

Pupil Premium Strategy

Year 2021 - 22

Summary Information					
Academic year	2021-2022	Total PP budget	£	Date of most recent PP review	September 2021
Total number of pupils		No. of pupils eligible for PP (PLAC)		Date for next internal review of this strategy	September 2022
Disadvantage Performance			%		
Year 11 on track to receive 5 qualifications (Including maths and English)			100		
Year 11s on track to receive 5 qualifications			100		
Year 11 pupils with clear post 16 provision			100		
KS3 Achieving expected progress or above in reading writing and maths					
KS4 Achieving expected progress or above in reading, writing and maths					
Barriers to progress and attainment					
A	Low literacy levels.				
B	Low numeracy levels and insecure numeracy skills				
C	Lack of resilience and difficulties in accessing the school curriculum with alternative provisions and interventions required to meet the different needs.				
D	All pupils have Education, Health and Care Plans with their primary need stated as Social, Emotional, and Mental health difficulties. The secondary needs identified include: MLD, SCLN, ASC, and SpLD.				
E	Speech, language and communication needs				
F	Poor emotional literacy skills				

Additional barriers (Including issues which also require action outside school, such as low attendance rates)	
G	Historic low attendance of disadvantaged pupils
H	Adverse Childhood Experiences, limited educational success, challenges within the community and statutory social care interventions.
I	Frequent education provision changes leading to gaps in learning and a pupil perception of educational failure.
J	Parental engagement with school and their aspirations for their child will be reduced and affected due to past experiences and disadvantages.
K	Engagement in illicit activities (e.g. substance misuse and criminal behaviour). Risks of exploitation (criminal and sexual).
L	Reduced opportunities to access enrichment activities outside of school in comparison to non- PP pupils, this is multifaceted and includes financial, emotional and capacity constraints.
M	Pupils experiencing difficulties in feeling emotionally ready to learn due to external factors Further development of trauma informed whole service approach to promote positive behaviour and engagement.

Strategy aims for disadvantaged pupils- Academic progress and attainment	
Aims	Target date
Pupils to make expected levels of progress in literacy and numeracy	September 2022
Pupils to have access to targeted interventions through the intervention's coordinator	January 2022
Pupils will have improved Speech and Language skills and will be able to appropriately emotionally regulate. Training for staff members from the Speech & Language Therapists will be provided.	January 2022

Strategy aims for disadvantaged pupils- Wider outcomes (e.g. independence, culture and behaviour)	
Aims	Target date
Pupils to increase their attendance by one day each half term	July 2022
Pupils to develop skills to proactively and independently manage their behaviour	July 2022
Pupils to receive opportunities to develop life skills within the community	July 2022
Additional therapeutic support to be available to pupils (access to alternative provisions, occupational therapy and advocates).	July 2022

Action	Barrier(s)	KPIs	Projected spend	Staff lead	Review date
Pupil progress and attainment will be accurately and consistently tracked using Sims, Motional and Gridmaker.	A, B	Teachers will have a clear understanding of pupil's academic progress, attainment and emotional development. Teachers will differentiate affectively. Teachers will utilise the T 's effectively to support pupils.	£0	HG/AR	July 2022
Training programmes to be available to all staff via educare and the National Online Safety platforms. Specific staff surrounding attachment, mental health, speech and language and emotional regulation to be provide.	A, B, C, D, E, F,	Teachers will understand pupils learning needs and will be able to adapt and teach accordingly. Teachers and T 's will be able to support pupils needs within the curriculum. Staff will be able to support the progress of pupils' mental health and emotional development. Pupil attainment will demonstrate positive progress.	Cost of educare Cost of external agency training.	MC/HG	July 2022
Pupils to undertake WRAT testing in Maths and English twice yearly. Staff to record half termly data for pupils on their current attainment.	A, B, I	Staff will utilise the data provided to plan, differentiate and support pupil's academic learning. Teachers to identify and utilise T 's effectively to support progress.	£0	MS	July 2022
Pupils in KS3 to have access to a reading session once a week. Books to be bought for the library, alongside hobby and enthusiast type reading materials	A, B, I	Students will have increased opportunity to read for pleasure, and gain confidence in this key skills which will lead to the gap in reading (measured through WRAT test) will reduce for disadvantaged pupils.	Costs for library books and reading materials	JGI	July 2022
Advocacy team and SENCO to develop program that supports identified pupils with specific interventions across school day/term/year. TIS training to be offered to specific staff team as pilot to consider how these principles can underpin increased understanding of and ability to meet student expressions of need through behaviour	C, D, E, F, M	Fewer incidents of harmful behaviour recorded on Classcharts. School will be calmer Pupils will demonstrate an understanding of how to appropriately share their emotions and utilise strategies to at times of dysregulation.	Interventions and training costs alongside activity equipment and potential activity visits	MS/RD	April 2022
Provide Pastoral support for pupils who are struggling to access learning. Appropriate use of home tutoring, work experience, off site provision, advocate interventions and time limited reduced hour provisions.	C, D, E, F	Pupils will have access to a breadth of opportunities to learn and develop outside of the classroom. Increased attendance, Increase in positive behaviour reports (measured through Classcharts). Increased use of Century learning to support home learning	£4750	MC/HG/M S	April 2022
Breakfast club to be provided for all pupils.	C, D, E, F, G, H, M	Improve attendance for disadvantaged pupils Improve punctuality of disadvantaged pupils Allow pupils to enjoy positive social interactions Pupils will have the capacity to focus for longer throughout the morning.			January 2022

Home visits to be undertaken to ensure effective safeguarding for non-attendance, to include support with transport costs on short term basis	C, G	Pupil and parent engagement with the school will increase. Pupil attendance will increase. The school will support families with referrals to appropriate agencies.	£750	MC/MS	January 2022
PSHE to include external agency visits building a strong and positive relationship with the local police. Invite PCSO into school to build relationship with pupils	D, K, M	Pupils will have a wider understanding of local and national issues. School will have open communication and a collaborative relationship with the police. Pupils will be sign posted to services to support their needs.	£0	HR/MS	April 2022
Pupils to receive enrichment activities within the school curriculum to provide a breadth of life experiences. Sound Communities use to expand to give creative outlet for student expression	L	Pupils engagement in the curriculum will increase and staff relationships will improve through shared experiences. Pupil attendance will increase (motivated by the opportunities provided), creative opportunities will increase student voice opportunities		NR/AR	January 2022
Continue to offer a full range of educational visits and activities. The PP funding will be utilised to ensure these trips are financed to ensure pupils can access a varied and rich curriculum with opportunities to develop independence.	C, D, L	Pupils engagement in the curriculum will increase due to accessing meaningful and positive activities. Pupil attendance will increase. Progress data will demonstrate positive development and the gap for disadvantaged pupils will be reduced.	£4000	HG/EVC Team	July 2022
Pupils to receive additional learning opportunities to support gaps within their learning.	Set out in PEP or EPEP document	These to include tuition offers from approved providers, and placements at AP centres were appropriate as part of recovery curriculum offer	£4000	MC/HG	July 2022
Support around emotional regulation with SALT and staff to be aware of trauma, attachment, adverse childhood experiences and mental health.	Set out in PEP or EPEP document	Additional SALT resources to be brought into Academy, alongside EP team work to embed	£4000	HG/MS	July 2022

	Challenges	Mitigating Action
Teaching	<ol style="list-style-type: none"> 1. Frequent variation in student presentation (due to the needs of the pupils and the challenges present). 2. Staff must regularly assess pupils needs and adapt the structure and routine of the day to appropriately meet their needs 3. Pupils can demonstrate reduced engagement in learning amplifying the attainment gap. 4. Low literacy and numeracy progress. 5. Erratic attendance can often jeopardise progress in sequential learning 	<ol style="list-style-type: none"> 1. Pupils will be adaptable and supported to appropriately manage change. 2. Staff are mindful of the barriers to accessing education and the history of pupil's education experiences prior to attending Coppice Spring. 3. Literacy and numeracy interventions to be provided to identified pupils through the intervention's coordinator.
Targeted support	<ol style="list-style-type: none"> 1. Pupils find engagement with 1:1 intervention challenging due to their learning needs or inadequate space within the school to complete interventions. 2. Pupils can experience challenges in building relationships with members of staff. 3. Limited staff support available for pupils with reduced hours provisions. 4. Speech and Language Therapists are commissioned one day per week for key stage 3 and one morning per week for key stage 4, pupils have found it challenging to form relationships due to the short intervention opportunities. Staff to receive regular emotional regulation training and support surrounding strategies. 	<ol style="list-style-type: none"> 1. Interventions to be adaptable to reduce pupils' anxieties and support engagement. 2. Tutors to be provided with time to build positive relationships and engage with group activities to share positive experiences. 3. Pupils to be offered a variety of experiences (e.g. work experience, support from the advocate team, virtual learning, tutoring and therapeutic opportunities). 4. SENDCO to support SaLT in meeting with pupils and seeing where support is needed.
Wider strategies	<ol style="list-style-type: none"> 1. Low school attendance 2. Pupil premium funding will fluctuate due to the variable pupil cohort and changing family circumstances and subsequent eligibility. 	<ol style="list-style-type: none"> 1. Early identification of pupils with low school attendance, family support and referrals to external agencies where appropriate. 2. Funding is allocated to ensure pupils are supported with appropriate and considered interventions, services and support.