

### Pupil Premium Action Plan:

The impact of the pupil premium spend is reviewed each September for the past academic year. The action plan identifies the intent of the pupil premium spend and how we plan to implement this for the year/s ahead, in relation to the three year strategy plan. The strategy plan and action plan will be updated when there are changes i.e. increase/decrease in pupils and an increase/decrease in pupil premium.

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of looked after children (LAC)	Number of service children
70	58	12	13	0

<b>Review of Previous Academic Year:</b>			
<b>Summary of objectives</b>	<b>Summary of expenditure</b>	<b>Impact on progress and attainment of eligible pupils</b>	<b>Comments</b>
To provide increased and appropriate IT provision, suitable for remote learning for all young people to have easy access and individual equipment.	£1265.00 £4797.00 <u>£2062.00</u> 8124.00	Engagement tracker reflects our young peoples' engagement and reduces gaps in education due to pandemic during Covid times. IT equipment and Chromebooks have given young people access to distance and blended learning.	Intended success achieved.  This has now continued into our permanent Blended Learning offer.
Train all staff in comprehensive CPD programme enabling a consistent approach across the schools with a professional staff team.	£280.00	Upskilling staff for phonics training, enabling the delivery of bespoke on-line learning for young people. Technical support for pupils for distance learning.	Up skilling staff enabling our schools to have well –trained staff, with a consistent approach/ support, in the team around our pupils.
Reward Vouchers for all pupils	£120.00 £480.00	Pupil Premium progress was celebrated through reward vouchers enabling schools/services to purchase additional resources, clothing, toiletries, and books for reading for pleasure. Additional resources were purchased to support learning and participation in our competitions - 'Art of the Possible', including art supplies, musical instruments, photography equipment, and wellbeing resources for young people across the company.	Rewarding young people for exceptional effort in their school community.



# THE COMPLETE EDUCATION SOLUTION

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Enrichment & Educational Trips	£400.00 <u>£705.00</u> 1105.00	To expand cultural capital and to access practical activities to continue to develop independence and progress to include i.e horse riding, sports events and museum visits	Young people's talents are encouraged and cultural capital built through extracurricular activities. Young people reported to have positive experiences that were strengths based and talent lead. This led to improved pupil wellbeing. Extension of the day was also achieved for young people through external activities.
Software for the curriculum/VLP	£244.00	Increase the progress and levels of literacy and numeracy, encouraging engagement in learning using educational literacy and numeracy platforms including Bedrock, Lexia, Zaprendo and MyMaths.	Young people had access to online learning platforms supporting them throughout lock down periods focusing on keeping up with literacy and numeracy skills. This programme has continued post pandemic and is part of the Blended Offer.

Pupil Premium Objectives for Current Academic Year	
1	Our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged young people.
2	Although our strategy is focused on the needs of disadvantaged young people, it will benefit all pupils in our school /service where funding is spent on a whole school/service approach.
3	It is the intension that the outcomes for non-disadvantaged young people will be improved alongside progress for their disadvantaged peers.
4	We will also provide disadvantaged young people with support to develop leadership and life skills and continue to ensure that high quality work experience, careers guidance and further and higher education guidance is available to all.
5	Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels, this will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood and employability.

Objective 1:				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Promote the use of chrome books amongst our young people, to	Young people show confidence interacting with IT and achieve	Review per company calendar data drop.	SBM, Teacher, DHT, Finance	Damaged, lost items will be additional cost. Modems may be required

enable access to remote learning, including modems if required.	greater engagement and enjoyment with lessons.  Young people will have easy access and individual equipment to promote greater progress and independent learning.			by families not having wifi access.
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**Objective 2:**

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Train all staff in comprehensive CPD programme enabling a consistent approach across the schools with a professional staff team.	Staff demonstrate a consistent approach with regular training in specific areas identified by young people's individual needs.	Training matrix reviewed monthly.  GUIDE is available to all staff all of the time.	All staff, Line Managers, DHT, Heads, Learning & Development team.	Training outside of TCES Guide/ on line platforms will be at additional cost.

**Objective 3:**

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Building on pupils culture capital through school trips, outdoor learning, and whole school/service events.	Learning is contextualized in concrete experiences in a language rich environment.  Pupil voice and Council	Half-termly through pathway plan	TA, Teacher, TEP, DHT, SBM, finance	Costs of trips, lunch, transport and additional support for the day if required.

	<p>reflects engagement and enjoyment of visits.</p> <p>The Education Endowment Foundation (EEF) states sport participation increases educational engagement and attainment alongside many other benefits.</p> <p>EEF states that outdoor adventure learning shows positive benefits on learning and self-confidence.</p>	<p>Weekly</p> <p>Daily – Wake Up and Shake Up</p> <p>Once per week</p>	<p>Wellbeing Coach</p>	
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Objective 4:				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<p>Increase attendance rates of young people in receipt of pupil premium</p>	<p>Pastoral support for vulnerable young people and families. Key support needed to ensure attendance is maintained and readiness to develop and continue is maximized</p>	<p>Half termly review.</p>	<p>FAST team</p>	<p>May require additional support to attend. May require incentives or additional transport.</p>

Objective 5:				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<p>Learning challenge action</p> <p>Planned opportunities across the curriculum should be provided for pupils to become independent readers</p>	<p>Can pupils...</p> <ul style="list-style-type: none"> <li>• read and follow written instructions</li> <li>• read and engage with narratives of events or activities</li> <li>• read out loud</li> <li>• follow up their interests and read texts of varying lengths</li> <li>• question and challenge printed information and view</li> <li>• read with understanding descriptions of processes, structures, and mechanisms</li> <li>• read and explore ideas and theories</li> <li>• learn how to sift and select, and take notes from text and read to</li> </ul>	<p>Termly review</p>	<p>English Teacher, DHT</p>	<p>Bedrock purchase plus staff training</p> <p>Timetabled DEAR sessions</p>

	<p>locate and relocate information</p> <ul style="list-style-type: none"><li>• learn how to skim for overall meaning and scan for key points, words, and phrases</li><li>• use reading to research and investigate from printed words, moving images, ICT texts</li><li>• read for pleasure including in 'Drop Everything and Read' timetabled sessions.</li></ul>			
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