

Pupil Premium and Recovery Premium Grant

Strategy Statement 2022-23



The Pupil Premium Grant is an additional sum of money paid to all schools in order to tackle educational disadvantages resulting from low income or family circumstances. The money schools receive for Pupil Premium students must be used to address disadvantages or improve outcomes for disadvantaged students. The amount is calculated on the number of students on roll who are currently eligible for free school meals or have been eligible within the last six years (*Ever 6*), children looked after in local authority care and those adopted from care. Children who have a parent in the armed forces also receive a small premium and are not deemed as at a disadvantage. The grant allows us to address inequality and provide for the students who need it most; and in fact benefit all learners. The government allows schools to decide how the Pupil Premium is spent since we are best placed to assess what additional provision should be made for the individual students in this setting.

	2019-20	2020 – 21	2021 – 22	2022-23 (Current Spend)
Students eligible for free school meals in the last 6 years (Ever 6)	14	11	12	16
Students looked after in local authority care (LAC)	0	0	0	0
Students who have been adopted from care under the Adoption and Children Act 2002 and those who have left care under a Special Guardianship or Residence Order (PLAC)	0	3	3	4
Students from military service homes	0	1	1	1
Total Pupil Premium	£15,015	£11,285	£12,240	£15,975
Total Recovery Premium			£1,196	£2,803

School overview

School name	Philpots Manor School
Pupils in school (data Oct 2022)	39
Proportion of disadvantaged pupils	12 Students 33.33%
Pupil premium allocation this academic year (2022-23)	£15,975
Academic year or years covered by statement	2019-2023: Review of 2021/2022 Plan for 2022/2023
Publish date	May 2023
Review date	October 2023
Statement authorised by	Sue Cheshire
Pupil premium lead	Sue Cheshire

Disadvantaged pupil barriers to success

1. SEN: All pupils have been identified as having a range of SEMH needs, often combined with language and communication difficulties and/or ASD. This means that all of our learners are usually significantly below expected levels of attainment in English and maths making them at risk of underachievement at each Key Stage measure. In addition, many of our learners are socially vulnerable, have had a disrupted schooling and come from low income households which all contribute to the risk factors associated with under achievement.
2. Travel: All our learners rely on taxis covering an average distance of an hour or more each way meaning that shared taxis and distance prevent the school from offering extra-curricular activities in addition to the broad outdoor curriculum on offer which would further nurture social and behaviour skills.
3. Attendance and low aspirations: Attendance levels for some of the most vulnerable learners fluctuate meaning that a small number fail to engage with their learning fully and make expected progress towards their targets. A consequence of poor attendance is that aspirations remain low in hard to reach families who are unable to support any improvement due to challenging home situations and/or parents with learning difficulties.
4. Covid-19 Disruption: The impact of Covid-19 pandemic on learners with an SEN SEHH profile has meant that learning time has reduced and the disruption has affected the well being and confidence for a number of learners. Identifying the gaps in learning and prioritising support with mental health are at the forefront of all teaching strategies to reduce the gap in attainment.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
1. Pupils eligible for pupil premium continue to make expected levels of progress in	Outcomes in literacy and numeracy show a reduced gap between PP and non PP learners.	July 2023

literacy and numeracy and reduce the gap.	Number of learners who make better than expected progress in KS2-5 increase compared to previous year. Internal reporting shows the majority (over 50%) meet their target in literacy and numeracy	
2. For KS4 and KS5 transition pupils to study and achieve in an appropriate level pathway which results in progress to academic/ vocational /employment /training opportunity.	progress data outcomes data destination data work experience data Annual Review meetings parent/learner voice	July 2023
3. All learners to improve the level and breadth of reading fiction and non-fiction resulting in improved overall literacy across the curriculum	increased time allocated to reading improved reading assessment levels (within and between years) increased confidence and improvement in reading in the classroom (student voice, teacher voice) numbers of books read by learners in lessons and for pleasure	July 2023

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

Aim	Evidence of impact	Target date
4. To improve whole school attendance and reduce the gap between PP and non-PP attendance	attendance data (termly and end of year)	March 2024
5. Improve the emotional literacy of learners so they can effectively communicate when they are facing challenges which are a barrier to learning	reduction in behaviour concerns for PP learners (Behaviour Watch data) increase in rewards for positive behaviour Annual review outcomes are met which pertain to emotional literacy/ behaviour challenges Wellbeing team report on a reduction in student concerns based on communication breakdowns for PP learners. Increase in range of emotional literacy terms used by learners Outcomes in some/all subjects improve Targets are met	March 2023/July 2023

6. To improve the physical sports activities on offer during PE lessons and breaks so that learners improve fitness and wellbeing and support learning.	equipment purchased Activity timetable student voice about wellbeing and exercise benefits outcomes	
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Teaching priorities for current academic year

Measure	Activity
Priority 1	A whole school approach to delivery of literacy and numeracy is embedded in a broad balanced and challenging curriculum.
Priority 2	All teachers deliver a PSHE programme which meets the statutory relationships education and health education for all classes.
Barriers to learning these priorities address	Continuing impact of Covid on attendance and learning. Appropriate training to ensure the whole school is equipped to deliver the literacy, numeracy and PSHE statutory agenda.
Projected spending	Literacy support - £6,500 PSHE Subscription & resources - £800 Thrive subscription and training - £350

Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure that the school consistently manages its high expectations around behaviour, conduct and attendance so that learning is prioritised (See School Development Plan and associated Policies)
Priority 2	Develop an effective School council so there is a formal channel for student voice and representation around key issues affecting our learners
Barriers to learning these priorities address	A reward system for positive behaviour which meets need of all ages and expectations Consistency of monitoring and evaluation of processes in place to improve attendance and behaviour Resilience of student council members and actions needed to make effective changes and improvements
Projected spending	Behaviour awards scheme - £600 Sport / Football club - £3,000 Sport & play equipment - £1,000 Wellbeing events and provisions - £1,500 Purchase of Ipads - £2,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Enough time is given for CPD (planning, delivery , practice and monitoring) to meet curriculum delivery Support and mentoring of staff around expectations and priorities Consistency of implementation of policy and practices across all key stages where there has been change in staff teams.	Use INSET days, additional 'spare' teaching hours and staff meetings to provide group and 1:1 mentoring/ CPD opportunities to support performance management targets.
Targeted support	Enough time for school English and maths leads to support teachers and TAs and work with learners across the school to monitor progress and targets. Therapeutic support and teachers work collaboratively to provide a holistic planned consistent approach to learners mapped against EHCP.	Efficient use of timetable and training slots available can be booked termly for English and maths lead to work with staff and learners.
Wider strategies	Parental engagement is consistent and supportive Enough time to plan and deliver new programme of PSHE and develop literacy and numeracy skills	Launch of new website will enable a range of communication strategies to be employed Use all platforms available to contact parents/ carers. Respond to parental feedback to identify and overcome potential barriers. Whole school lead coordinator post created for PSHE. Time to be dedicated to leading learning for all subject coordinators and overseen by Education lead.

Review: last year's aims and outcomes 2021/22 (Academic and/or wider outcomes)

Aim	Outcome
1. To improve the quality of teaching and learning particularly in KS3	evidence of PP learners making expected progress or better
2. Improve the use of assessment information for KS2/3 with the outcomes informing planning and challenge in learning.	Reading, spelling and maths baseline assessments helped to provide a more accurate starting point for learners in order. Assessment information, action

	planning to reduce any gaps and the effective sharing of data needs further work to improve impact with meaningful data
3. To improve the impact of all adults in the classroom to support the outcomes of the students	Some of the last year resulted in significantly less time in the classroom where TAs could develop their support skills due to Covid. An increase in training to develop TA skills in the classroom and alignment of how to support learning in line with EHCP outcomes continues to be a positive work in practice
4. Restructure the school day /wellbeing team / staff structure	Wellbeing team continues to provide support to learners during all transitions as well as through allocated and 'on call' provision which is working well. Slightly reduced lunch times has resulted in a reduction in learner behaviour concerns and a smoother start to afternoon lessons.