptake of breakfast foods has risen by over 50% over the year 2018-2019 and pupils were taking up this provision regularly during Period One up to the lockdown.</p>
Basic skills programmes in reading, spelling and numeracy in tutor time	1446	24(PP) 9 (Non-PP)	<p>Basic literacy is supported through the use of the Reading and Spelling for Purpose initiatives, this is being replaced by an online system for reading and comprehension (Sam learning) and numeracy is being replaced by My Maths. This is in line with the preferred working methods of most children.</p> <p>The impact has been a rise in the personal levels for individual children in reading, spelling and numeracy age. The English Department have noticed a rise in the confidence of children to attempt spelling independently.</p> <p>Most children (95%) will now try to spell independently compared to fewer than 50% at the inception of the S4P programme, four years ago. (figures for 2018-2019 – figures for 2019-2020 are not available due to lockdown which occurred over the time testing would have taken place)</p> <p>The reading of books has risen year on year where the pupils all have their own books of interest from school and home.</p> <p>From the inception of the programme to read (R4P) where fewer than 10% of children read books, now 100% of pupils have reading books either bought by the school or sourced from home</p>

Individual 1-2-1 Reading Tuition with a specialist teaching assistant	964	18(PP) 5(Non-PP)	The specialist-teaching assistant gives these pupils personal time to concentrate on basic phonic skills using The Hickey Programme Multisensory Method. Several of these pupils have dyslexia or exhibit specific cognitive learning difficulties. Pupils are empowered to work on their reading skills gaining confidence and enjoyment in reading.
Individual `1-2-1 Spelling Tuition with a specialist teaching assistant	964	19 (PP) 5 (Non-PP)	The specialist Teaching assistant gives these pupils personal time to concentrate on 'whole word' spelling. Learning through small chunks the words being used during the tutor time initiatives. The Hickey Multisensory Programme Method is again used to teach blends.
Individual 1-2-1 Numeracy Tuition with a specialise teaching assistant	964	16 (PP) 2 (Non-PP)	The specialist teacher not only spends individual time taking pupils outside the classroom to practice their maths skills, she also supports them individually in class as well.
Protective Behaviours for individuals and groups	1447	8 (PP) 5 (Non-PP)	Individual pupil's experiences and circumstances has given rise to the need to help them keep themselves safe by teaching them protective behaviours. This work is often done alongside CAMHS and is delivered by Kerry Sharp our mental health worker. Kerry will also work with the parents as well as professional agencies.
Psycho and Play Therapy	964	6 (PP) 2 (Non-PP)	Following the advice of our previous Counsellor who had been delivering CBT (Cognitive Behavioural Therapies) to selected children, we set up a provision for Play Therapy to help those pupils whose ability to articulate hampered their access to a talking therapy. A room has been set up, furnished and supplied with resources, which enable children to express themselves through play and has been extremely successful and popular with the boys. This has

			<p>been expanded to include more children during Period One and will be expanded from individual work to small group work.</p> <p>Strength and Difficulties questionnaires are being used to monitor the progress of pupils along with soft skills monitoring. Results are, as yet not comprehensive enough to be included here but will be included as soon as it is appropriate.</p>
Anger Management delivered to either individuals or groups	724	4 (PP) 2 (Non-PP)	<p>Some young people have problems with recognising and/or controlling their tempers. Emotional regulation is taught through the process of anger management to those pupils who ask for it or who have been identified as needing such intervention. Parents are also included in the process where this is deemed to be appropriate. This is sometimes delivered with the knowledge and support of CAMHS.</p>
Social Skills delivered to either individuals or groups	964	7 (PP) 1 (Non-PP)	<p>Some young people have problems with understanding social conventions and therefore have difficulty with social situations. This can lead to social isolation, bullying and emotional distress. The social skills groups are used to teach good and insightful social interaction, where sympathetic groupings enable young people to practice their skills with each other and gain confidence and self-esteem.</p>
Careers visits to Industry and revision for exams	4340	25 (PP) 6 (Non-PP)	<p>The preparation for later life and a knowledge of the working world is deemed to be extremely important. We take pupils to visit industry in the local area so that they can have a first-hand experience of how adults work away from the school. Some children have more exposure to work due to family circumstances than others do and we deem it important that all pupils be given the opportunity to learn about different types of career options so that they can make appropriate decisions towards their goals, as they get older.</p>

			Unfortunately because of lockdown some of this work has had to be postponed such as work experience, taster days and visits to work places. As soon as regulations permit these will be resumed.
Alternative Learning Programmes	1206	6 (PP) 0 (Non-PP)	<p>For some pupils the academic pathway to qualifications is either not suitable for their ability or does not suit their passions and interests. These pupils struggle with motivation and engagement. For these pupils the Alternative Learning Programme enables pupils to work towards other qualifications in things such as construction, sports, mechanics and catering which cannot at present be taught within the school's curriculum. The impact has been a far greater attendance and engagement level since attending this programme. Two pupils who engaged in this provision managed to increase their engagement from 17.12% attendance to 70.65% and from 32.97% attendance to 84.24%. (2018-2019 figures) Thus enabling them to gain educational opportunities, job offers and qualifications.</p> <p>Because of the lockdown the Alternative Learning Providers have had to shut down due to regulations, this has had a negative effect upon the participants. However as soon as the regulations permit pupils will return to the programme.</p>
Bespoke Individual Learning Opportunities (Sport)	964	1 (PP)	<p>This bespoke programme has enable this pupil to continue to play a sport with the help of a specialist TA, at which he is extremely talented. This has helped his engagement, behaviour and motivation considerably.</p> <p>Recorded behaviour slips for this pupil have fallen from the introduction of this provision by over 33%. This young person has also been attending school during lockdown and has continued to be provided with support by sympathetic staff. This has ensured that he has attended (via Zoom) interviews and has been able to plan for his future.</p>

Bespoke Individual Learning Opportunities (Home Tuition)	964	2 (PP)	This provision has enabled pupils with mental health issues or social issues to receive learning tuition whilst at home while they recover and until they return to the school setting if this is deemed appropriate. This has proved to be highly successful in engaging and continuing the education of those pupils involved and in supporting their families at times of need. This has continued over lockdown, one pupil had moved onto another school nearer to his home.
--	-----	--------	---

**The Interventions for 2019-2020 from Mid-March to the end of August 2020 were as follows with Costs and percentage of budget from the 46% allocated for Period Two.**

Description	Areas covered	Cost £	Percentage of Budget %
Staff Interventions and communications for work setting and mental well-being and safeguarding	C, E, F, G H	14076	69
Personal Zoom meetings	C, E, F, G, H	816	4
Government FSM scheme	A	0	0
Government computer scheme	C, E, F, G, H	0	0
Therapy sessions with the mental health worker	C, E, G, H	816	4
Home visits	C, E, G, H	408	2
Food Parcels	A	612	3
School Bubble Provision	D, F, H	3060	15
Special Purchases to support individual pupils	C, E, F	612	3
	TOTAL	20400	100

**TABLE B - USE AND IMPACT OF OUR PUPIL PREMIUM SPEND DURING PERIOD TWO**  
**MID-MARCH 2020 UNTIL 31<sup>ST</sup> AUGUST 2020 (LOCKDOWN)**

Allocation of the spend during Period Two Mid-March 2020 to 31 <sup>st</sup> August 2020 at 46% of budget	Amount Spent £	No of children benefiting from provision	Impact
Special Purchases for pupils (computers and soft toy)	3% 612	3 PP 0 Non-PP	This provision was for the purchase of two computers for CLA pupils and the purchase of another stress toy for another CLA pupil. This was to help with working at home during lockdown so that they were able to access the Internet under supervision and to access work from school. This proved to be highly successful in both cases. The pupil who was brought the soft toy used this to lower his stress levels successfully.
Staff interventions for work setting on a bespoke level and for welfare being and welfare checks through the entire lockdown time including holidays. This also includes support for families and siblings where necessary and appropriate	69% 14076	48 PP 23 Non-PP	Staff have worked throughout the entire time of lockdown, regularly setting and marking work and encouraging pupils to continue their studies. In some cases this has been very hard work as pupils away from school began to feel the pressures of lockdown and parent/carers struggled to keep their boys focused. Many pupils worked very hard indeed and went above and beyond to continue their studies. The continued academic progress of the pupils have been of some concern. Staff have worked through both Easter, Half term and summer holidays to ensure that the pupils have been safe and ensure that their needs have been met.

			This has meant that there have been referrals to Social Care for support as well as other professional bodies. The schools mental health worker has been very involved in supporting pupils and parent/carers at home and at school. Through this comprehensive and rigorous system the school has endeavoured to ensure the safety and well-being of all of the pupils during lockdown.
Personal Zoom meeting for well-being and tutoring	4% <b>816</b>	5 PP 3 Non-PP	Several pupils due to emotional and mental health problems received 1-2-1 tutoring via the face to face provision of Zoom meetings. This method enabled the pupils to see their tutors personally and enabled them to connect with the school in a more personal way which was needed to help them to cope with the restrictions of lockdown. This method also included safeguarding provision of the parent also being present and able to witness what was being taught and said. The pupils who received this provision found it very useful and they progressed in their learning because of it.
Therapy sessions at school with Kerry Sharp mental health worker	4% <b>816</b>	6 PP 4 Non-PP	The lockdown has unfortunately intensified some mental health problems with individual boys. These have been highlighted through the mentoring and well-being activities of staff. These have then been reported to SLT and relevant support has been provided. Part of the provision has been therapy sessions with Kerry Sharp at school, by phone and Zoom meetings. This sometimes has included parent/carers and other outside agencies. This strategy has proved very successful in supporting individual pupils and their families over this difficult period.
Home visits	2% <b>408</b>	4 PP 0 Non-PP	Some pupils have been supported through 'home visits'. Obviously due to the government restrictions for Covid 19, staff have not entered homes but spoke to pupils at the end of the path or in their gardens when this was allowed. Several pupils who were struggling with behaviour found this very helpful and

			it reinforced to the pupils involved that we are still here for them and that we have them in mind.
Food Parcels	3% <b>612</b>	31 PP 8 Non-PP	The Covid 19 crisis and its effects have impacted upon many families of the pupils at Hailey Hall School. Many individuals have been furloughed or lost their employment. The pressure of having pupils at home all of the time has impacted family budgets. Therefore to help during this time the school has provided food parcels for any school family who asked for one. 39 pupil's families took up the offer and were very grateful for the support from the school. These parcels were put together and delivered by volunteer staff. The parcels also contained food stuffs and household items donated by staff.
School bubble provision	15% <b>3060</b>	13 PP 10 Non-PP	In conjunction with government directives, the school opened for Looked after Children and the children of key workers over the lock down period. As a school for social, behavioural and mental health problems other pupils who were in circumstances which required them to be in school were also admitted. All pupils admitted were discussed by SLT so that each one was able to join a school bubble with two or three other pupils and could cope with them as an isolated group. All provisions were discussed with parent/carers. At the appropriate time in conjunction with government directives the school also opened for Year 10 pupils. To facilitate pupils entering school, all classrooms were continually sanitised and prepared. Systems for cleansing equipment were put into place and pupils entering the school were required to go through sanitising and temperature taking procedures to ensure each pupil was Covid 19 free. The provision of a sanitised and Covid 10 free environment remains a priority for the school going forward.

Government Computer Scheme	0% (government funded)	2 PP 3 Non-PP	To help with distance learning and in an attempt to give access to learning to Year 10 pupils especially, the government funded the purchase of computers. These computers whilst remaining the property of the school were lent to families where computer access was limited or non-existent. These were a great help in ensuring that pupils could continue their studies from their own homes whilst in lock-down.
School Dinner Money sent home to Free School Meals recipients during Lock down	0% (government funded)	23 PP 3 NON-PP	The government funded a scheme to support families during the COVID-19 lockdown whilst school was closed, with free school meal vouchers. These vouchers were sourced and paid for by the government and sent out in batches to the pupils and families involved. These were gratefully received and were a great support to family budgets.

## ATTENDANCE

**During the academic year 2019-2020, attendance was as follows using the Covid-19 instructions from government for coding the attendance at school or the pupils being supported at home:**

### Autumn Term 2019

**Whole School 89.8%**

**Pupil Premium Pupils 85.8%**

### Spring Term 2020

**Whole School 88.5%**

**Pupil Premium Pupils 88.6%**

**Summer Term 2020**

**Whole School 88.6%**

**Pupil Premium Pupils 83.6%**

**During COVID lockdown the following additional codes were used:**

**Code # - School that has not re-opened.**

**Code X - School that has re-opened – Pupils who are not expected to attend that session**

**Code Y - Pupils who are eligible to attend a session (this includes children in eligible year groups, children of critical workers and vulnerable children) but do not i.e. pupil is shielding, self-isolating or the pupil has an EHCP and their risk assessment says that their needs cannot be safely met in school. The educational setting form should note whether the absence is due to shielding or isolation.**

**Code C – Pupils who do not attend school, despite being eligible and are not shielding, self-isolating, unable to attend due to illness nor have an EHCP risk assessment saying their needs cannot be safely met at school should be recorded as code C (leave of absence authorised by the school) – where no other authorised absence code is appropriate**

**Code I – Pupils who cannot attend school due to illness, as normally, should be recorded as code I (illness). The educational setting form should note whether the illness involves coronavirus symptoms.**

**Code M – Medical appointment (as normal)**

**Code B – Pupils who are attending other schools i.e. because their base school is not open**

**Schools should complete both SIMS and the Educational Setting Form for every pupil.**

**Pupils who are not eligible to attend a session:**

**This includes any pupil who is not in an eligible year group or priority group (children of critical workers and vulnerable children). This may also include children who are in an eligible year group but are not required in school for a specific session, i.e., year 10 and year 12 pupils who are not among the quarter of pupils expected in school at a given time.**

They should be recorded as code X (not required to be in school). (Temporarily, code X can be used for compulsory school age children – usually it is only used where non-compulsory school age children are not expected to attend.)

Pupils who are eligible to attend a session but do not:

This includes children in eligible year groups, children of critical workers and vulnerable children, such as:

where a pupil is shielding, self-isolating (see note 1), or the pupil has an education, health and care plan (EHCP) and their risk assessment says that their needs cannot be safely met in school, they should be recorded as code Y (unable to attend due to exceptional circumstances). (Temporarily, code Y can be used where a pupil is prevented from attending school due to following government guidance on coronavirus). To help you to complete the educational setting status form, you should note whether the absence is due to shielding or isolation where a pupil cannot attend school due to illness, as would normally be the case, the pupil should be recorded as code I (illness). To help you to complete the educational setting status form, you should note whether the illness involves coronavirus symptoms where a pupil does not attend school - despite being eligible and is not shielding, self-isolating, unable to attend due to illness, nor has an EHCP risk assessment saying their needs cannot be safely met at school, the pupil should be recorded as code C (leave of absence authorised by the school) where no other authorised absence code is appropriate. At this time, all absence should be classed as authorised.

For those pupils not eligible to attend a session their attendance codes were frozen at the last point of attendance to the school site.

For those pupils who were eligible to attend a session and did attend, they received a present attendance code which went towards their overall attendance.

Pupils who are eligible to attend a session but did not, they received an absence attendance code which went against their overall attendance.

#### **SOFT SKILLS MONITORING – IMPACT OF FUNDING 2019-2020**

Soft skills data has now been collected for three years and incorporates the three Learning Criteria below. These measurement criteria come from the Qualifications and Curriculum Authority (QCA) who commissioned a team of researchers from the University of Birmingham to develop measures in the

form of criteria. This criterion was published in the QCA document 'Supporting School Improvement'. The data we generate from these measurements also inform the audit of need conducted across the school.

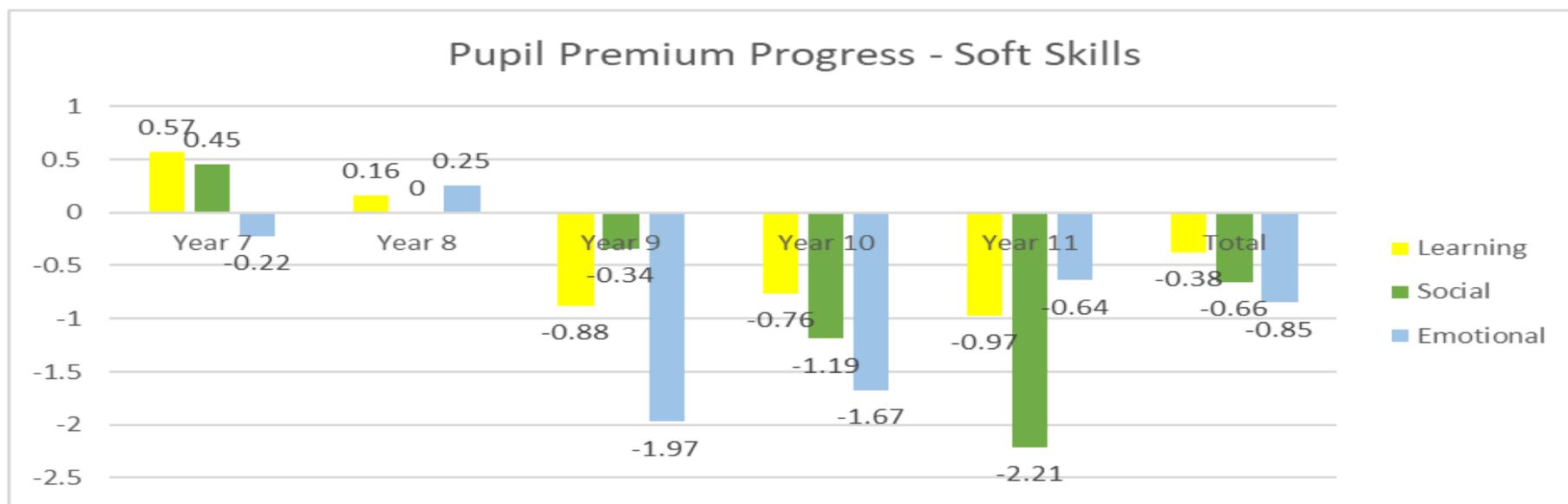
Within each section, there are five subsections, which have five questions in each. Setting targets for improved pupil performance is an important part of the national drive to improve standards in schools. In our school because of the needs of our children, we have developed additional targets to the statutory ones that add helpful focus, direction and pace to school improvement.

### **SOFT SKILLS CRITERIA**

<b>Learning Behaviour Criteria</b>	<b>Questions within Criteria</b>
1. Is attentive and has an interest in schoolwork	Is not easily distracted, completes work. Keeps on task and concentrates. Will not refuse to attempt task. Show interest and enjoys schoolwork.
2. Has good learning organisation	Works systematically at a reasonable pace. Knows when to move on to the next activity. Is on time for lessons. Is organised and equipped for lessons. Will not wander around the classroom.
3. Is an effective communicator	Speech is articulate. Thinks before answering. Will not 'hog' the conversation/discussion. Respects views of others in class. Contributes appropriately to whole class tasks.
4. Works efficiently in a group	Takes part in discussions, contributes readily to group tasks. Listens well in groups, works collaboratively. Can work sensibly in pairs.
5. Seeks help where necessary	Can work independently until there is a problem. Will accept help from staff. Will accept help from peers. Will not distract others when stuck. Will not be stressed if not helped immediately.
<b>Conduct /Social Behaviour</b>	<b>Questions within Criteria</b>
6. Behaves respectfully towards staff	Will follow staff instructions. Does not interrupt or deliberately annoy. Is polite to staff. Is not physically or verbally aggressive or threatening. Will show remorse and apologise if rude.
7. Shows respect to other pupils	Interacts with pupils politely and thoughtfully. Does not tease, call names or swear. Can maintain positive friendships. Is not physically or verbally aggressive or threatening. Will show remorse and apologise if rude.
8. Only interrupts and seeks attention appropriately	Behaves in ways warranted by the classroom activity. Does not disrupt lessons. Does not talk when others are talking. Does not seek unwarranted attention (e.g. shouting out  ). Does not distract or interfere with others.
9. Is physically peaceable	Does not use threatening language. Avoids fights. Will not put himself in danger (e.g. absconding). Will not 'wind up others' to fight. Does not strike out in temper.
10. Respects property	Values and looks after property. Does not damage or destroy property. Does not steal. Does not throw property. Does not interfere with teachers property (e.g. desk)

Emotional Behaviour	Questions within Criteria
11. Has empathy	Is tolerant of others. Shows understanding and sympathy. Is considerate of other pupils. Is considerate of other staff. Will not laugh at others misfortune.
12. Is socially aware	Interacts appropriately with others. Is not a loner or isolated. Reads social situations well. Does not use sexualised language or behaviour. Will treat male and female staff equally.
13. Is happy	Has fun when appropriate. Smiles, laughs and can take a joke. Is not tearful or depressed. Does not dislike school.
14. Is confident	Is not anxious. Has high self-esteem. Is relaxed. Does not fear failure. Is not afraid of new things. Does not display shyness.
15. Is emotionally stable and shows good self-control	Moods remain relatively stable. Does not have frequent mood swings. Is patient. Is not easily flustered. Is not 'over sensitive' or 'touchy'.

**Pupil Premium scores in soft skills from first data capture until now**



Every term we measure pupil's responses to fifteen soft skills areas, which are broken down in Learning, Social and Emotional categories. The questions answered are from 1-6 with six being the lowest answer.

For example, in answer to the question "copes with learning situations" if a student went from a 6 which means never at all to a 2 which means nearly always, then they would have made -4 points progress.

**Therefore when we are looking at progress from a pupils initial baseline assessment to the current assessment we want to see negative figures.**

**From the graph above, we can see that Years 9, 10 and 11, who have had the full three years of soft skills interventions and teaching, have made significant progress in all three areas. Year 7 and 8 are not showing the progress we would like to see at this stage. This is due to the amount of time lost over lock-down where pupils have not had the opportunity to develop these skills further.**

## **The intended projection of Pupil Premium funding spend for 2020/2021**

**For the country, the school and for our pupils these have indeed been unprecedented times. Our pupils generally find change very difficult and they have been faced with having to cope with changes and situations which previously we would have not believed could have happened. The pupils have risen to the challenges they were faced with very well indeed and many have matured and grown stronger from the experience. However for some pupils this time has been very hard to cope with and they have unfortunately struggled with the situation. In view of this the school is very aware that in the coming months pupils will have questions and needs that will arise and will need to be met by the school staff. Mental well-being is going to be a priority for the school in the year ahead, seeking to bring stability and wellness back for all pupils and staff.**

**The next priority for the school will be to evaluate the effect upon the pupils of missing and interrupted education. There will be strategies put into place to support pupils in bridging the gap if any exits in their education and to prepare for upcoming examinations and tests.**

**The expected intake for September 2020, as with all years, will have a specific range of needs as reported from the sending schools. However there will also be the problem that they will have spent a lot of time away from school due to the pandemic crisis or will have been used to severely restricted timetables.**

These children will require a great deal of learning hurdle help as well as help with the emotional anxiety that a change in school inevitably brings. Therefore, there will be an extension to the individual and group work with the two specialist staff members who provide academic and well-being support.

To facilitate this the Pupil Premium budget will adjust so that more support is given to key area. Please see the chart below.

### INTENDED SPEND OF PUPIL PREMIUM MONEY FOR 2020-2021

#### Expected funding £44000

<u>Allocation of 2020-2021 spend</u>	<u>Amount of projected spend</u>	<u>Intended impact of spend</u>
Learning and behaviour support in class	25% £11000	This money will be used to ensure that any gaps in education or curriculum due to the shutdown of schools during the Covid 19. Pupils will be at different stages which will have to be assessed and then strategies to help and support them will need to be put into place. Pupils will need help with emotional and behavioural issues due to the return to school. They will have questions and concerns about the current situation and a great degree of reassurance will be needed to help the pupils return to normal learning The budget for the support of the children is being kept at 25% of the total.
Breakfast and break time foods	5% £2200	To ensure that each pupil has the opportunity to have a breakfast before school and/or to top up with food in the morning by choice This allocation has been reduced to support other areas at this time

<p>1-2-1 individual and group support in reading, spelling, numeracy and basic skills. Along with group or individual support to help pupils bridge any gaps or support any areas that have occurred because of the present crisis.</p>	<p><b>20%</b> <b>£8800</b></p>	<p>This area has been combined into one to facilitate an overall approach for pupils as individuals and in subject areas. Pupils will be assessed when they return to school and the areas for support or improvement will receive help from the SENCO. The specialist teaching assistance will work in conjunction with the SENCO to ensure that appropriate help is given to each pupil. An emphasis on basic skills will continue with hand writing being supported where necessary.</p> <p>The budget for this intervention has been increased due to the importance of every pupil being able to catch up and return to normal and expected levels with expectations to progress further.</p>
<p>Mental Health and Well-Being This area will combine the areas of Psychotherapy, social skill, anger management and protective behaviour. New areas for support will be considered.</p>	<p><b>25%</b> <b>£11000</b></p>	<p>The Covid-19 lock down has caused the rise of many mental health problems among children as well as adults. As a school for Social, emotional and mental health problems, the rise in cases has been noticeable during the crisis. The mental health worker and other staff have worked tirelessly to provide support for families and individuals. This has made a considerable difference for many families of pupils and it is vital that this work continues as the pupils return to school.</p> <p>To facilitate the need to provide this provision going forward, the allocated share of the pupil premium budget has risen to 25% of the expected spend.</p>
<p>Alternative Educational Opportunities (ALP)</p>	<p><b>5%</b> <b>£2200</b></p>	<p>These opportunities will enable pupils to follow their interests and for those who are more practical than academic, an opportunity to develop practical skills for later life and further training development</p> <p>It is hoped to continue this opportunity and the budget share for list remains unchanged.</p>
<p>Bespoke educational support</p>	<p><b>2%</b> <b>880</b></p>	<p>This allocation is for any pupil who may need resources or support away from school.</p> <p>The budget for this is reduced as the number and need for this provision is expected to fall</p>
<p>Exam Revision Extra and Careers Visits (cultural capital)</p>	<p><b>18%</b> <b>7920</b></p>	<p>Those pupils who would benefit from extra revision sessions, 1-2-1 tuition and small group teaching to help complete coursework missed because of the Covid-19 lock down or prepare for exams will be offered the opportunity to come into school at weekends and holidays to receive extra support.</p> <p>Careers visits where possible with present restrictions will be conducted across the school years to expose pupils to the world of work and industry. This will provide</p>

		<p>first-hand experiences of the types of career opportunities that are available, thus better preparing them for later decisions.</p> <p>This area will be very important in supporting pupils in their exams and in giving them career information for them to make informed choices. However some of the activities planned may have to be adapted due to the present crisis. The budget for this area has been increased to meet the demands of this area that are anticipated.</p>
TOTAL expected monies for 2020-2021	£44000	

**On writing this report we have followed the DFE guideline and the guidelines for Covid-19:**

[https://www.gov.uk/guidance/what-maintained'schools-must-publish-online#pupil-premium](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium)

and taken advice from specialised consultants along with recommendations from Fisher Family Trust.