

**Total Amount Delegated to this school: 2018-2019**

£20,492.00

## **PUPIL PREMIUM STATEMENT**

### **What is it?**

The Pupil Premium is additional funding given to schools for the specific purpose of boosting the attainment of disadvantaged pupils. This funding is usually provided for the following groups of learners:-

The Pupil Premium Grant per pupil for the year 2018/19 is as follows:

Primary Free School Meal Pupils (Inc. Ever 6)	£1,320
Secondary Free School Meal Pupils (Inc. Ever 6)	£935
Looked after children	£2,300 (Notts £1,900)
Children Adopted from Care under a Special Guardianship or Residence Order	£1,900
Service Children	£300

### **Why has it been introduced?**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between groups of disadvantaged children (including those eligible for a Free School Meal) and their peers by ensuring that funding reaches the pupils who need it most. The money is therefore aimed at closing the gap between children considered to be in disadvantaged groups when compared to others. Whilst schools are free to spend the Pupil Premium as they see fit, it can only be spent on those identified children to improve academic outcomes. We are required to publish online information about how we have used the Pupil Premium.

### **How much Pupil Premium funding does our school get?**

This year we have been given pupil premium money for those learners who have been in receipt of free school meals in Nottinghamshire. We do not automatically get Pupil Premium from other local authorities that commission our services. We do, however, receive Pupil Premium for learners who are Looked After by the Local Authority or who have been in the Care system for at least 6 months prior to being adopted. This money is paid retrospectively by local authorities when we request the funding. The funding for 2018/2019 was confirmed on November 15th 2019.

### **Breakdown of Investment (or Intended Investment) and Intended Outcomes**

The unique nature of our school means that our Pupil Premium is often used differently than in mainstream schools. Our Pupil Premium is spent on more unique ways of improving life chances for this group of learners.

## **Barrier to learning often experienced by our learners.**

All of our learners have been referred to R.E.A.L Independent School as other schools and provisions have not worked for them. Often learners come with a variety of issues that create a barrier to their learning. The most common of these being:

- Anxiety related issues
- Medical issues
- Low self-esteem
- Behaviour issues connected with peer groups either in school or, more commonly, out of school
- Drug and alcohol related issues
- Bereavement and other personal issues

Many of these issues lead to a lack of self-believe, a lack of engagement and a lower attendance percentage. Our interventions are often very bespoke and cater for the individual needs of each learner.

## **In 2018-19 the money received has been used for the following:**

NB We receive up to £2 300 per year per child who is currently in care. We are not eligible for learners adopted from care, those with a special guardianship order or those who have a child arrangements order or a residence order, due to the fact that we are an Independent School.

## **Support for LAC Learners on our REAL Independent School Roll**

Pupil Premium for this group of learners is often used in a very bespoke and creative way. This year money for our LAC learners has been ring fenced for the multi-modal literacy project due to start sometime during the Autumn Term 2019. Exact costs are still to be established.

Nottinghamshire LAC learner pupil premium has been held at source for this project. Two other LA's have agreed to fund this project for their LAC learners.

## **Support for learners who have been in receipt of Free School Meals (Total payment £20,492.03)**

- £950 has been used for funding specialist interventions including extra tuition and individual interventions, to improve progress and achieve outcomes in English
- £430 has been used for funding specialist maths interventions including extra tuition and individual interventions, to improve progress and achieve outcomes in maths
- £1290 has been used for STEM kits to improve motivation and engagement in education and support mastery of concepts.
- £628 has been used towards breakfasts for those learners who find it difficult to engage without eating first, to improve their motivation and engagement
- £255 is being used to support learners with trips to the theatre and other places of interest to support understanding of books read in lessons, support social skills, improve motivation and raise aspirations.

- £1200 has been used to purchase 6 chrome books for KS2/3 base to enable improved access to the curriculum for individual learners and increase motivation for longer written texts.
- £100 has been used to support an individualised intervention in PSHE to support well being.
- £1230.83 has been used for attendance, curriculum and engagement initiatives, including rewards and extra support from staff. To improve attendance and motivate learners to show improved engagement, thus achieving outcomes.
- £1420 has been used to fund a residential trip to Lea Green to improve well being, engagement, social skills and, in some cases to provide respite care.
- £1195.41 has been used to support transition into groups and hubs by tutors, thus supporting learners to access a wider curriculum and improve social skills.
- £100 has been used towards the provision of PACE training for staff in order to meet the needs of some of our learners in a therapeutic way.
- £100 has been used to provide a weighted blanket to help sensory integration.
- £557.50 has been used to support learners who required extra transition into their post 16 placements,
- £1040 was used to provide maths training for staff to support their delivery and use of mastery in maths activities.
- £1005 has been used towards providing alternative provisions for learners in order to improve their attendance and engagement.
- £935 has been used towards providing a bespoke and specialist computer based learning system for maths, English, PSHE and science to enable access to the curriculum for a learner.
- £233.75 was used to support independent travel training in order to promote independence and prepare the learner for post 16.
- £633.75 was used towards the funding costs of hiring specialist venues for learners who find learning difficult in public places.
- £311.66 was used to support transition into a new educational placement for a learner to ensure the transition was a more positive experience and was successful.

- £300 has been used towards gym memberships to promote positive health and well-being for learners.
  - £3000 has been put aside to allow learners to access a specialist multimodal literacy intervention designed to promote extended writing.
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- £16,915.90 spent or ring fenced. £3,576.13 still to be allocated or to be transferred with learners to RAPS school.

## **Monitoring of outcomes**

Outcomes were monitored throughout the academic year to ensure learners were on track to achieve them. Adjustments to programmes were made where necessary. We measured our outcomes fully at the end of the academic year and compared outcomes with those not entitled to pupil premium in order to monitor and reduce any gap. Data gathered to monitor outcomes included attendance figures, our REAL Engagement tracking system, our Well-being Tracking system and our curriculum progress tracking systems.

### Progress towards outcomes so far

97 different interventions have been identified to support our 32 learners in receipt of pupil premium due to their FSM status. Out of the interventions that have been applied so far, 65 (67%) have been successful in improving engagement, attendance, accreditation outcomes or aspirations. Evidence of the success of these can be found in the learner's individual Learner Progress Forms or will be available on our more detailed pupil premium report, available to commissioners on request. 26 (27%) of the interventions were partially successful or so far have shown some success, again evidence can be found in learner progress forms. 6 (6%) of interventions applied have not yet been successful in improving the engagement of the individual learners.