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| **Pupil premium strategy statement and audit of all additional funding** | | | | |
|  | **Metric** | | **Data** | |
|  | School name | | Pears Family School | |
|  | Pupils in school | | 36 | |
|  | Proportion of disadvantaged pupils | | 22 / 36 | |
|  | Pupil premium allocation this academic year | | £ 1035 | |
|  | Academic year or years covered by statement | | September 2022 – Aug 2023 | |
|  | Publish date | | July 2023 | |
|  | Review date | | Aug 2024 | |
|  | Statement authorised by | | Matthew Hillman | |
|  | Pupil premium lead | | Maya Bell Kohli | |
|  | Governor lead | | Michael Annan | |
| **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 classroom 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  Development of a new library space in order to promote the love of reading across the schools PPG population | Data Outcomes document showing progress across academic learning and development of executive functions  Library in place and in use  Increased access to reading materials for pupils and families  Progress in reading increased | | July 2024  Aug 2024 |
| **Detail of expenditure; previous expenditure; impact; other additional funding grants** | | | | |

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|  | Amount Allocated | Phase / Group | Nature of Intervention /  support | Intended outcomes | Monitoring |
| Use of Pupil Premium 2022-23  £1813 |  |  |  |  |  |
| Motivational trips for disadvantaged pupils –    Rewards and prizes for pupils in order to build trust and motivation throughout their time at PFS. Linking into the social emotional needs and well being of students | £908  £961 | 1-5  1-5 | Pupils trips to develop learning outside of the classroom as well as to provide a range of social experiences for pupils  Reward price box in order to drive 1st order change in students and families | Progress inn B4L and academic progress.  Development of trust within the system.  Social inclusion | B4L - termly reports  Family feedback  Increased motivation  Reduction of exclusions |
| Use of Pupil Premium 2021-22  £5945.00 |  |  |  |  |  |
| Executive Function | £5945.00 | 1 - 5 | TA support 2 | Progress in | 6 weekly B4L |
| development |  |  | hours per week | B4L profile to | Data Drops |
|  |  |  | per CYP to target | promote | by class |
|  |  |  | Executive | reintegration | teacher and |
|  |  |  | Function skills |  | PPG |
|  |  |  |  |  | coordinator |
| Use of Pupil Premium 2020-21:  £8984.00 |  |  |  |  |  |
| Reintegration | £8984.00 | 1 - 5 | In-school TA | Attendance | 2 weekly |
| support in |  |  | support for PPG | and | monitoring |
| mainstream school |  |  | students | sustainability | of |
|  |  |  | reintegrating | of placement | placement. |
|  |  |  | back to | in mainstream | Impact: |
|  |  |  | mainstream |  | 100% of |
|  |  |  | school |  | placements |
|  |  |  |  |  | sustained at |
|  |  |  |  |  | 6 month |
|  |  |  |  |  | follow up |
| Use of Pupil Premium 2019-20:  £12381.00 |  |  |  |  |  |
| Focused 1-1 | £4000 | Phase 1 | Developing | Accelerated | Half-termly |
| Phonics Tuition |  | and 2 | Phonic | progress in | reading and |
|  |  | (identified  Phase 4 students through | knowledge  following Letters and Sounds 1-1 | reading  Y1 and Y2 phonics assessment | phonic  assessment data. |
|  |  | mentoring  initiative) | tutoring project |  |  |
| Breakfast Club | £3000 | All pupils | Early morning | Improved | Therapeutic |
|  |  |  | care and family | attendance | team and |
|  |  |  | observation | and | AHT. Half- |
|  |  |  | and interaction | punctuality. | termly |
|  |  |  |  |  | assessment |
| Provision of staff | £4000 | Mixed | TA Staff | Accelerated | DH - T&L |
| for 1:1 reading to |  | ability | developing | progress in | half-termly |
| aid |  | through | comprehension | reading | through |
| comprehension. |  | all stages | skills. |  | assessment |
|  |  | and ages. |  |  | data. |
|  |  |  |  |  | Discussion |
|  |  |  |  |  | with |
|  |  |  |  |  | reading |

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|  |  |  |  |  | teacher on individual progress  weekly. |
| Parent Learning | £2000 | Mix of | Weekly | Improved | DH to |
| Workshops |  | pupils | workshops and | attendance | support |
|  |  | across all | meetings for | as parents | academic |
|  |  | stages and | parents to | realise the | provision. |
|  |  | ages | learn: literacy | impact | Consultant |
|  |  |  | and numeracy | schools have | Family |
|  |  |  | skills; methods | on learning; | Therapists |
|  |  |  | of teaching; to | improved |  |
|  |  |  | understand | parental |  |
|  |  |  | aspects of | support for |  |
|  |  |  | mental health | learning at |  |
|  |  |  | and behaviour | home; |  |
|  |  |  | intervention | improved |  |
|  |  |  |  | reintegration |  |
|  |  |  |  | rates and |  |
|  |  |  |  | stability of |  |
|  |  |  |  | placements. |  |
| Use of Covid Catch Up funding – 2020- 21:  £8640.00 |  | TBC |  |  |  |
| Letterbox Club | £3,375 |  |  |  |  |
| 5 Minute Box SEN Intervention  Scheme | £824 |  |  |  |  |
| National Tuition  Programme | £429 |  |  |  |  |
| SPORTS GRANT 2022/23 | | | | | |
| Use of Sports Grant  £1000 | £1000 | Phase 1-5 | The grant is used to fund a proportion of swimming lessons for all students  Swimming lessons cost £8364 for 2022/23 | Develop of a major life skill |  |