# Pupil premium strategy statement – Archers Brook SEMH School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) and DfE’s [using pupil premium guidance](https://www.gov.uk/government/publications/pupil-premium), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 87 |
| Proportion (%) of pupil premium eligible pupils | 67.8% (November 2023. |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2021-2024 |
| Date this statement was published | 15/11/21 |
| Date on which it will be reviewed | 15/11/24 |
| Statement authorised by | Samantha Myer-Whittaker |
| Pupil premium lead | Ashley McCormick |
| Governor / Trustee lead | Gavin Cass |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year  (Based on October 2022 Census) | £58,865.00 |
| Recovery premium funding allocation this academic year | £32,136.50 |
| 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* | £91,001.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Archers Brook School we have high ambitions and aspirations for all of our pupils  and believe in working together to ensure that all learners have the maximum  opportunity to reach their full potential. Staff and Governors strive hard to improve  educational outcomes for disadvantaged students and are committed to raising  academic output and Social, Emotional and Mental health needs within the school  environment.  While accepting that the majority of students on roll at Archers Brook have their own  individual needs, this document ensures the best support is in place for maximising  progress of all learners. This means that we are ‘diminishing the difference’ for pupil  premium students and supporting the aspirational aims identified in their Education,  Health and Care Plans. This will mean that pupils have an opportunity to reach their full  potential and fully engage in school life. They will young people who working towards  preparing for adulthood.  The pupil premium funding will be used based on the individual priorities that are  identified for each cohort of pupils.  **Our ultimate objectives are:**   * Progress in line with end of year targets across Maths and English. * To completely diminish the difference between disadvantaged and non-disadvantaged * pupils. * To support pupil’s best possible mental health and well-being to allow them to access learning at an appropriate level. * For children to undertake activities to raise their self-esteem and self-confidence.   **We aim to do this through:**   * Ensuring the highest quality Teaching and Learning to meet needs of pupils * supported by relevant CPD. * Facilitating pupils’ access to education and curriculum by reducing barriers to * learning. * Access to a range of software to support learners needs across all years. * Alternative support and intervention across the school for academic work. * Allocation of additional teaching assistants for specific cohorts. * Increase of therapies and intervention for social and emotional well-being. * Implementing a range of educational visits and residentials (of applicable pupils) * Enhanced CPD for staff on key priorities for the different cohorts. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Access across all curriculum areas due to limited literacy skill set. |
| 2 | Individual and cohort Social, Emotional and Mental Health needs within the setting. |
| 3 | Parental Engagement and communication with some families. |
| 4 | Diminishing the attainment difference across literacy and numeracy. |
| 5 | Further improving Attendance and Punctuality. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Enhanced opportunities to ‘Close the  Vocabulary Gap’ amongst KS2 and KS3 students. | All pupils accessing a literacy rich education to increase levels with personalised support including a designed curriculum, software packages and targeted 1:1 or small group work. |
| Increased time for accessing out of lessons support software for academic progress. | A high majority of students accessing  support from software packages to increase the rate of academic progress across all year groups. |
| Improved communications with parents, especially those that are identified. | Parental interactions and feedback will demonstrate a positive impact linked to the school setting and result in positive impacts on pupils. |
| Increased opportunities for all children to  have access to additional curriculum  activities, with support when needed. | All identified pupils will have the same  access to all activities and opportunities as peers and to improve holistic progress. |
| Identified pupils will receive the necessary  support by qualified and trained staff for SEMH well-being. | Identified pupils will make improved  progress as a result of personalised,  specialised and tailored experience for  support with their SEMH needs. This will be demonstrated by feedback from therapy staff. |
| Improved attendance and motivation to  engage with learning. | Evidence of increased attendance and Dojo Points. |
| Further developed CPD for staff, identified  across both academic and SEN. | Progress made across literacy, SEN and  ACEs as a result of staff CPD. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD: Focused whole  school support for  closing the vocab gap  and improving literacy across all years. | Focused whole school approach and  training regarding closing the vocabulary gap. | 1,4 |
| Implementation of  Bedrock and Bedrock Mapper | Using this basis to increase pupils  knowledge of words and meanings to  develop comprehension skills. This  allows more disadvantaged pupils to  become word rich when perhaps they  have not had the life opportunities to  develop such knowledge.  Children with poor literacy have  difficulty accessing the curriculum and are therefore more likely to have poor educational outcomes (McLaughlin, Speirs, & Shenassa, 2014; Ricketts,  Sperring, & Nation, 2014). In the  longer term, this limits employment options, increasing rates of unemployment (McLaughlin et al., 2014; OECD,  2013) and even impacts on long-term health outcomes (DeWalt, Berkman, Sheridan, Lohr, & Pignone, 2004). (EEF). | 1,4 |
| Recruitment of further  support staff for targeted groups. | Increased structured support for some cohorts of disadvantaged students for both academic and social progression.  Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’  progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. (EEF) | 1,2,4,5 |

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

Budgeted cost: £88,676.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of tutor for 1:1  and small group  intervention across  literacy and numeracy. (supported by school-led tutoring programme) | Pupils with identified needs make  expected progress as result of being  assessed continuously in school to  ensure provision is effective. Identified pupils have specific academic  interventions.  Research demonstrates that high  quality teaching is complimented  with carefully selected small-group and one-to-one interventions. (EEF) | 1,4 |
| Computer software programmes to compliment and support learning across all yea groups. | A range of computer programmes to  support learning and pupils to secure  knowledge learnt in the classroom.  These packages support specific  lessons, whole school development  (literacy) and also support remote  learning opportunities. Pupils make  expected progress as a result of using these packages. | 1,2,4,5 |

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

Budgeted cost: £121,877.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supporting children with  curriculum activities and  educational visits. | Enables students to access additional  curriculum activities with support  enhancing well-being, resilience and  independence when in the school environment. | 2, 5 |
| Communication  software for connecting with all families. | Using Class Dojo to improve communication channels with all parents through the app. This supports understanding of any family issues, school-based issues and further develops home school liaison.  Evidenced through current research, effective parental engagement can lead to learning gains of three or more months over the course of the year. (EEF) | 3,5 |
| Use of inhouse  specialist therapies and  interventions for targeted sessions. | Included within this are Mental Health  First Aid (MHFA), Art Therapy, Counsellor, Holistic Therapies, Nurture Base for pupils showing significant challenging behaviour.  Evidence based research stresses that social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker skills at all  ages than their better off classmates. (EEF) | 1, 5 |

**Total budgeted cost: £220,553.00**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023

academic year.

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| **Assessment Data taken from HAT6 July 2023.**  **Key Stage 2** data shows for Reading 87.5% of pupils made expected progress or above. Over one in three (37.5%) made above expected. In the case of Spelling, Punctuation and Grammar, 75% made expected progress. For Writing 50% made expected progress or above, with 25% above expected. In the case of Mathematics 75% of pupils made expected or above, with 12.5% in the latter category (Sample size = 8).  **Key Stage 3** data for English highlights that in Year 7 all pupils (100%) made expected or above progress with 14% making above expected progress. For Year 8, 92% made expected progress and in Year 9, 93% made expected or higher progress with 7% making higher progress.  Key Stage 3 Maths data in shows a similar pattern. In Year 7 100% of pupils made expected or above progress, with 14% making above expected progress. In year 8 100% made expected or above progress, with 17% making above expected progress. For Year 9 Maths 93% of pupils made expected or above progress with 7% making above expected progress.  **Key Stage 4** shows that for English 76% of Year 10 pupils made expected or higher progress with 18% making higher progress. In Year 11, 88% made expected or higher progress with 6% making higher progress.  In Maths 76% of Year 10 made expected or above progress, with 18% making above expected progress. In Year 11, 50% made expected or higher progress with 6% making higher progress.  On an overall scale, there are no deficits of PPE pupils, compared to non-PPE pupils (nor CLA, PCLA or FSM pupils). The largest difference is that PPE pupils have an expected or above level of progress. However, the number of non-PPE pupils is only 29, so the small data size should be taken into account and causality should be avoided. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Bedrock | Bedrock Learning |
| GCSE Pod | The Access Group |
| GL Assessment | GL Assessment |
| IDL | Ascentis |
| Renaissance Learning | RENAISSANCE |
| White Rose Premium | White Rose Maths |
| My Maths | Oxford University Press |
| Times Tables Rock Star | Maths Circle Ltd |