

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Albright Education Centre				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	Approx. £11,594	<b>Date of most recent PP Review</b>	Sept. 2019
<b>Total number of pupils</b>	39	<b>Number of pupils eligible for PP</b>	18	<b>Date for next internal review of this strategy</b>	Sept. 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving 5 9 - 4 incl. EM (2018/19 only)</b>	0%	0%
<b>% achieving 5 9 - 4 (2018/19 only)</b>	0%	0%
<b>% achieving 5 9 - 1 (2018/19 only)</b>	75%	14%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	All pupils entering the service have large gaps in their knowledge due to poor or non - attendance at their mainstream school.
<b>B.</b>	Vast majority have reading ages significantly below their chronological age.
<b>C.</b>	Their medical and /or psychological/psychiatric problems present barriers to regular attendance.
<b>External barriers</b>	
<b>D.</b>	Negative prior experiences of education in their mainstream school has resulted in pupils having low self-esteem and anxieties about school.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve progress in Numeracy levels	All Pupil Premium pupils should meet their individual <b>challenge targets</b> , appropriate for their time spent at Albright Education Centre (equivalent to 0.8 of a grade per year).
<b>B.</b>	Improved attendance for all PP pupils.	To ensure all Pupil Premium pupils make expected or above progress in their attendance targets.
<b>C.</b>	To develop pupil's Social, Emotional and Mental well-being	To ensure all Pupil Premium pupils make expected or above progress in their SEMH targets.

5. Planned expenditure					
Academic year		2019/20			
i. Quality of teaching for all					
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. Improved progress in numeracy	Walk and Talk mocks	Guide pupils through the styles of questions, remind them about the importance of showing their workings – where they can afford to drop marks or opportunities to pick up marks and the language used in papers.	Staff feedback and assessment results from the mock exam. Led by the Maths lead and T&L lead who is a maths specialist.	AP/ LL	Jan 19
A. Improved progress in numeracy	Parent and pupil Maths work booklets	Hold a Parent Maths workshop on Parent's Evening to introduce the Maths work booklet. Pupils to complete 20 minutes per week, ideally with parents so that they are more engaged with their learning as well as supported and so parents can feed back to school on successes or difficulties.	Responses and feedback will be monitored, with appropriate intervention being put in place as necessary. Parental engagement, and therefore pupil engagement, should increase.	AP	Jan 19
A. Improved progress in numeracy	Use of Diagnostic Question, online	Track pupil progress so that appropriate and timely intervention can be put in place as necessary.	Hard data to demonstrate progress.	AP	
C. To develop pupil's Social, Emotional and Mental well-being.	To embed the Enrichment programme into the curriculum for all pupils.	Provide children with opportunities to engage in a range of activities to improve their mental well-being. Exercise and fresh air is recognised as aiding mental health. The activities will help develop self-esteem, independence and also develop pupils' communication skills and team work capabilities.	SDQ analysis. SEMH data will be monitored. Pupil feedback. School newsletter	SD/ RK	Jan 19
<b>Total budgeted cost</b>					£5000 - Enrichment

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A.Improved progress in Numeracy	Numeracy intervention slots for PP pupils – Targeted pupils, (focus on basic number bonding skills/ basic algebra/shape and space etc.)	Personalised intervention focusing on the needs of the individual pupil to ensure they make rapid progress.	Observation sheets are completed on a weekly basis identifying how the child is progressing against their targets. Targets are set on a 6 week basis. Overall analysis of data – including Maths data on a half term basis.	AP/ RK	Jan 19
A.Improved progress in Numeracy	Vertical peer Maths tuition slots on Wednesdays.	Form time slots where older and HA maths pupils will tutor younger, LA maths pupils, using a prepared booklet. Support for LA and the opportunity for HA pupils to make concrete their understanding of different topics.	Targeted pupils that will be selected based on their assessment grades or baseline assessments. Reviewed regularly to ensure appropriate pupils are selected, for each role.	AP	Jan 19
B. Improved attendance for all PP pupils.	Weekly attendance assemblies, termly attendance draw (such as same day calls, attendance competition, and regularly feedback to SLT and Governors.	Reward focus -	Weekly meetings with line manager to ensure attendance targets and interventions are regularly monitored and reviewed.	CO'B / SL	Jan 19
<b>Total budgeted cost</b>					£300

**iii. Other approaches**

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.Improved progress in Numeracy	Numeracy working Group. Core working group will trial numeracy strategies and share a selection of the best with staff for whole school focus.	Focused strategies should bring about a rapid improvement in a pupils' progress levels.	Regular reviewing via SLT (one member of group is SLT). Strategies shared in CPD sessions – minuted and followed up with reviews. Evidence to be included in teacher progress files. Lesson observations and learning walks will demonstrate strategy usage.	LL/ AP	Jan 19
A.Improved progress in Numeracy	Purchase Maths flashcards for all pupils, used on a topic rotational basis.	On the spot revision tool, allowing constant revision of formulas and rules. Access at home as well as school.	This will feed into form time numeracy activities/ general assessments. Also to be used in lesson time as necessary, to aid independent working.	AP	Jan 19
C. To develop pupil's Social, Emotional and Mental well-being.	Targeted counselling for individual pupil premium children as necessary.	Opportunities to review and monitor a child's well-being, focusing on specific needs.	Information shared with all staff and a record kept of meetings with targets identified.	RK/ GD/ MK	Jan 19
<b>Total budgeted cost</b>					£180 – flashcards £6000 – 1hr counselling per PP pupil per month

6. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Improved progress in literacy	<p>CPD for all staff on Speech and Language Therapy.</p> <p>Buy into Speech and Language therapy for PP pupils.</p>	<p>A speech and language therapist is able to provide a range of strategies to help develop not only the vocabulary levels of the children but also their long and short term memory and their word retrieval. These will contribute in the long term to their rising vocabulary levels and ultimately reading and comprehension ages.</p> <p>Pupils will have 1-to-1 intervention or small group intervention to develop their memories, word retrieval and vocabulary levels.</p>	<p>CPD for all staff was useful to give an overview and basic strategies for use in the classroom. More targeted CPD could have been used more for TAs and HLTAs, for extra levels of intervention.</p> <p>All identified pupils were assessed by the Speech and Language therapist and appropriate interventions were started. These covered a range of areas including general communication, Lego therapy, Narrative therapy, and a focus on different social situations.</p> <p>Pupils will continue these sessions, strategies will continue to be shared with staff and when appropriate pupils will be re-assessed.</p>	<b>£2,645</b>

C. To develop pupil's Social, Emotional and Mental well-being.	To build an Enrichment programme into the curriculum for all pupils.	Provide children with opportunities to engage in a range of activities to improve their mental well-being. Exercise and fresh air is recognised as aiding mental health. The activities will help develop self-esteem, independence and also develop pupils' communication skills and team work capabilities.	<p>Pupils completed many 'new experiences', including camping, biking, rock climbing, gardening, music and forest school. As a result, attendance has improved, pupil confidence has increased and pupils are now far more willing to engage in new activities previously considered daunting.</p> <p>"I have evolved my interests and found how valuable my life really is"</p> <p>"Helped me with my confidence"</p> <p>"Brought me out of my shell"</p> <p>From January 2019 Friday afternoons have been dedicated to an Enrichment programme and all pupils have participated.</p>	<b>£5,000</b>
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## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Improved Progress in Literacy	<p>Literacy intervention slots for PP pupils – reading support/ Literacy skills (skimming/ scanning/ GCSE based skills).</p> <p>VIP Literacy scheme followed for identified pupils.</p>	Personalised intervention focusing on the needs of the individual pupil to ensure they make rapid progress.	<p>Literacy slots for pupils were identified and these pupils were targeted for one-to-one intervention. Progress was demonstrated in the reading ages of <b>all</b> pupils.</p> <p>VIP programme was trialled with a small group of pupils and SENCO and has only recently started with all pupils, and will continue into new academic year. All resources have been distributed to staff and they have had CPD around this programme.</p>	£120
B. Improved attendance for all PP pupils.	FSW employed to focus on implementing interventions to improve attendance.	FSW will hold weekly attendance monitoring meetings, complete home visits where necessary, implement a variety of strategies for improving attendance (such as same day calls, attendance competition, and regularly feedback to SLT and Governors.	<p>Attendance has improved significantly for all pupils, including PP pupils. Several reward strategies have been put in place and regular and immediate follow up to pupils not in school has meant that targeted intervention has been successful.</p> <p>Attendance will continue to be a focus – but by continuing to make use of reward systems rather than using the money for the FSW involvement.</p>	£13, 838

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A.Improved Progress in Literacy	Literacy working Group. Core working group will trial literacy strategies and share a selection of the best with staff for whole school focus.	Focused strategies should bring about a rapid improvement in a pupils' progress levels.	Literacy Working Group has been very successful, meeting regularly and trialling different strategies across a range of subject areas, including English, History, Art, SEN and Maths. This has fed into form activities and ultimately has led to an improvement in literacy levels (evidenced in reading ages etc.)	£200
A.Improved Progress in Literacy	Literacy resource box available for each classroom.	Each teacher to have access to a range of literacy resources to support as necessary in the classroom, to enhance Teaching and Learning.	Resource boxes have been sorted but only implemented in the last few weeks of term. These will continue to be used in the new academic year.	
C. To develop pupil's Social, Emotional and Mental well-being.	Targeted mentoring for individual pupil premium children as necessary.	Opportunities to review and monitor a child's well-being, focusing on specific needs.	Targeted pupils were identified and worked alongside a counsellor rather than a mentor. This has had a massive impact on the SEMH of our pupils. This will continue next year but will be budgeted for from next year's pupil premium funding as this was supposed to be a 'free' strategy.	

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### 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.highschool.sch.uk](http://www.highschool.sch.uk)