Pencalenick

# Pupil Premium Action Plan 20 - 21 (including review of 19 – 20)

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| **1. Summary information** | | |  |  |  |
| **School** | Pencalenick School | |  |  |  |
| **Academic Year** | 2020 - 21 | **Total Pupil Premium budget** | £42,100 | **Date of most recent PP Review** | Agenda item each LGB meeting |
| **Total number of pupils on role** | 161 | **Number of pupils eligible for PP** | 48 | **Date for next internal review of this strategy** | July 2021 |

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| **2. Current attainment** |
| **SPT Progress Policy (March 2018**): ‘It is vital that the statutory assessment system is fair and inclusive, and that it enables all pupils to show progress regardless of any additional needs they may have’ (Rochford Review Recommendations September 2017)  At Pencalenick school all pupils (including those in receipt of the Pupil Premium allowance) benefit from personalised learning pathways identified as distinct cohorts based upon a clear rationale for each  **Reporting Progress:** The SPT has established common language to be used across the Special Partnership Trust when reporting on the progress of our pupils within core areas of learning (English/Maths). We will use the following three terms to identify progress being made by all pupils of the school including our PP cohort: **Emerging** This will refer to pupils who are currently working towards the expected rates of progress  **Expected** This will refer to pupils who are currently working within the expected rates of progress  **Exceeded** This will refer to pupils who are currently working beyond the expected rates of progress  **Data benchmark, assessment and progress**: The Special Partnership Trust have agreed upon a progress data benchmark which will ensure appropriate challenge and high expectations in terms of the progress made by all pupils. EMERGING 15% EXPECTED 60% EXCEEDED 25%  **Formative Assessment**: Formative assessment is an on-going process throughout the year, whereby teachers and support staff assess and collect evidence with and alongside pupils towards achieving individual targets (evidenced via learning records/work books and individual pupil progress files). This type of assessment ensures regular on-going monitoring of progress allowing teachers to plan for and target specific skills required for pupils to make progress in all areas of development. The main purpose of all formative assessments is to monitor progress.  **Summative Assessment**: Summative assessments take place formally 3 times a year (data drops - Autumn, Spring and Summer) and used to track individual pupils’ progress towards their end of year goals (and beyond). This data is monitored by class teachers, the extended leadership team, the LGB and Trustees to analyse cohorts of pupils as well as patterns in progress identifying any gaps in learning; such gaps if identified are addressed through planned intervention (this may be focussed work for pupil, use of additional resources or identification of CPD need for staff). The main purpose of all summative assessments is to evaluate progress. . We have developed our own progress measure for this assessment system which is based on a point scoring system. For each area (domain) of learning pupils has a |
| score linked to their levels of engagement and understanding of skills; this data is formally reviewed and updated each term where teachers are able to track the increase in scores in terms of expected progress. Our fundamental aim is to establish the rates of progress each pupil has made using the following measure: **Data drops**: Following formal assessment pupil progress is reported to the LGB and Trustees via the Head Teacher report (termly data drops); as such all data presented is open to scrutiny and challenge. Each Autumn Term the LGB hold a data day where pupil progress over time for all cohorts including those in receipt of Pupil Premium is scrutinised using the established flight paths which determine progress within each strand (emerging, expected, exceeded). This process secures rigor in ensuring all pupils are in receipt of an education/school offer which remains outstanding |
| **CORE DATA:** Progress in core areas is determined **each term** **via data drops** collated for all ages/cohorts and formally recorded within the HT report to Trustees/LGB (see above); progress data is therefore open to scrutiny/challenge. This aspect of the report will be monitored by the LGB during their annual data day (see above). |

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| **Pupil Premium** | | | | | | |
| School **Pencalenick** | | | | | | |
| Pupils eligible for PP: **number** | ***Pupils eligible for PP*** | | | ***Pupils not eligible for PP*** | | |
|  | Emerging | Expected | Exceeded | Emerging | Expected | Exceeded |
| **English** | 6% | 50% | 44% | 3% | 43% | 54% |
| **Maths** | 20% | 65% | 15% | 23% | 49% | 28% |

*ADD NARRATIVE HERE*

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| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** | |
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| **A.** |  Independence, Communication and Emotional Development – many pupils in the school have SEMH and /or communication needs which can present barriers to engagement and learning – and prevent them accessing wider enrichment activities out of school. |
| **B.** |  Partnership working – pupils come from all over Cornwall -this can present a challenge for finding ways to engage parents. The school also works with a number of different agencies – if work with other agencies is not carried out efficiently, it can be a barrier. |
| **C.** |  Aspiration – ensuring all pupils access a wide range of enrichment activities to help develop pupils who can fully engage in a full, productive and enjoyable life at school and into adult hood. |
| **D** | * Covid Recovery – Pupils have a range of experiences linked to the pandemic – including family job loss/ change in routines/ family isolation. |

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| **4. Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured. (20 -21)* | *Success criteria* |
| **A.** | \* All pupil premium pupils will have a clear TIS profile – and associated provision – shared with parents | TIS profile shows development in areas to support confidence and readiness to learn and engage. |
| **B.** | \* Tutor engagement with all pupil premium parents specifically discussing aspiration and preparation for adult hood – proactively shaping preparation for adulthood and maximum independence. | Increased confidence from pp parents regarding realistic/ aspirational expectations for their children. |
| **C.** | \* All pupil premium pupils have full access to a range of enrichment activities/ interventions to support accelerated progress/ sustained progress towards EHCP outcomes and preparation for adulthood. | Clear tracking of engagement in place. Pupil progress tracked. |
| **D** | * Covid Recovery – Pupils have had a range of experiences within the context of the Pandemic – including family job loss/ disruption to routines/ family isolation/ anxiety | Proactive support available anc accessed to support with food/ resources/support/ interventions |

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| **5. Planned expenditure** | | | | | |
| **Academic year** | **2020 - 2021** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| **This aspect is supported by the principals/rationale identified within our Pupil Premium policy which is approved by the LGB and published on our web site:**   * *The Pupil Premium funding will be used to both enrich the curriculum for learners at Pencalenick School as well as providing alternative targeted support for those pupils/students who require additional levels of intervention; Pupil Premium funding will be used to enrich the learners experiences via our school curriculum regardless of curriculum pathway taken.* * *At Pencalencik we have identified that the Pupil Premium spending will be through three Strands – 1.* ***Curriculum Enrichment***  *2.****Specific Support in Curriculum 3. Resources and Personnel.*** * *Pencalenick School recognises every year the school may have different priorities which need addressing. While the principle of using the Pupil Premium is to fund the three distinct but related strands of work at the school outlined above, the actual amounts allocated to each element will/may alter each year* | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **A:** All pupil premium pupils will have a clear TIS profile – and associated provision – shared with parents | TIS screening in place for all Pupil premium pupils – with accompanying intervention plan.  Ensure allocated time for staff to work on these plans  TIS training continue to roll out practitioner training  Develop suite of interventions – Rebound/ sensory diet/ mentoring / TIS/ | Trauma informed practice has been rolled out in schools across Cornwall – and Nationally – to support practitioners in helping pupils be develop emotional resilience – mental wellbeing and be in a position to fully engage with learning.  Accredited Training.  Development of a range of interventions – regular reviews to ensure impact | Overseen by TIS practitioners and tutors.  Impact to be measured by the Motional screening tool.  Accreditation delivered by Trauma Informed Schools – supervision meetings in place from Headstart.  Use of accredited staff only in delivery. | TIS practitioners/ Tutors/ AR    SW/LB              AR | Termly  Termly  Termly |

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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| B Tutor engagement with all pupil premium parents specifically discussing aspiration and preparation for adult hood – proactively shaping preparation for adulthood and maximum independence. | Precision input. Tutors to have a clear understanding of the reason for Pupil Premium allocation and support  Tutors develop a clear communication with parents – working in partnership to develop and achieve clear aspirational pathways and preparation for adulthood. | Many programmes – including AFA have demonstrated the importance of effective partnership working with parents in accelerating pupil progress. | CPD for staff around Pupil Premium rationale  Pupil premium lead in place to maintain focus on this action plan  Pupil progress data analysis  Pupil premium ehcp outcome analysis  Longer term Pupil premium destination tracking. | CP - tutors | Termly |

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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| C All pupil premium pupils have full access to a range of enrichment activities/ interventions to support accelerated progress/ sustained progress towards EHCP outcomes and preparation for adulthood. | Subsidised educational visits  Enhanced IT equipment  Development of specific visits to support aspirations – visits to work places/colleges/ foxes etc  All KS 4 PP pupils have an opportunity to access experience of residential education to support independent living skills. | This approach is in place to ensure that all pupils get opportunities to access a range of educational visits and support in developing aspirational expectation for their life as an adult. | All visits subsidised  A clear outdoor ed provision map in place  A clear work related learning plan in place | AR  GO | Termly |

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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D Covid Recovery – Pupils have had a range of experiences within the context of the Pandemic – including family job loss/ disruption to routines/ family isolation/ anxiety | Provision of FSM off site  Provision of resources to support home learning ( including IT as necessary)  Provision of places in school throughout.  Ongoing partnership with parents  Clear routines and school structure. | Lead by family position – links with tutor to ensure school provides the right, consistent and safe support during this unprecedented situation. | PP data analysis | SLT/ tutors | Termly |

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| **Total PP allocation 2020 - 21** |  |
| **Expenditure of Pupil Premium Grant (2018 -19):** | £42,051 |
| Learning Mentors – implementing individual plans/TIS / PARENTAL ENGAGEMENT | £25,000 |
| Educational Visits | £5,000 |
| Enrichment (forest schools/ sailing) | £5000 |
| Music Mentoring / Yoga Therapy | £5000 |
| Visiting Professionals - OT | £1000 |
| TIS – emotionally available adult –supervision | £100 |
| Boarding opportunity – KS 4 | £1000 |
|  | £ |
| **Total** | **£42,100** |

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| **6. Review of expenditure** | | |  |  |
| **End of Academic Year** | | **2019 – 20** |  |  |
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| **Desired outcomes** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| TIS screening implemented  Clear Tutor role  More informed use of EHCP outcomes  Class based learning in place  High levels of engagement in enrichment activities | Implementation of the use of motional to demonstrate pupil progress in this area.        Tutor role given clarity. All tutors accessed TIS whole staff training.  Reiterated the use of the EHCP outcomes to ensure readiness for access to learning.  Implemented new grouping system across the school in Year 8 – 11  .Activities to develop confidence and engagement. | Increased understanding of emotional profile of the pupils – CPD staff regarding interactions with pupils and attachment. Supervision available for key staff – this has helped support staff wellbeing.  This role became even more significant during lockdown and working closely with parents whether pupils were accessing school. . remote learning or a blended offer.  Improved focus on the wider impact of the curriculum – more successful looking at outcomes wider than academic    Improved learning environment for pupils – increasing readiness to learn in each session.  No offsite opportunities from March 2020 because of COVID 19  Clear picture of pupil attendance in swift intervention If required. | Need to further embed this with all staff – so they are not reliant on key staff to access Motional. We will extend this next year to train more staff.  Parent partnership – important – and needs to continue to be a focus.  This has been highly effective. Improved behaviour for learning. Will continue to develop differentiation within these groups.  This provision has supported pupils in accessing school at times of high anxiety. Further developments will be implanted across the next year. | £3,000 release time for staff CPD  £3,000 – supervision  Learning mentors to implement TS plans and support the implementation of ICE  £23,000  £10,000 – IT and class based resoruces  Sailing/ forest schools enrichment £6,000 – staffing and equipment  Educational visits/ camp etc  £3000  Music mentoring / resources£3000  Not delivered due to COVID  Resources to support ICE/tutor time across the school. £1,316 |

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| **1. Additional detail** |
| The school has identified a Pupil Premium Governor who monitors our bespoke provision in accordance to the monitoring policy established by the LGB.  Pupil premium is formally addressed during the second LGB meeting each term and is a standalone agenda item; all outcomes relating to PP scrutiny/challenge made by the LGB are noted in the minutes of this meeting.  The PP policy which underpins our aims for our PP cohort is reviewed each academic year to secure any new initiatives/compliance measures invoked by the DfE are addressed. |