

Ambergate and Sandon:
Pupil Premium/Interventions Monitoring (Review from 2020/2021)



Intent:

The intent of the Pupil Premium Strategy is to allow all disadvantaged pupils to make progress and to ensure they have greater successes in life. We consider the importance of 'excellence' and 'equity' in our school approach.

Excellence - Providing an outstanding network of teaching and learning through a robust and enriched curriculum. This is accessed by all pupils, regardless of their attainment or current progress levels.

Equity - The use of funding allows disadvantaged children to access the same opportunities, experiences and support as those who are described as non-disadvantaged.

There were 84 pupils eligible for Pupil Premium at Ambergate. During this academic year, 4 pupils who are identified as Children in Care (CiC) and 11 pupils who are identified as Post Children in Care (Post CiC).

At Sandon, there were 31 pupils eligible for Pupil Premium. Of these 2 pupils were identified as CiC and 4 pupils are Post CiC. We have a further 6 pupils who are identified as CiC in KS5.

A Pupil Premium Strategy is currently being constructed for 2021/22, adhering to the latest DfE guidelines and this will be implemented across the fellowship, upon completion. Current documentation is available on the school website for parents, carers, governors and agencies to access for further information.

Implementation:

Please find attached analysis and measures that have taken place to support our work towards the Pupil Premium Strategy:

For gaps in attainment, caused by absence during COVID-19 and lack of engagement in home learning and parental support at home, to be addressed quickly so that pupils are quickly back on track, in line with baseline data and their starting point.

- During 2020/21, home learning was a strategy used in response to the national lockdown and bubble closures. Tutors maintained communication with home and reacted appropriately.
- Mrs Bennington supported with free school meal vouchers during term time and school holidays.
- The school supported disadvantaged families with technology equipment such as laptops and headsets to engage in home learning and to support with Microsoft TEAMS live lessons.
- A survey was completed to determine levels of engagement during home learning and the feedback was positive.
- Staff continue to work in line with the Learning Continuity Plan and follow the tiers accordingly to their bubbles.
- A Term 6+ curriculum was designed to support the return to school and individualised curriculums were made by staff to catch up lost learning. This also supported their transition into their new classes in September 2021.

Identified teacher at each site with TLR for Pupil Premium.

- TP and SB are working together to determine a new Pupil Premium Strategy for 2021/22. They will refer to DfE guidance and the Education Endowment Fund (EEF) for strategies that can be included in the 2021/22 Pupil Premium Strategy.
- A Gifted & Talented register will be reviewed for this academic year to reflect new starters and current assessments.
- SB and TP are beginning to reintroduce interventions and therapies for pupils across the fellowship and will start measuring the impact on specific pupils.

To develop our CPD offer and to raise the profile of 'in house interventions'. This will allow PP pupils to receive targeted support within the classroom and 'catch up' in line with their peers.

- ELSA Training for Mrs Scoffield & Miss Wright (TA2 SALT/ Interventions) will start in September 2021 to support the emotional literacy of pupils.
- Mrs Whitbread originally conducted pastoral interventions during 2020/21, under the direction of the pastoral team. As of September 2021, Miss Dier will undertake this role and work with specific pupils. Impact will be identified by the Safeguarding & Pastoral team.
- Teaching assistants are working together to deliver specific therapies such as sensory circuits, rebound therapy and art therapy to ensure pupils are self-regulated and become ready to learn. Construction therapy

has been re-introduced at Ambergate to support the new Year 7 pupils and SALT groups have been re-introduced for Upper School pupils to prepare for the transition into adulthood.

- SB liaises with Mrs Jordan with CiC interventions in line with PEP targets at Ambergate. 1 pupil is working towards transition into Post 16 and 3 pupils are having personalised 1:1 tuition to accelerate progress, in conjunction with high-quality teaching and with recent reports from specialist teachers.
- The 2 CiC pupils at Sandon receive bespoke interventions as necessary determined by their PEP targets; one pupil receives targeted support for behaviour and the other for turn taking and transitions.

A selection of therapies to be available to eligible for PP pupils.

- Due to COVID-19, therapy access is now starting to increase either face to face or virtually. Some external therapists, such as occupational therapists and SALT therapists have come in PPE to work with specific pupils.
- Therapies such as Yoga & Jo Jingles will be re-introduced this term to pupils.
- During 2020/21, Yoga had great impact on Ascot class, where Year 11 leavers enjoyed the sessions and commented on how it supported their levels of anxiety and nervousness for moving on. The class teacher has shared impact about specific pupils with TLR.
- Teaching assistants are working together to deliver specific therapies such as sensory circuits, rebound therapy and physiotherapy in their classes to ensure pupils are self-regulated and become ready to learn.
- Daily mindfulness sessions continue to take place to support self-regulation in the classroom and positive feedback has been shared with the Pastoral team. More classes are also utilising movement breaks throughout the day to support the attention span of pupils. Classes at Sandon are also utilising massage and squashing to support sensory needs and regulation for more complex learners.

The implementation of a whole school approach to emotional health and wellbeing to encompass specific monitoring and targeting of PP pupils.

- RB engaged in virtual Mobilise sessions with a focus on Emotional Health & Mental Wellbeing. An action plan has been devised and shared with SLT. A wellbeing questionnaire was used in the Year 8 classes to monitor scores. This will continue in their Year 9 classes, considering how their scores have changed during the COVID lockdowns.

- Pupil incidents - please refer to Behaviour Monitoring Report from Mr Maltby for further analysis.
- Our counsellor will be at GANF for two days per week, working with specific pupils, as identified by teachers and the Pastoral team.
- SB and TP monitor SDQ scores of CiC pupils, as a method of tracking emotional wellbeing and this contributes to their individual ePEP. They are held to account from Local Authority. This includes commentary on the level of support each individual is receiving.

Impact:

Ambergate

The current tracking data shows the following with regards to those pupils who are working above or on their end of year target.

<u>2020/21</u>	English:	Maths:
PP	84%	94%
CiC	100%	100%
Non-PP	85%	88%

Please note:

PP pupils who are not on track were in close proximity of meeting their end of year target, relevant support has been put in place for September 2021 to support them in their new academic year. In addition, 13 Pupil Premium pupils were identified as needing further support in reading, showing a decrease in their reading age (NGRT Reading Test). Group reading intervention sessions have been introduced this term to support their understanding and develop their comprehension ability.

Sandon

Current data shows the following regarding pupils who met their end of year targets:

<u>2020/21</u>	English	Maths	PSHE
PP	86%	76%	95%
CiC	100%	100%	100%
Post CiC	100%	67%	100%
Non-PP	80%	93%	80%

Please note:

One pupil premium pupil in KS4 has not been included in the data as he is attending another school as part of a managed move but is currently still on roll

at Sandon. One Post CiC pupil has also not been included in the data as his start date was January but due to COVID he did not attend school until March. Personal Learning Intention Maps (PLIMs) in lower school and Individual Education Plans (IEPs) are also being used as forms of assessment at Sandon which consist of targets from the core areas of learning and are based on pupils' outcomes from their Educational Health Care Plans (EHCP). For full breakdown of pupil premium and non-pupil premium assessment data which includes these areas please see separate End of Year Progress Report on Sandon School for 2020/2021.