

## PLANNED SPENDING 2020 - 2021

### What is Pupil Premium Funding?

Pupil Premium is additional funding allocated to publicly funded schools to help raise the achievements of disadvantaged pupils and close the attainment gap between them and their peers. Pupil Premium funding is available to both mainstream and special schools. Schools decide how the pupil premium funding is to be spent and are held accountable for their use of the additional monies to support pupils from low-income families and the impact this has on their achievement/attainment. Children who are eligible for pupil premium funding are:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM) (£935 per child)
- Those who have been continuously looked after for the past six months (CLA) (£1900 per pupil) (Pupil Premium Plus)
- Those pupils whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per pupil)

### At the time of allocating funds for 2019 - 2020:

|  |                   |
|--|-------------------|
| Total number of pupils on roll (11-16)                       | 67                |
| Total number of pupils eligible for Pupil Premium Grant      | 58                |
| Total number of pupils not eligible for Pupil Premium Grant  | 9                 |
| Total number of pupils eligible for Pupil Premium Grant OOC* | 4                 |
| Total number of pupils eligible for LAC PEP                  | 9                 |
| % of pupils eligible for Pupil Premium Grant                 | 87%               |
| % of pupils not eligible for Pupil Premium Grant             | 13.5%             |
| % of pupils eligible for Pupil Premium Grant OOC*            | 5.9%              |
| % of pupils eligible for LAC PEP                             | 13.5%             |
| <b>Total amount of Pupil Premium Grant Received</b>          | <b>£73,630.00</b> |
| <b>Total amount of LAC PEP Received</b>                      | <b>£21,105.00</b> |
| <b>Total amount of OOC Pupil Premium Received</b>            | <b>£3,820.00</b>  |

\*Out of County

### What are the barriers to attainment?

- Specific learning difficulties
- Speech language and social communication needs
- Social, emotional and mental health
- Limited life skills/Independence/Social enrichment

Pupil Premium Grant Plan 2020 - 2021

| How was the funding spent? | How much was allocated? | Target pupils?                  | Why we are spending this money in this way?  | What will the impact be on these pupils?  |
|----------------------------|-------------------------|---------------------------------|--|---|
| Accelerated Reader         | £22993.04               | Up to 37 PP x 38 45min sessions | <p>By the end of the academic year, the gap between reading age and chronological age will have reduced significantly.</p> <p>A greater percentage of pupils will be accessing the learning hub and reading books independently</p>  | <p>Reading ages of pupils should improve, closing the gap between actual reading age/ chronological age.</p> <p>Pupils will be able to access the curriculum more independently</p>   |
| Family Support Worker      | £10925.00               | All in receipt of PPG           | <p>Provide active family based support and interventions for students that sit below the threshold of CSC statutory including TAFs and home visits.</p> <p>Provide assistance to early intervention to children and families when social or family circumstances are causing the child to struggle with education, health and social development</p> | <p>Parent/carer(s) to engage and continue to develop, joint home visits to the parents with school mental health nurse (including all new students).</p> <p>Parents will attend coffee morning drop-in sessions, and have the opportunity to attend training courses.</p> |

| How was the funding spent? | How much was allocated? | Target pupils?        | Why we are spending this money in this way?   | What will the impact be on these pupils?  |
|----------------------------|-------------------------|-----------------------|---|---|
| Behaviour and Attendance   | £4375.70                | All in receipt of PPG | To ensure the attendance of Pupil Premium and LAC pupils does not fall below their peers.<br><br>To reduce the number of fixed term exclusions  | The Behaviour & Attendance officer and the Family Support Worker will work with identified groups whose attendance is of concern<br><br>Focusing on attendance plans with an annual prize for individual increased attendance |
| Doodle Maths and English   | £ 454.80                | KS3 pupils            | Doodle empowers learners to achieve confidence in Maths and English. Our intelligent technology creates individual work programmes, which are motivational, affordable and convenient to use. | Using Doodle Maths for just 10 minutes a day will build confidence in Maths and English   |
| IDL                        | £199.00                 | All in receipt of PPG |   | Spelling ages of pupils should improve, closer to chronological age.  |

| How was the funding spent? | How much was allocated? | Target pupils?        | Why we are spending this money in this way?   | What will the impact be on these pupils?                             |
|----------------------------|-------------------------|-----------------------|---|--|
| Reading Pens               | £ 2000.00               | Nurture PPG pupils    | To promote active and independent reading and learning with the dedicated purpose to support students with reading difficulties. To encourage independence from readers/scribes in both classroom and exam settings | Pupils to grow in confidence with reading.                           |
| Intervention Team          | £ 32682.46              | All in receipt of PPG | Ensure that eligible pupils are provided for in a way in which they can achieve at least expected progress when compared to their peers in Maths, English and other subjects  | Pupils to achieve at least expected progress in Literacy & Numeracy. |

Total Pupil Premium Grant: £73,630.00

## **Pupil Premium:**

### **Actual Spend of Pupil Premium Fund 2019-2019:20**

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Rose School is committed to ensuring that this funding is directed effectively to support all our pupils specific needs and robustly evaluated to ensure best practice is incorporated and value for money sustained.

The funding awarded to schools to help fund projects, strategies and interventions to pupils eligible for the Pupil Premium. This is intended to accelerate their learning and progress and to promote their social inclusion:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM) (£935 per child)
- Those who have been continuously looked after for the past six months (CLA) (£1900 per pupil) (Pupil Premium Plus)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-CLA) (£1900 per pupil)
- Those pupil whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per pupil)

### At the time of allocating funds for 2019-2020

|   |             |
|---|-------------|
| Total number of pupils on roll (11-16)                  | <b>67</b>   |
| Total number of pupils eligible for Pupil Premium Grant | 58          |
| Total number of pupils eligible for Pupil Premium Plus  | 9           |
| % of pupils eligible for Pupil Premium Grant            | 87%         |
| % of pupils eligible for Pupil Premium Plus Grant       | 14%         |
| % of pupils not eligible for Pupil Premium Grant        | 14%         |
| Total amount of Pupil Premium Grant Received            | £ 54,230.00 |

| <b>Counts of Pupils:</b> |                       |                           |                           |                        |
|--------------------------|-----------------------|---------------------------|---------------------------|------------------------|
| <b>Year Group</b>        | <b>Pupil Premium:</b> | <b>Pupil Premium Plus</b> | <b>Not Pupil Premium:</b> | <b>Grand Total:PPG</b> |
| <b>Yr7</b>               | <b>8</b>              | <b>2</b>                  | <b>0</b>                  | <b>£ 8415.00</b>       |
| <b>Yr8</b>               | <b>13</b>             | <b>2</b>                  | <b>0</b>                  | <b>£ 12155.00</b>      |
| <b>Yr9</b>               | <b>14</b>             | <b>0</b>                  | <b>0</b>                  | <b>£ 13090.00</b>      |
| <b>Yr10</b>              | <b>10</b>             | <b>2</b>                  | <b>0</b>                  | <b>£ 9350.00</b>       |
| <b>Yr11</b>              | <b>8</b>              | <b>2</b>                  | <b>0</b>                  | <b>£ 7480.00</b>       |
| <b>Rose +</b>            | <b>4</b>              | <b>2</b>                  | <b>0</b>                  | <b>£ 3740.00</b>       |
| <b>Grand total:</b>      | <b>57</b>             | <b>10</b>                 | <b>0</b>                  | <b>£ 54,230.00</b>     |

### Pupil Intervention:

#### Background of Pupil Intervention:

At times pupils at The Rose School may need extra support with learning. It may be for physical reasons such as hearing or sight problems, or it may be for difficulties with speech and language, learning, behaviour or social aspects.

In some circumstances pupils will need additional support through a specialist programme concentrating on certain skills or through extra help in the classroom.

Intervention programmes include social skills, anger management, literacy, and numeracy, oracy (speaking and listening and mental processing of language). The school also focuses on different writing skills and will run "one-off" sessions for pupils who have weaknesses in e.g. analytical writing, evaluation or other key skills. There are also interventions or activities focusing on stretching the ablest and emotional support groups for e.g. those recently bereaved or Young Carers. Interventions may take place during the school day, at lunchtimes or after school.

Different subject departments will also run intervention sessions. This may be after a test or examination, or simply to focus on certain literacy or numeracy skills required. Again, these interventions take place across the ability range.

### **Who receives intervention?**

Pupils of all abilities receive intervention. The key question for the school is whether this additional input will resolve a difficulty or help a pupil overcome a barrier to further progress or well-being.

All pupils are subject to scrutiny after reports are sent home each term. Pupils will have targets set and advised what they need to do to improve where there are concerns about learning attitudes or performance.

We also encourage parents/carers to support their children in their learning, and there are various advice booklets or information evenings to help with this process;

### **Objectives of Pupil Premium Spending:**

Our key objective in using the Pupil Premium Grant is to close the gap between eligible pupils and their peers by increasing the progress made by all pupils but accelerating the progress made by pupils eligible for the grant. Historically, levels of attainment are lower for the pupils eligible for the funding (the national trend shows 27% gap in attainment of 5A\* - C incl. Maths and English between non-Pupil Premium and Pupil Premium Pupils); Funding as applied carefully and strategically at The Rose School to ensure that barriers to progress are removed.

When identifying new strategies and allocating funds to particular projects it is important to consider the relative impact of previous projects or where new project is applied, knowledge is gained from external research in order to maximise the impact of the spend. Successful spending takes into account the pupils (their level of attainment and their social background) along with the skills and attributes of those employed at The Rose School. Many pupils enter the school with levels of numeracy, reading and writing well below the national standard and therefore we believe that priority should be made to ensure the following objectives are met:

1. **Intervention:** Ensure that eligible pupils are provided for in a way in which they can achieve at least expected progress when compared to their peers in Maths, English and other subjects as they go through their time at school.
2. **Engagement:** to improve curriculum engagement. Both inside and outside the school environment. This is to focus on the achievements of eligible pupils via the construction of engaging curriculum pathway choices and entitlement to a wide range of extracurricular opportunities. This includes trying to increase parental engagement with the school in order to maintain a supportive home-school partnership along with increased levels of feedback to pupils and families to accelerate improvements. To support attendance and engagement through ensuring every pupil can get to school safely (through school transport) and in full uniform.
3. **Transition:** Ensuring the pupils eligible for Pupil Premium make a successful transition from Year 6 – Year 7 to bring attainment in line with expected levels of progress and later make a successful transition to post-16 destinations.
4. **Attendance:** to ensure the attendance of Pupil Premium pupils does not fall below the school's average.

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|-------------------------------------|
| Pupil Premium Grant Plan 2019- 2020 |
|-------------------------------------|

| How was the funding spent? | How much was allocated? | Target pupils? | Why we are spending this money in this way? | What will the impact be on these pupils? | Evaluation: |
|----------------------------|-------------------------|----------------|---|--|-------------|
|----------------------------|-------------------------|----------------|---|--|-------------|

|                            |                         |                                 |  |   |   |
|----------------------------|-------------------------|---------------------------------|--|---|---|
| Accelerated Reader         | £22993.04               | Up to 37 PP x 38 45min sessions | <p>By the end of the academic year, the gap between reading age and chronological age will have reduced significantly.</p> <p>A greater percentage of pupils will be accessing the learning hub and reading book independently</p>   | <p>Reading ages of pupils should improve, closer to chronological age.</p> <p>Pupils will read regularly and will be able to access the curriculum</p>  | <p>Due to COVID-19 pupils successfully accessed Accelerated Reader remotely at home. Doodle Maths and English which KS3 pupils accessed. This is a new resource for learning remotely.</p>  |
| Family Support Worker      | £10925.00               | All in receipt of PPG           | <p>Provide active family based support and interventions for students that sit below the threshold of CSC (CIN, TAF) including home visits.</p> <p>Provide assistance to early intervention to children and families when social or family circumstances are causing the child to struggle with education, health and social development</p> | <p>Parent/carer(s) to engage and continue to develop, joint home visits to the parents with school mental health nurse (including all new students).</p> <p>Parents will attend coffee morning drop-in sessions, and have the opportunity to attend training courses.</p> | <p>Home visits continued throughout Lockdown. Pupils were successfully transitioned to accessing google classroom.</p> <p>This had to be suspended due to COVID – 19 TO BE resumed when it is safe to do so. Possibly at a different venue.</p> |
| How was the funding spent? | How much was allocated? | Target pupils?                  | Why we are spending this money in this way?  | What will the impact be on these pupils?  |   |

|                          |           |                       |   |  |  |
|--------------------------|-----------|-----------------------|---|--|--|
| Behaviour and Attendance | £4375.70  | All in receipt of PPG | <p>To ensure the attendance of Pupil Premium and LAC pupils does not fall below their peers.</p> <p>To reduce the number of fixed term exclusions</p>   | <p>The Behaviour &amp; Attendance officer and the Family Support Worker will work with identified groups whose attendance is of concern</p> <p>Focusing on attendance plans with an annual prize for individual increased attendance</p>   | <p>Visits were successful throughout the year and during lockdown. Pupils where necessary were offered bespoke learning packages some of which were hand delivered where pupils struggled to access google classroom.</p>                                      |
| Play Therapy             | £15936.26 |                       | <p>All CLA and some PP funded students have experienced social and emotional trauma leading to attachment difficulties and low self - esteem and confidence Several have associated behavioral issues and poor social skills.</p> <p>Play Therapy helps children understand muddled feelings and upsetting events that they</p> | <p>This bespoke, highly personalised play therapy has been specifically targeted to enhance social development and improve emotional well-being. effectively deal with issues as and when they have arisen throughout the year.</p> <p>Pupils' ability to develop self-regulation skills can</p> | <p>All Year 7 pupils accessing therapy made progress according to Boxall follow up assessments.</p> <p>One particular pupil has unable to join her class due to continual anxiety and 'not feeling safe' She is now able to remain in her class full-time.</p> |

|  |  |  |   |   |  |
|--|--|--|---|---|--|
|  |  |  | <p>haven't had the chance to process.</p> <p>Rather than having to explain what is troubling them, as adult therapy usually expects, children use play to communicate at their own level and at their own pace, without feeling interrogated or threatened.</p> | <p>improve. Also an ability to process and come to terms with their feelings. It might take a long time but in the end the pupil and Play Therapist will both feel ready to say goodbye and the pupil will feel able to manage without them</p> |  |
|--|--|--|---|---|--|