

Pupil Premium Policy

September 2023



Pupil Premium Policy

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Appendix 1 – Pupil Premium Strategy Statement

1. Rationale

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the **Pupil Premium Grant (PPG)** payable to schools and local authorities.

PPG provides funding for two separate policies:

- Raising the attainment of disadvantaged students of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces

Pupil Premium Plus (PP+) is a government grant designed to raise the attainment of Children Looked After (CLA) and to close the gap between CLA and their peers. Funds are allocated to all CLA from Reception to the end of Year 11 to benefit young people looked after by the authority.

Amberleigh School caters for the needs of individual young people, looked after by the Local Authority, who may have been subject to sexual exploitation, abuse and/or neglect, from all ethnic and social groups, including the most able and those who are experiencing learning difficulties. As a result of their background students at Amberleigh School are recognised as 'disadvantaged'. All staff are committed to meeting the pastoral, social and academic needs of every student. We believe that every young person at Amberleigh School is valued, respected and entitled to develop to their full potential, irrespective of disadvantage.

Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The grant is provided in order to support these students in reaching their full potential, and schools are accountable for how they have used the additional funding to support students, and be able to measure progress made.

2. Principles

- The PP+ grant should be used to provide targeted and personalised, 'over and above' interventions to CLA students.
- The grant is intended to supplement provision and provide additional support; not replace the support a school is funded to provide through its budget. The PP+ grant should not, therefore, be used to pay for services or support that another student would receive from the school's general budget.
- When deciding how to spend the PP+, the school must ensure that there is a justifiable need and a measurable outcome.
- The voice of the young person should be collected at, or prior to, the PEP meeting and should contribute to discussions about PPG spend.

- The core subjects (Mathematics, English and Science) should be prioritised with regards to funded interventions. Should a young person be meeting or exceeding school expectations in those subjects, or if targets can be met without additional finance, funding can be used towards other areas so long as there is an educational outcome attached. There may be some cases where young people are unable to access the core curriculum and interventions to address these barriers to learning would be appropriate.
- In line with the DfE guidance, while opinions of other stakeholders (e.g. carers, social workers etc.) should be taken into account, the teaching staff in school are best placed to make decisions about appropriate intervention.
- Interventions should be implemented from the point of approval – funding will be paid in arrears to reimburse the school.

3. Processes and Procedures

Pupil Premium Plus is managed by the designated virtual school head (VSH) in the local authority that looks after the young person, and used without delay for the benefit of the looked-after students' educational needs as described in their **Personal Education Plan (PEP)**.

The VSH should ensure there are arrangements in place to discuss how the young person will benefit from pupil premium funding with the designated teacher or another member of staff in the students' education setting who best understands their needs.

The funding process differs from each local authority. Some automatically pay the school a set amount each term while others require funding requests submitted at the CLA's PEP for approval. Funding is not guaranteed and the amount of PP+ given to Amberleigh differs in value from one authority to the next. Some funding is retained by the Virtual School to provide services that benefit the whole CLA cohort, which also means that they can provide immediate funding for targeted support to those who need it most at any given time. Unfortunately, as our students live out of county, they often miss out on this funding. More recently, we are finding that the majority of local authorities do not provide Independent schools with PP+ funding.

4. Designated Teacher

Roles and Responsibilities:

- To liaise with the virtual school head, from the authority of each student receiving Pupil Premium Plus, to discuss how and when funding will be allocated and how much.
- To liaise with the Head Teacher at the beginning of the academic year, to discuss a spending strategy based on evidence based research.
- To set clear SMART PEP targets and request funding towards these.

- To ensure that social workers, carers and family members (where appropriate) are made fully aware of PEP targets and allocated funding given towards these.
- To track and record money requested, approved, received and spent using the school's PP+ spreadsheet.
- To track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the young person receiving Pupil Premium Plus grant.
- To contribute to the school's Self Evaluation Form (SEF), identifying how funding will be allocated for the current academic year.
- To publish a statement, on the school website, of how the school spent the funding in the previous year and its impact on the attainment of students eligible for support through the Pupil Premium Plus grant.

5. Outcomes

This policy will play an important part in the educational development of the individual students who are entitled to Pupil Premium Plus.

The school will use the additional funding to promote the achievement and progress of all entitled students.

Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled young person are met.

As a result of the additional funding, these young people will make better progress and achieve higher standards that would not have been likely without.

Pupil Premium Plus Strategy Statement

This statement details our school's use of pupil premium plus (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Amberleigh is a therapeutic community for young males who have exhibited inappropriate or harmful sexualised behaviours. Students that attend our school face extra challenges in reaching their full potential, such as:

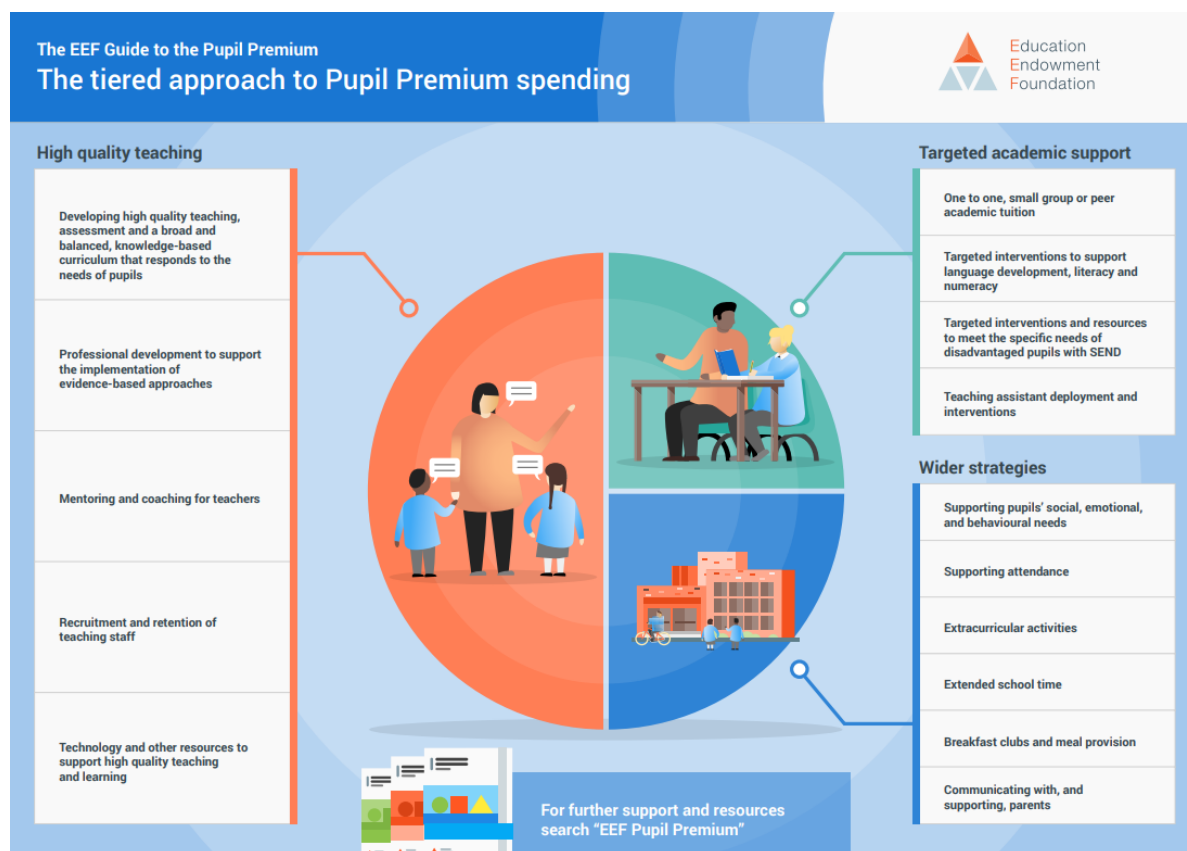
- Difficulties in managing their own behaviour, following rules and accepting boundaries.
- Processing the trauma they have experienced.
- Closing gaps in education caused by poor attendance or behaviour.
- Lack of confidence and self-esteem.
- Having a closed mind-set and a negative attitude towards education.
- Dealing with the worry and anxiety of possible convictions.
- Being away from family and dealing with family dynamics e.g. lack of contact or difficult contact.
- EAL/SEN needs.

At the beginning of the 2023-2024 academic year, we currently have 9 students on role, 6 of which are eligible for pupil premium plus and/or recovery premium but only 3 of these local authorities provide the school with funding through their PEP targets. Three of the local authorities (Telford and Wrekin, Sheffield, and Wigan) have a policy in which they do not provide independent schools with PP+.

Pupil Premium Strategy Plan

Planning how we are going to spend allocated funding in advance can be hard in our setting as student numbers fluctuate and we cannot foresee student needs or how much funding (if any) their local authorities will allocate to us. We have, however identified common areas of need within the school and we will address these through PEP targets and request funding via this route. We will also use funding carried over from students who have left our care to benefit all of our disadvantaged students through whole school projects.

As advised by the Department for Education we aim to follow the tiered approach to spending as outlined in *The EEF Guide to Pupil Premium*:



Academic Year 2023-2024

The table below details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address some of the areas of need within our school.

Intended Outcome	Approach	Action	Evidence that supports this action	Success Criteria
To ensure students on Pathway 1 make expected progress in English. SDP Link – Quality of education (see curriculum action plan)	High Quality Teaching – Personal development to support the implementation of evidence- based approaches.	Phonics Training for all teachers. Teachers to encourage students to use known GPCs to read and spell in all lessons.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	Teachers encourage students to use known GPCs to read and spell in all lessons. WRAT5 English Data will increase. Reading ages will increase. Spelling ages will increase. 100% English PCP/PEP Target success Expected progress met or exceeded on SOLAR.
	Targeted academic support - Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	Phonic Intervention resources. Daily phonics intervention.		

<p>To close the gap between a student's reading age and chronological age.</p> <p>SDP Link – Quality of education (see curriculum action plan)</p>	<p>High Quality Teaching – Personal development to support the implementation of evidence-based approaches.</p>	<p>Pearson Rapid Readers training – CR/JW</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>Reading age will increase by at least 6 months each term.</p> <p>100% English PCP/PEP Target success</p> <p>WRAT5 English Data will increase.</p> <p>Able to complete 80% of First News crosswords correctly.</p>
	<p>Targeted academic support -Targeted interventions to support language development, literacy and numeracy.</p>	<p>Rapid Reader Plus Stage 10-12 Books and teacher planning books.</p> <p>Weekly reading intervention.</p>		
	<p>High Quality Teaching – Technology and other resources to support high quality teaching and learning.</p>	<p>Access new vocabulary through reading First News. Increase reading for pleasure and purpose in all subjects. Focus on subject specific vocabulary.</p>		
<p>To ensure students make expected progress in Maths -Using Numbers and the Number System.</p> <p>SDP Link – Quality of education (see curriculum action plan)</p>	<p>High Quality Teaching – Technology and other resources to support high quality teaching and learning.</p>	<p>SEND – more visual reminders/practical resources. Mental maths starter at start of every lesson – Numeracy Ninjas.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>Teachers using more visual reminders/practical resources in maths lessons.</p> <p>Mental Maths starter evident at start of every maths lesson.</p> <p>WRAT5 Math computation scores will increase.</p> <p>100% Maths PCP/PEP Target success</p> <p>Expected progress met or exceeded on SOLAR.</p>
	<p>Targeted academic support - Targeted interventions to support language development, literacy and numeracy.</p>	<p>Consistent intervention focussing on calculation skills – My Maths TT Rockstars and Numbot.</p>		
<p>To improve feedback given to students.</p> <p>SDP Link – Quality of education (see curriculum action plan)</p>	<p>High Quality Teaching – Personal development to support the implementation of evidence-based approaches.</p>	<p>Feedback CPD – all staff.</p>	<p>'Teacher Feedback to improve pupil learning' guidance report – EEF June 2021 https://d2tic4wvvo1iusb.cloudfront.net/eeef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1635355218</p>	<p>Teachers give students clear, useful feedback about their work, and ways they can improve.</p> <p>WRAT5 scores will increase.</p> <p>100% PCP/PEP Target success</p> <p>Expected progress met or exceeded on SOLAR.</p> <p>PASS scores in targeted area of concern will increase.</p>
<p>To develop literacy skills across the curriculum.</p> <p>SDP Link – Quality of education (see curriculum action plan)</p>	<p>High Quality Teaching – Technology and other resources to support high quality teaching and learning.</p>	<p>WW1 Drama Workshop - Bringing History alive.</p> <p>Play in a Day – Internet Safety</p>	<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Expected progress met or exceeded on SOLAR in History, English, ICT, Drama and Performing Arts.</p> <p>WJEC History Unit Qualification – 100% Pass rate.</p>

To improve students' attitudes to school and self. SDP Link – Quality of education (see curriculum action plan)	Wider Strategies – Supporting students' social, emotional, and behavioural needs.	Smash Life sessions – inspirational talks, activities and mentoring.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	PASS scores in targeted area of concern will increase.
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These targets will be evaluated termly and shared with the Head Teacher and Proprietor of the school.

Academic Year 2022-2023

During the 2022-2023 academic year we received £4060.00 in funding for 5 students. We used £660.97 on upskilling teachers, £1393.85 on targeted academic support, £356.99 on wider strategies to increase motivation, engagement and attendance, and £1648.19 will be carried over to the 2023-2024 Academic Year. A large proportion of carried over funds came from a student who unexpectedly left our care and whose local authority provided funding without it being requested.

The table below details how we intended to spend our pupil premium (and recovery premium funding) last academic year to address some of the areas of need within our school.

Approach	Intended Outcome	Activity	Assessment	Success Criteria
Teaching	To develop literacy provision across the curriculum.	Speech and Language Assessment and recommended resources. Enabling Environments training for all teachers.	Lesson observations, learning walks, book scrutiny. WRAT 5 Data Reading ages	Teachers will be using strategies and resources effectively in lessons. WRAT 5 English Data will increase. Reading ages will increase. Qualifications PCP Target success
Targeted Academic Support	To improve math computation skills.	Research and purchase a maths app that can be used for individualised practise in maths intervention sessions and for homework.	WRAT 5 Maths Computation scores	Math computation scores will increase. Maths Qualifications PCP Target Success
Wider Strategies	To improve students' attitudes to school and self.	Interventions to support individual areas of concern. PCP focused target area.	Students complete a PASS assessment once a term to measure attitudes to school and self.	Scores in targeted area of concern will increase.

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The data below identifies how funding was spent during the 2022-2023 academic year and the impact this had on individual students.

Student A

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Requested	Approved	Received	Amount Spent	Balance	Evaluation
7.11.22	Targeted Academic Support	To improve math computation skills.	To be able to add, subtract, multiply, and divide using written methods.	Maths app - practise skills through intervention and homework.	WRAT 5 Maths Computation scores	Math computation scores will increase.	£300	£300	£300	£0.00	£300	Math computation scores increased from 99 (Average) to 115 (High average)
7.11.22	Targeted Academic Support	To develop literacy skills across the curriculum.	To increase my reading age by 6 months.	Magazine subscriptions - fishing, football, science	Star reader - Reading age	Reading age will increase by 6 months.	£100	£100	£100	£82.89	£317	Reading age increased by 1 year and 6 months during the 2022-2023 Academic Year - Autumn 10:09 / Spring 11:07 / Summer 12:03
16.12.22	Targeted Academic Support	To develop literacy skills across the curriculum.	To increase my reading age by 6 months.	The boy at the back of the class - text and resources.	Star reader - Reading age	Reading age will increase by 6 months.				£23.75	£293.36	
24.5.23	Teaching	To develop literacy skills across the curriculum.	To use more ambitious vocabulary in my writing.	Research books - Closing the writing gap.	WRAT 5 English scores	Achieve PCP/PEP target: I can name at least two alternative words for given adjective or verb from my word mat.				£16.99	£276.37	PCP/PEP target achieved - able to name at least three alternative words for the following words: nice, bad, walk, fast and liked.
30.6.23	Wider Strategies	To improve students' attitudes to school and self.	To increase attendance and engagement in school.	Alpaca husbandry courses for staff so that students can care for alpacas at school.	Attendance % and PASS Scores	Increased attendance and PASS Scores				£150.00	£126.37	July attendance increased to 100% - Attended school everyday and stayed in school all day. PASS Scores: Feelings about school increased from 1.3 (low satisfaction) to 54.6 (High satisfaction) and Attitudes to attendance increased from 3.0 (Low satisfaction) to 38.8 (High satisfaction).
30.6.23	Wider Strategies	To improve students' attitudes to school and self.	To increase attendance and engagement in school.	Research books - Restorative Practice/Behaviour strategies	Attendance % and PASS Scores	Increased attendance and PASS Scores				£11.99	£114.38	

Student B

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Requested	Approved	Received	Amount Spent	Balance	Evaluation
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PP+ and Recovery Premium Grant - Academic Year 2022-2023								£1,410	£0	£1,410.00		
7.11.22	Targeted Academic Support	To develop literacy skills across the curriculum.	To read CVC and first 100 HF words	Phonetic reading scheme: Rapid Phonics stages 1-3 Easy Buy Pack (Series 1)	WRAT 5 English scores Read CVC words Read HF words	Increase WRAT 5 English scores Read 20/25 CVC words Read 50/100 HF words				£287.29	£1,122.71	Word Reading scores stayed the same inline with increase in age (55 - extremely low) Sentence Comprehension scores increased from 73 to 79 (Very low average) Reading Comprehension scores increased from 64 to 66 (extremely low). Able to read 85/100 HF words and 25/25 CVC words.
7.11.22	Targeted Academic Support	To develop literacy skills across the curriculum.	To read CVC and first 100 HF words	Forward with Phonics - Phonics resources for older learners.	WRAT 5 English scores Read CVC words Read HF words	Increase WRAT 5 English scores Read 20/25 CVC words Read 50/100 HF words				£150.00	£972.71	
7.11.22	Teaching	To develop literacy skills across the curriculum.	To improve SALT provision.	Speech and language assessment	WRAT 5 Sentence comprehension scores	Improve WRAT 5 Sentence comprehension score				£512.00	£460.71	Sentence Comprehension scores increased from 73 to 79 (Very low average)
17.2.23	Targeted Academic Support	To develop literacy skills across the curriculum.	To improve SALT provision.	Communication wheel - feelings.	Answer questions - How Kian is feeling and why. How a character is feeling and why.	To use 5 new words to explain his or a characters feelings.				£13.99	£446.72	Able to use the following words in context; grateful, embarrassed, annoyed, confused, excited.
13.3.23	Teaching	To develop literacy skills across the curriculum.	To improve SALT provision.	National Literacy Trust Membership - Resources, Research and CPD	WRAT 5 Sentence comprehension scores	Improve WRAT 5 Sentence comprehension score				£75.00	£371.72	Sentence Comprehension scores increased from 73 to 79 (Very low average)
27.3.23	Targeted Academic Support	To develop literacy skills across the curriculum.	To improve spelling of HF words.	Spelling frame subscription	WRAT 5 English scores Spell 50/100 HF words	Increase WRAT 5 English scores Spell 50/100 HF words				£36.00	£335.72	Spelling scores increased from 57 to 66 (extremely low) Able to spell 75/100 HF words.
24.5.23	Teaching	To develop literacy skills across the curriculum.	To improve SALT provision.	Research books - Closing the vocabulary gap.	WRAT 5 Sentence comprehension scores	Improve WRAT 5 Sentence comprehension score				£15.99	£319.73	Sentence Comprehension scores increased from 73 to 79 (Very low average)

Student C

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Requested	Approved	Received	Amount Spent	Balance	Evaluation	
8.12.22	Further education grant for CLA to support educational attainment									£600.00	£0	£600.00	
16.12.22	Targeted Academic Support	To develop literacy skills across the curriculum.	To increase my reading age by 6 months.	Boys don't cry - teaching resources.	Star reader - Reading age	Reading age will increase by 6 months.				£20.00	£580.00	Reading age increased by 1 year and 1 month during the 2022-2023 Academic Year - Autumn 11:10 / Spring 12:04 / Summer 12:11	
6.1.23	Targeted Academic Support	To develop literacy skills across the curriculum.	To increase my reading age by 6 months.	Tom Gates collection	Star reader - Reading age	Reading age will increase by 6 months by end of Spring term.				£28.99	£551.01		
27.3.23	Targeted Academic Support	To develop literacy skills across the curriculum.	To increase my reading age by 6 months.	Non - fiction collection about Human body - linked to Science and PE.	Star reader - Reading age	Reading age will increase by 6 months by end of Summer term.				£59.97	£491.04		
24.5.23	Teaching	To develop literacy skills across the curriculum.	To increase my reading age by 6 months.	Research books - Closing the reading gap.	WRAT 5 Reading composite score	Increase WRAT 5 Reading composite score				£15.99	£475.05	Reading Composite score increased from 81 (Low average) to 105 (Average).	
26.6.23	Wider Strategies	To improve students' attitudes to school and self.	To increase attendance and engagement in school.	Alpaca husbandry course for LBS students so they can care for alpacas at school.	Attendance % and PASS Scores	Increased attendance and PASS Scores				£45.00	£430.05	July attendance increased to 100% - Attended school everyday and stayed in school all day. PASS Scores: All PASS	

30.6.23	Wider Strategies	To improve students' attitudes to school and self.	To increase attendance and engagement in school.	Alpaca husbandry courses for staff so that students can care for alpacas at school.	Attendance % and PASS Scores	Increased attendance and PASS Scores				£150.00	£280.05	scores increased or stayed at 100%.
Student left August 2023 - Money carried over to Academic Year 2023-2024 to benefit all CLA students										£280.05	£0.00	

Student D

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Requested	Approved	Received	Amount Spent	Balance	Evaluation
13.3.23	Targeted Academic Support	To improve math computation skills.	To calculate percentages using calculator and non-calculator methods.	Money given for a personal laptop to complete maths homework and revision.	WRAT 5 Maths Computation scores	Math computation scores will increase.			£450.00	£438.97	£11.03	Math computation scores increased from 97 (Average) to 113 (High average)
24.5.23	Teaching	To improve math computation skills.	To calculate percentages using calculator and non-calculator methods.	Research books - Retrieval practise	WRAT 5 Maths Computation scores	Math computation scores will increase.				£10.00	£1.03	
Student left August 2023 - Money carried over to Academic Year 2023-2024 to benefit all CLA students										£1.03	£0.00	

Student E

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Requested	Approved	Received	Amount Spent	Balance	Evaluation
7.11.22	Targeted Academic Support	To improve math computation skills.	To be able to add, subtract, multiply, and divide using written methods.	Maths app - practise skills through intervention and homework.	My Maths Scores WRAT 5 Maths Computation scores	Achieve at least 80% in 5 My Maths calculation tests. Math computation scores will increase.	£300	£300	£600	£252.00	£348.00	Achieved an average of 89% in My Maths calculation tests. Student left unplanned - unable to retest WRAT 5.
7.11.22	Targeted Academic Support	To develop literacy skills across the curriculum.	To increase my reading age by 6 months.	£10 budget each month for book of choice within ZPD range	Star reader - Reading age	Reading age will increase by 6 months.	£30	£30			£348.00	Reading age increased by 1 year and 6 months during the 2022-2023 Academic Year - Autumn 11.02 / Spring 12.04 / Summer 12.08
Summer 2023 PP+ Payment									£600	£0.00	£948.00	
24.5.23	Teaching	To improve math computation skills.	To increase retention of skills taught in lessons.	Research books - Rosenshine's principles in action	WRAT 5 Maths Computation scores GCSE Maths Grade	Math computation scores will increase. GCSE Maths grade will increase from Grade 3 to 4.				£15.00	£933.00	Student left unplanned - unable to retest WRAT 5. Achieved Grade 3 in GCSE Maths.
Student left unexpectedly - Money carried over to Academic Year 2023-2024 to benefit all CLA students										£933.00	£0.00	

Our audit of last year's Pupil Premium strategy and spending highlighted the improvements we have made in planning and measuring the impact of funding on our eligible students. However, we need to ensure our targets can be measured termly and are evaluated with teachers, the head teacher, and the proprietor of the school.