# South Somerset Partnership School: Pupil Premium 16/17

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| 1. **Summary information** | | | | | |
| **School** | South Somerset Partnership School  (commissioned PRU service) | | | **Type of SEN (eg.PMLD/SLD/MLD etc.)** | SEMH |
| **Academic Year** | 2016/17 | **Total PP budget** |  | **Date of most recent PP Review** | Nov 16 (AMG) |
| **Total number of pupils** | 82 Max  23 Yr 11 | **Number of pupils eligible for PP in Year 11** | 13 | **Date for next internal review of this strategy** | August 17 |

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| 1. **Attainment for 2016/17** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP* |
| Made Progress in English | **7/12** | 7/9 |
| Made Progress in Maths | **7/13** | 5/9 |
| Made at least 10% improvement in Thrive | **13/13** | 9/10 |

*Completed until end of AY August 17 due to significant fluctuation in number of pupils with PP on role.*

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| 1. **Barriers to future attainment (for pupils eligible for PP )** | |
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| **In-school barriers** | |
|  | History of low achievement, often caused by unidentified learning needs |
|  | History of poor attendance |
| **C.** | Permanent exclusion, at risk of permanent exclusion of medical needs – all resulting in a PRU placement |
| **External barriers** | |
| **D.** | Disproportionately high number of students from areas of social deprivation |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | All PP students achieve at least level 1 qualifications in Maths, English and ICT | Level 1 & 2 Functional Skills/ GCSE grades |
|  | All PP students have their Social and Emotional needs met and are able to display levels of maturity which are in line with their mainstream peers | Thrive improvement – a minimum of 10% during time on roll. |
|  | All PP Students are prepared for the next stage in their education | NEET figures and tracking |
|  | All PP students improve their engagement at school | Attendance figures |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2016/17** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D | Uniform Provided  (No of PP students 13 x 2 x hoodies + 4 x Polo shirts) | Develops a sense of identity and belonging | School provides uniform, issued on induction and wearing this is linked to rewards | LoL’s | July 2017 |
| C | NEET Support summer programme  (total cost / no of participants x 13) | Historically a number of students have secured placements post 16, but not managed to maintain interest over the summer period. REACH supported transition from May to Oct 17. | Clear planning based around data.  Evaluation at end of summer.  Reduction in NEET numbers. | RJL | Oct 17 |
| **Total budgeted cost** | | | | |  |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| C | “Thrive” Students to request | Each child arrives with differing needs – Pupil request allows them to continue with previous area of success e.g. music/art/modern foreign languages etc. | Requests made to and agreed with head by LoL | JS | Sept 17  (Outcomes AMG) |
| B+D | Support with Post 16 study. | Students from areas of deprivation require equipment and support with transport to post 16 provisions. | Requests made by LoL and SLT to SBM. | LoL / SBM | Sept 17 (Month 6) |
| **Total budgeted cost** | | | | |  |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| B | ‘Thrive’ Approach used  (all pp x £5 x 32 wks) | All Students placed have gaps in early development – research based approach allows these gaps to be filled | Deputy Head to lead “Thrive” across the school, whole staff training - ongoing | RB | AMG – Mar 17, June 17, Sept 17 |
| A | Online revision Apps  (Mr Bruff + Sci + Corbett Ma x 13) | AY 15/16 – Students who accessed these on personal devices secured better with results. Students will revise when they have access to these materials | Through Subject Leaders | E-LH  M-CM  Sc-RL | Sept 17 (Outcomes AMG) |
| A, B + D | Year 11 Prom | At ms school students would have a prom to celebrate leaving school. As a reward for attendance at revision sessions and examinations, students were offered a prom ticket for £5 each- a considerable saving on the total cost. The majority of students engaged well and prom was a success. | Clear conditions on attendance at Prom.  HT to have final veto of attendees.  Very subsidised staff tickets to ensure high staff student ratio. | JS | July 17 |
| **Total budgeted cost** | | | | |  |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| D | Uniform Provided  (No of PP students 13 x 2 x hoodies + 4 x Polo shirts) | All students provided with uniforms.  Improvement noted as year progressed- noted by SEP in Feb and Jun 17. | To continue- students fostering a sense of belonging. |  |
| C | NEET Support summer programme  (total cost / no of participants x 13) | Significant support for students at high risk of NEEET. Long term nature of project ensured follow up- REACH continues to receive phone calls from students for help Nov 17. | To continue- very successful work, good outcomes and good example of partnership working. |  |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| C | “Thrive” Students to request | Little impact- some drum lessons for US students. | This will remain as a potential strategy, but with less funding. Capacity for individual students to request additional support for S+E skills within system. |  |
| B+D | Support with Post 16 study. | Individual students received support with transport, equipment and would not have accessed courses had these not been put into place. | NEET remains a concern for our cohort, this has prevented at least 2 students being NEET.  Strategy to continue. |  |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| B | ‘Thrive’ Approach used  (all pp x £5 x 32 wks) | All students made progress in emotional development. •  This ranges from 10% to 210% progress, which equates to ‘years of emotional progress’ | To continue- all students out of ‘Being’- long term study shows this is likely to support them in engaging thinking brain and prevent offending in the future.  Students more able to access education and learn in an appropriate manner post 16. |  |
| A | Online revision Apps  (Mr Bruff + Sci + Corbett Ma x 13) | When compared with non pp students, progress and was better.  Examination analysis shows students with pp are not disadvantaged in terms of results at end KS4 as compared to their on pp peers. | To continue- SL’s to have the opportunity to decide on revision apps / materials they prefer and change if necessary. Students to be given own copies to keep and take home. |  |
| A, B + D | Year 11 Prom  (13 x £25) | Students attended all revision sessions and examinations to secure place at Prom ( 3 missed exams in whole series). | To continue. |  |

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| 1. **Additional detail** |
| Pupil Premium is calculated and released to the school on a termly basis. Pupil Premium is only received when a student is Sole Registered and this fluctuates throughout the year. Pupil premium allocation is provided primarily to support Year 11 students as a result.  Where students retain Pupil Premium for a Dual Rolled student South Somerset Partnership School may request, through PEVP, that this funding is allocated for additional interventions if required. For example such off site facilities such as Somerset EQUUS, REACH and Apricot Learning etc.  Historically a significant amount has been allocated, however it has proved difficult in the past to evidence the impact on the individual students it is designed to support. Whilst a nominal allocation has been based on Single Rolled students on roll for the financial year 2016/17 is £15,290 - this does not reflect what will be allocated retrospectively for Pupil Premium students.  The results in the Summer of 2017 demonstrated the impact on individuals. Some Year 11 students have also worked with staff to identify what additional interventions could be put into place to support their achievement and reduce the risk of them becoming NEET. |