

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Archers Brook School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	62.5% (Autumn 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	15/11/22
Date on which it will be reviewed	15/11/23
Statement authorised by	Samantha Myers Whittaker
Pupil premium lead	Ashley McCormick
Governor / Trustee lead	Gavin Cass

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	68,820.20
Recovery premium funding allocation this academic year	20,212.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	89,032.70

Part A: Pupil premium strategy plan

Statement of intent

At Archers Brook School we have high ambitions and aspirations for all of our pupils and believe in working together to ensure that all learners have the maximum opportunity to reach their full potential. Staff and Governors strive hard to improve educational outcomes for disadvantaged students and are committed to raising academic output and Social, Emotional and Mental health needs within the school environment.

While accepting that the majority of students on roll at Archers Brook have their own individual needs, this document ensures the best support is in place for maximising progress of all learners. This means that we are 'diminishing the difference' for pupil premium students and supporting the aspirational aims identified in their Education, Health and Care Plans. This will mean that pupils have an opportunity to reach their full potential and fully engage in school life. They will young people who working towards preparing for adulthood.

The pupil premium funding will be used based on the individual priorities that are identified for each cohort of pupils.

Our ultimate objectives are:

- Progress in line with end of year targets across Maths and English.
- To completely diminish the difference between disadvantaged and non-disadvantaged pupils.
- To support pupil's best possible mental health and well-being to allow them to access learning at an appropriate level.
- For children to undertake activities to raise their self-esteem and self-confidence.

We aim to do this through:

- Ensuring the highest quality Teaching and Learning to meet needs of pupils supported by relevant CPD.
- Facilitating pupils' access to education and curriculum by reducing barriers to learning.
- Access to a range of software to support learners needs across all years.
- Alternative support and intervention across the school for academic work.
- Allocation of additional teaching assistants for specific cohorts.
- Increase of therapies and intervention for social and emotional well-being.
- Implementing a range of educational visits and residentials (of applicable pupils)

- Enhanced CPD for staff on key priorities for the different cohorts.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Access across all curriculum areas due to limited literacy skill set.
2	Individual and cohort Social, Emotional and Mental Health needs within the setting.
3	Parental Engagement and communication with some families.
4	Diminishing the attainment difference across literacy and numeracy
5	Further improving Attendance and Punctuality

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Enhanced opportunities to 'Close the Vocabulary Gap' amongst KS2 and KS3 students.	All pupils accessing a literacy rich education to increase levels with personalised support including a designed curriculum, software packages and targeted 1:1 or small group work.
Increased time for accessing out of lessons support software for academic progress.	A high majority of students accessing support from software packages to increase the rate of academic progress across all year groups.
Improved communications with parents, especially those that are identified.	Parental interactions and feedback will demonstrate a positive impact linked to the school setting and result in positive impacts on pupils.
Increased opportunities for all children to have access to additional curriculum activities, with support when needed.	All identified pupils will have the same access to all activities and opportunities as peers and to improve holistic progress.
Identified pupils will receive the necessary support by qualified and trained staff for SEMH well-being.	Identified pupils will make improved progress as a result of personalised, specialised and tailored experience for support with their SEMH needs. This will be demonstrated by feedback from therapy staff.


Improved attendance and motivation to engage with learning.	Evidence of increased attendance and Dojo Points.
Further developed CPD for staff, identified across both academic and SEN.	Progress made across literacy, SEN and ACEs as a result of staff CPD.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 14,517.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Focused whole school support for closing the vocab gap and improving literacy across all years.	<p>Focused whole school approach and training regarding closing the vocabulary gap.</p> 	1,4
Implementation of Bedrock and Bedrock Mapper	<p>Using this basis to increase pupils knowledge of words and meanings to develop comprehension skills. This allows more disadvantaged pupils to become word rich when perhaps they have not had the life opportunities to develop such knowledge.</p> <p>Children with poor literacy have difficulty accessing the curriculum and are therefore more likely to have poor educational outcomes (McLaughlin, Speirs, & Shenassa, 2014; Ricketts, Sperring, & Nation, 2014). In the longer term, this limits employment options, increasing rates of unemployment (McLaughlin et al., 2014; OECD, 2013) and even impacts on long-term health outcomes (DeWalt, Berkman, Sheridan, Lohr, & Pignone, 2004). (EEF)</p>	1,4

Recruitment of further support staff for targeted groups.	<p>Increased structured support for some cohorts of disadvantaged students for both academic and social progression.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. (EEF)</p>	1,2,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £126,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of tutor for 1:1 and small group intervention across literacy and numeracy. (supported by school-led tutoring programme)	<p>Pupils with identified needs make expected progress as result of being assessed continuously in school to ensure provision is effective. Identified pupils have specific academic interventions.</p> <p>Research demonstrates that high quality teaching is complimented with carefully selected small-group and one-to-one interventions. (EEF)</p>	1,4
Computer software programmes to compliment and support learning across all year groups.	<p>A range of computer programmes to support learning and pupils to secure knowledge learnt in the classroom. These packages support specific lessons, whole school development (literacy) and also support remote learning opportunities. Pupils make expected progress as a result of using these packages.</p>	1,2,3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting children with curriculum activities and educational visits.	Enables students to access additional curriculum activities with support enhancing well-being, resilience and independence when in the school environment.	2,5
Communication software for connecting with all families.	Using Class Dojo to improve communication channels with all parents through the app. This supports understanding of any family issues, school based issues and further develops home school liaison. Evidenced through current research, effective parental engagement can lead to learning gains of three or more months over the course of the year. (EEF)	3,5
Use of inhouse specialist therapies and interventions for targeted sessions.	Included within this are Mental Health First Aid (MHFA), Art Therapy, Counsellor, Holistic Therapies, Nurture Base for pupils showing significant challenging behaviour. Evidence based research stresses that social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker skills at all ages than their better off classmates. (EEF)	1,5

Total budgeted cost: £247,325.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2023 academic year.

Assessment Data taken from HAT6 September 2022.

Key Stage 2 data shows that Writing and Spelling had an 83% success rate for the whole cohort whilst Maths was slightly lower at 75%. It is important to note that this data can become particularly skewed with the low numbers in the class (Total = 6).

Key Stage 3 highlights concerns regarding the comparison of data between Years 7 & 9. Progress made in Year 7 shows the vast large majority of pupils making expected target grades across both Maths and English (both at 96%) as well as no difference between the non-pupil premium students and the pupil premium students. English in Year 9 shows only a small minority of students achieving EOYT's. Target cohorts will be developed using this strategy statement within this year group for support through 2022-2023.

Key Stage 4 shows that Maths progress was higher than that of English in both year groups. Although, a positive difference was observed for PP students in English in Y10 and 11. Maths in Year 11 shows 85% of students achieving EOYTs across all areas of the cohorts.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bedrock	Bedrock Learning
GCSE Pod	The Access Group
GL Assessment	GL Assessment
IDL	Ascentis
Renaissance Learning	RENAISSANCE
White Rose Premium	White Rose Maths
My Maths	Oxford University Press

