

Pupil Premium

2019-20

Pupil Premium is a grant that is aimed at supporting pupils on free school meals. National data consistently reveals that pupils receiving free school meals, as a group, have lower attainment and make slower progress than pupils who do not receive free school meals (FSM)

In order to change this and ensure pupils of all groups have similar attainment and progress levels the Government has given a grant to each school to provide additional support for pupils eligible for free school meals.

This year the allocation is (indicated at) **£67,375**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Barriers to learning at Hope High School:

1. Pupil reading ages across the school remain years behind pupils chronological age, despite rapid progress in reading ages over the last 2 years due to the introduction and embedding of the Accelerated Reader scheme.

On average, in the year 2018-19, reading ages improved by:

17 months across year 7 cohort

11 months across year 8 cohort

10 months across year 9 cohort

15 months across year 10 cohort

10 months across year 11 cohort

It is proven that improving reading skills; understanding texts, improving vocabulary and developing reading for pleasure will improve literacy skills in the individual and therefore increase their chances of academic success.

1. Subject specific Language and vocabulary across Key Stage 4 is significantly more demanding than at Key Stage 3. Whole school subject specific vocabulary support required to support pupils in airing and developing the skills to become word learners.

SLT Interventions lead, LRC and specialist teachers developed whole school approach to support teachers in precision teaching of subject specific vocabulary. Resources to help develop vocabulary, word learning skills, and application of word knowledge

1. Disadvantaged pupils have few opportunities to develop resilience, social skills across differing working environments, expectations of the work place, successes in vocational areas.

Access to alternative educational and vocational providers to support careers, build resilience and successes across different work environments, provide skills and prospects to support life post 16. Pupils to access Forest School at Key Stage 3 and Duke of Edinburgh at Key Stage 4.

1. Adverse life experiences continue to have impact on pupils’ educational achievements. Pupils require emotional and social support and strategies to enable them to cope with adverse life experiences and develop and promote good mental health.

Access to 1:1 and group interventions with the Thrive and Willow teams to support mental health, provide behavioural and social support strategies, develop understanding of their roles and responsibilities in school and wider community, support in forming positive relationships both at school and at home, understand and develop strategies to support own individual needs (ADHD,ASD,OCD, ODD), support pupils in managing bereavement and life changes.

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | Actions | Cost | Impact/ Outcome |
| Continue to support pupils in improving their reading ages to close the gap between reading age and chronological age. | Continue the fund the Accelerated Reader to improve pupils' reading ages across the school. To close the gap between PP and non PP pupils across the whole school. Training for VG and CAPupils to become confident readers in line with their chronological age.Pupils become interested in reading for pleasure. | Accelerated Reader£1,617 |  Pupils will engage with reading more in school and make progress with their reading and comprehension skills.Some pupils will discover enjoyment in reading for pleasure. |
| Whole School Vocabulary Project to support acquisition of subject specific vocabulary | VG (TA3) and specialist teachers support school staff in engaging with vocabulary project.Small group sessions to develop confidence/ enjoyment in vocabulary workEquip Learning Resource Centre with Vocabulary games and resources to support pupils in becoming new word learners | TA3 cost£18,874Specialist teacher£3,000 | Pupils are engaging positively in developing their subject specific vocabulary. Pupils enjoy the 1:1 provision and actively seek out opportunities engage in new vocabulary learning. |
| Pupils engage with vocational placements to support careers, social skills and build resilience | Alternative Provisions lead (AD) supports pupils in operational strategies to support alternative provisions. Pupils work towards vocational qualificationsPupils meeting EHCP outcomes in preparation for life post 16Forest school and Duke of Edinburgh provides engaging and unique experiences and qualifications to support life post 16. | Placement Cost£25,300 | Pupils are engaging in alternative provision placements Pupils are gaining qualifications in vocational areas. |
| Pupils engage with Thrive and willow interventions to support meeting EHCP outcomes | Contribute to cost of 5 x Thrive pastoral teamSmall group sessions to develop strategies to support meeting EHCP outcomesEquip Willow and Thrive with support material and resources for interventions around pupils SEMH needs | Staff cost17,584Resources Cost£1000 | Pupils are engaging positively in the reading programme. Pupils enjoy the 1:1 provision and actively seek out opportunities to go in there and read independently. |
|  | Total | **£67,375** |  |