Pupil premium strategy statement and audit of all additional funding

Data
Pears Family School
36
20 / 36
£5945.00
September 2021 – August 2022
July 2021
July 2022
Matthew Hillman
Maya Bell Kohli
Neil Dawson

Disadvantaged pupil barriers to success

Our school educates the most challenging students from a range of Local Authorities with the aim working swiftly and effectively to promote reintegration. This involves intervention in the classroo as well as with the family.

Our students typically have a range of complex social emotional and mental health needs. In a learning context these complex needs result in our young people requiring more input to develop their executive functioning: for example, their impulse control, emotional regulation and working memory. Our interventions directly target these skills

Strategy aims for disadvantaged pupils

Aim	Evidence of impact	Target date	
All pupils to reverse the trajectory of a widening attainment gap	Data dashboard showing NC progress	July 2022	

Detail of expenditure; previous expenditure; impact; other additional funding grants

	Amount Allocated	Phase / Group	Nature of Intervention / support	Intended outcomes	Monitoring
Use of Pupil Premium 2021-22 £5945.00 and Recovery Funding - £6000.00			Salekeri		
Executive Function development	£11945.00	1-5	Additional 1 -1 TA support 4 hours per week per CYP to target Executive Function skills. Special focus on assessing areas for development following pandemic	Progress in B4L profile to promote reintegration	6 weekly B4L Data Drops by class teacher and PPG coordinator
Use of Pupil Premium 2020-21: £8984.00					
Reintegration support in mainstream school	£8984.00	1-5	In-school TA support for PPG students reintegrating back to mainstream school	Attendance and sustainability of placement in mainstream	2 weekly monitoring of placement. Impact: 100% of placements sustained at 6 month follow up
Use of Pupil Premium 2019-20: £12381.00					
Focused 1-1 Phonics Tuition	£4000	Phase 1 and 2 (identified Phase 4 students through mentoring initiative)	Developing Phonic knowledge following Letters and Sounds 1-1 tutoring project	Accelerated progress in reading Y1 and Y2 phonics assessment	Half-termly reading and phonic assessment data.
Breakfast Club	£3000	All pupils	Early morning care and family observation and interaction	Improved attendance and punctuality.	Therapeutic team and AHT. Half- termly assessment

Provision of staff for 1:1 reading to aid comprehension.	£4000	Mixed ability through all stages and ages.	TA Staff developing comprehension skills.	Accelerated progress in reading	DH - T&L half-termly through assessment data. Discussion with reading teacher on individual
Parent Learning Workshops	£2000	Mix of pupils across all stages and ages	Weekly workshops and meetings for parents to learn: literacy and numeracy skills; methods	Improved attendance as parents realise the impact schools have on learning;	progress weekly. DH to support academic provision. Consultant Family Therapists
			of teaching; to understand aspects of mental health and behaviour intervention	improved parental support for learning at home; improved reintegration rates and stability of placements.	
Use of Covid Catch Up funding – 2020-21: £8640.00					
Letterbox Club	£3,375	1-5	Scheme to promote connectedness during isolation. Books delivered to homes for each child	Excitement and engagement maintained during time of virtual learning	Head of Curriculum HT
5 Minute Box SEN Intervention Scheme	£824	1 - 5		Yet to be evaluated	SENCO
National Tuition Programme	£429	1-5		Positive response from individuals involved as	НТ

				assessed by HT	
Use of Sports Grant 20-21: £6000.00		1 - 5			
Sports equipment	£2,061	1-5	New equipment bought to facilitate outdoor socially distanced exercise classes during lock down	High uptake Positive feedback	DHT
Sports clothing	£122	1-5			
Swimming	£3817.00	Note – Swimming funding carried over as pool closed during pandemic	This programme will now run in he current year 21-22	Yet to be evaluated	DHT
Motivation / awards	£132		Range of awards to maintain motivation during lockdown	Positive student and parent response	DHT