

The Collett School **Pupil Premium, Pupil Premium Plus** Statement

Academic Year: September 2022 – August 2023
(Financial year April 2022 – March 2023)



- Aims of the Policy
- Pupil Premium Grant
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- The Recovery Premium
- School-led Tutoring
- Metrics and Financial Amounts

Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

Pupil Premium Grant

1. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium. In addition, this policy refers to the DfE's information on what maintained schools must publish online.

2. Purpose of the grant

- The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.
- The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.
- We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

3. Use of the grant

- We consider the context of the school and the main challenges or barriers our pupils face.
- We use evidence to inform our decisions on pupil premium spending – for example, by using evidence-based research and resources and learning from what works in our school
- We address a wide range of needs, and take group and individual needs into account
- We engage with parents to take their views on the needs of their child into account

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Improving online and remote learning provision
- Inclusion of PPG pupils in extra-curricular activities where they otherwise may not be able to as a result of their families' financial status
- Employing extra teaching assistants
- Running catch-up sessions for children who need extra help with maths or literacy
- Providing extra tuition where needed

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

4. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 2 to Year 11.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals (Ever6-FSM)

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children (LAC or, CLA)

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

Post-looked after children (Post-LAC)

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children (Ever6-services)

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

5. Roles and responsibilities

The Executive Headteacher, the Head of School and school leaders are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing board is responsible for:

- Holding the Executive Head and Head of School to account for the implementation of this policy

- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Head of School and Executive Headteacher to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Executive Headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

We are supportive of improved measures for the Virtual School to access information directly from our MIS regarding attendance and progress.

6. Monitoring arrangements

This policy will be reviewed annually by the Head of School, Head of Operations and Executive Headteacher. At every review, the policy will be shared with the governing board.

Recovery Premium

Purpose

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. Carry forward from 2021-2022 financial year is: £3,618 plus the additional payments in April and June of £6,090, **totalling £9,708 for 2022/23**. **The requirement to report on the Recovery premium has been removed for 2023.**

School-Led Tutoring Grant

School-Led Tutoring is being introduced as part of the National Tutoring Programme in 2021/22. Eligible state-funded schools and academy trusts will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.

The school did not use the School-Led Tutoring Grant because it was unable to access appropriate tuition for the pupils of the school. It was clawed back by Government in March 2023.

Overview Collett School Strategy for Disadvantaged Pupils

September 2022 – August 2023

Our school's values:

- We look after ourselves
- We look after each other
- We look after our Learning
- We look after our Environment

The Collett School promotes an ethos of 'achievement for all' so that each child is able to succeed and thrive through childhood into adulthood. The use of the Pupil Premium money is seen as integral to school improvement and development and you will find this golden thread connecting School Action Planning with our most disadvantaged pupils. Research has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. The economic impact has nationally led to an increase in pupils qualifying for pupil premium and this has also been the case in our setting.

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We have an individualised approach to addressing barriers to learning and emotional support from early years to school leaving age. The importance of *quality teaching first* is particularly important for disadvantaged pupils. Where teachers perceive a high degree of obstacles to pupils' learning, then their attainment is lower (Burrichter, 2006, Banerjee, 2016). Knowledge of SEND specific strategies is essential, whilst a genuine belief in the individual's capacity to overcome additional barriers is essential in supporting the disadvantaged child with SEND to progress in their learning.

Where positive expectations of a child is shown and structure imposed by the teacher communicates a trustful space, Banerjee (2016) triangulates sources that determine a 'pupils relationship with teachers, perception of teacher sensitivity and the reasons for attendance are the strongest predictors of scholastic achievement'. An absence of positive role models from school and the child's family and peer group may not conclusively be a factor of underperformance (Gorard, See and Davies, 2012) though with our SEND pupils we believe that this is an integral part of raising standards – repeating, copying, aspiration. The antithesis of this – a feeling of not belonging - where a child perceives unfairness and discrimination through race for example and compounded through both school and neighbourhood factors will impact significantly on a child's engagement with school an learning as they lose trust.

Bolstering a positive sense of self-identity confirms to the child their worth, presence and trust from which to learn. Positivity exemplified through representation of difference (e.g. race, religion, gender, SEND, physical needs, sexual identity) enabled through a breadth of visual resources, essentially reinforces the individual's sense of self, trust and aspiration.

The importance given to healthy eating and engagement in cooking in our school supports children to expand their tastes, broaden their diet and develop improved independence skills for cooking, looking towards a sustainable healthy adulthood. For some disadvantaged children, food choices are limited by social deprivation, family's choices and their own limited understanding. Where fruit and vegetables are a regular part of a child's diet, Tobin (2013) confirms, there is a proven positive correlation with higher academic performance. Consequently, we provide brunch for the pupils to ensure basic routines of eating in the morning, preparing simple snacks and eating together. We know that the challenges of eating for many of our pupils with SEND exist, though in our most disadvantaged children, this is a commonality of the group. With the routines of eating together, we have been able to monitor and support children to access this on a daily basis.

Working with the families of our pupils to engage them in their child's education is extensively supported by the school. Communication between home and school is strident in supporting regular, non-adversarial contact using voice and texting through Class Dojo. The regular communication supports the parent/carers' understanding about their child's progress, with examples of their work. Throughout the pandemic when working online for all pupils, parents and carers were supported to take an active part in learning to support their child's academic and pastoral progress. We have used the Covid Premium Catch Up grant to support disadvantaged children with the IT equipment and better online reading and maths programmes. With careful selection, our choice has strategically sought to improve parents' understanding of their child's abilities, assessments and how these are benchmarked in order to better appreciate progress and next steps.

We seek to treat the implementation of activities as a process rather than an event and as such want to allow enough time for implementation, particularly in the preparation stage. We know that better engagement with learning supports our disadvantaged children's progress and, this strategy to further engage parents who have otherwise been estranged with scholastic activities for a range of reasons, has been maintained as we continue to use the same programmes in school, post-Covid.

We understand that positive parental engagement in their child's learning can overcome many of the socio-economic barriers disadvantaged children face (Westerlund et al., 2013). Educating parents and providing them with strategies and tools that promote academic achievement increases academic achievement (Little-Harrison, 2012). Lost learning has not been as extensive as expected in March 2020 and our concerted efforts to support the children's families to support teachers and TAs in school has been an identifiable aspect of this.

As such, our focus on our most vulnerable pupils and their families is expected to continually support improved educational standards for all our cohorts. The focus of our PP spending seeks to avoid bolt-on strategies, but secure individual's progress and outcomes through quality teaching, focussing on the areas of our curriculum and prioritising effective communication and, the skills to access learning as confidently as possible. Over 60% of our pupils have sensory needs and XXXXX have sensory disorders.

In identifying the priorities for our school, we look to the teachers, pupils and their families as well as documentation on successful use of additional funding through organisations such as the Education Endowment Foundation. The most effective use of the money has been found by the EEF as:

- Pupil Premium Strategy is recommended as a 3 year period with annual reviews and necessary adjustments, planning for sustaining and scaling an innovation from the outset.
- School leaders will focus on a small number of priorities each year that are likely to make the biggest difference, with a focus on effective implementation.
- The PPG is embedded within a broader, strategic implementation cycle
- The approaches are selected on the basis of strong educational evidence, considering cost effectiveness and benchmarking
- PPG will also be spent on non-academic interventions including attendance to boost attainment.

It is these particular areas of evidence that we have been acutely aware of with regard to planning the spending of our money and the intentions to make as great an impact as possible.

The Collett School overview 2022-2023

School name	The Collett School
Pupils in school	128 children aged 4 to 16 (currently 130 on roll)
Proportion of disadvantaged pupils	Primary aged: 46 pupils (36%) Secondary aged: 82 pupils (64%) Total: 39/128 pupils (30%)
Financial year covered by this statement	April 2022 to March 2023
Academic year or years covered by statement	September 2022-August 2023
Publish date	August 2022
Review date	April 2023/ August 2023
Statement authorised by	Stephen Hoult-Allen
Pupil premium lead	Jennie Witter
Governor lead	Andrew Summerskill
Proportion of disadvantaged pupils: Pupil Premium Grant Pupil Premium recipients: 56 chn/42% Free School Meals (FSM): 53 chn/ 40% Free School Meals (Ever-6) Post CLA: 3chn/2% CLA: 4chn/3% Services Children (SC): 0chn/ 0%	
Pupil premium allocation (financial yr 2022/23) <i>Annual funding</i>	£53,280
Pupil Premium Carry Forward (April 2022)	£8,995
Pupil premium Plus allocation (fin. yr 2022/23) <i>Annual funding</i>	£7,580
Pupil Premium Plus Carry Forward (April 2022)	£11,412
Pupil Premium Grant to spend 2022/23:	£81,267

Carry Forward Spending from financial year 2021/2022

Covid Catchup Funding Carry Forward 2022-2023

What was not spent in the Academic year 2020/21?

- Carry Forward April 2022: £3,618

Pupil Premium Funding Carry Forward 2021-2022

What was not spent in the Academic year 2021/22?

- Carry Forward was £8,995

Disadvantaged pupil barriers to success

Individual's complex needs and their requirement for bespoke teaching methods /resources/ support.
Low and non-engagement of parents as a result of lack of capacity: own special needs, non-connection with aspiration of learning/ work; own mental health and wellbeing
Regulation of own behaviours for FSM pupils. 90% of exclusions/suspensions are vulnerable pupils.
The need to improve a positive sense of worth, value, aspiration and belonging particularly for those impacted by Covid and mental health along with those with SEMH and who are FSM, CLA
Diet and implications on sensory needs, wellbeing, fitness, alertness. FSM children's choices of food, access to new types of fresh, fruit and vegetables. This is further exacerbated by the current financial climate.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improve access to information for parents and pupils about the curriculum and progress measures, so that learning can be better discussed in the family.	Parents and carers are more confident in talking about progress. They are able to follow progress on online programmes for learning. New families feel confident in understanding the curriculum aims and intent.	Summer
Improve teaching of reading to support improvements in cognition, understanding, self-esteem and self-worth. Engagement of wider parental	Reading rates improve, testing establishes progress, online access promotes reading, improved access to phonics reading schemes.	Summer

engagement in reading with their children.		
Improve knowledge and progress of pupils identified with SEMH and challenging behaviours. Systems for improving behaviours for learning are benchmarked and adapted with external expertise to apply across the school.	Staff feel confident in systematically managing challenging behaviours across the school and understand the mechanisms for recording and managing outcomes for pupils in a more unified way. Staff work with pupils on individual targets within a clear framework that promotes pro-social behaviours.	Termly

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Further research the relationship between absence and attainment for disadvantaged pupils, to investigate the reasons underlying the association	Close monitoring and strategies for attendance improvement, settings and placement of pupils – other factors in their placement and the relevance. Analyse pupils' attendance and correlate with attainment, with improvements in attendance tracked for impact.
Improve child and family engagement with school and learning	Work with parents and carers to be further engaged with their child's schooling – eg online working and sessions in the school, post-pandemic. Curriculum development and communication
Increasing opportunities for self-confidence, skills building and sense of purpose with work-related learning for aspiration for the working world	Qualifications gain, real life work experience, novelty learning, communication skills and performance/acting presentation skills in serving customers in the Horsebox Café. Ensuring all pupils experience careers teaching and opportunities and that Gatsby evidences broadening activities.
Year 11s successfully transition to college with additional mentoring support to bridge Year 11 and Year 12	Programmes of weekly sessions in Year 11(including after school hours) to support transition arrangements and activities for bonding and exploring issues around transitioning to college.

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Quality First Teaching Establishing robust and targeted CPD through Performance Management.	Training impacting on quality of provision translating to pupil progress and safeguarding.	Summer

Communication Skills	Improved communication skills across the curriculum for all pupils	Summer
Behaviours for learning consistency across the school.	Systematic use of strategies, tracked for impact and staff value judgements of improvements.	Summer

Strategy spending for disadvantaged pupils including academic achievement 2022-2023/25

3 year period with annual reviews and necessary adjustments

Pupil Premium Grant			
Pupil Premium Grant (£53,280) and (+ £8,995 Carry Forward) = £62,275			
What	Cost and When	Impact Evidence Sought	Spending
Staffing interventions:	Pupil Premium Grant E01/E03 £30,000 staffing £45,000	Proportion of work with FSM children identified with SEMH and FSM.	£45,000
<i>From 2021/22 Carry forward: E19 PGL access: £3,460 for 20 children to access PGL</i>	Pupil Premium E19 PGL 2023 trip - £8,000	July 2022 trip - £4,143 £1,260 Coach £1650 for payment towards trip For chn	£4,143 <i>(Carry forward £2900)</i>
Pupil Premium Software E20 IT £9,992	Pupil Premium Plus E20 IT £7,490	Twinkl, Reading Eggs, IXL, Tapestry	£2,500
	Pupil Premium E28 Clubs £1,000	£168.00	£168
	Pupil Premium E27 Professional Services £11,000	Re-start for OG £1080 Horsecare £2,000 Phonic Play £50	£5856 <i>(carry forward £1,708)</i>
Pupil Premium Grant 2022-2023			£62,275
Pupil Premium Grant Spent March 2023			£57,667
Carry forward April 2023			£4,608

Pupil Premium Plus

Pupil Premium Plus Grant £8,512 + carry forward = £18,992

What	Cost and When	Implementation and Impact	Spending
GCSE tutoring for HW	Pupil Premium Plus E27 therapies	38hrs (1hr weekly) Feb 2023 – May 2024	(Carry forward £3,040)
<i>E27: AG tuition out of county - £5,000</i>	AG tuition out of county	Awaiting invoice from Sussex	(Carry forward £5,000)
Pupil Premium Software E20 IT £9,992	Pupil Premium Plus E20 IT £7,490	Replacement of screens Twinkl, Reading Eggs, IXL, Tapestry	£7,490
	Pupil Premium E27 professional services		(carry forward £3,462)
Pupil Premium Plus 2022-2023 to spend			£18,992
CLA Pupil Premium PLUS Grant Spent April 2022 - March 2023			£7,490
Carry forward for 2023-2024			£11,502
Total Pupil Premium spending 2022-2023:			£65,157 + £7,490 = £72,647
Carry Forwards into 2023 - 2024			4,608 + 11,502 = £ 16,110

References and citations.

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Martin, K., Sharp, C. and Mehta, P. (2013). 'The Impact of the Summer Schools Programme on Pupils: Research Report'. Slough: NFER [online]. Available: <https://www.nfer.ac.uk/impact-of-the-summer-schoolsprogramme-on-pupils/> [28 February, 2018].

Sharp, C. (2018) 'Can Summer Schools Improve Outcomes for Disadvantaged Pupils? NFER Social Mobility Briefing'. National Foundation for Educational Research. Slough.

Banerjee, P.A (2016) 'A systematic review of factors linked to poor academic performance of disadvantaged students in science and maths in schools'. Cogent Education, Durham.

Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

No Isolation: AV1 Robot: The child's eyes, ears and voice in the classroom.

https://www.noisolation.com/av1?qclid=CjwKCAjwzaSLBhBJEiwAJSRoko59eAlyUvvNyTGkeWsGb-88L4R2Mk8zd6ld2KISZ4xbudqf0Lub5hoCCewQAvD_BwE

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