

R.E.A.L. Independent School Hinckley Pupil premium strategy review 2022-2023

While there was a small amount of PP funding carried over from previous years to 2022-2023, there are no allocated funds for 2023-2024 from commissioners.

Due to the nature of the R.E.A.L. Independent Schools (RIS) provision we do not receive direct payments from the government for children on our roll. The way we receive funding for R.E.A.L. pupils will vary depending on the commissioning authority as some authorities use the pupil premium grant to contribute towards their placement with us, which is in itself an additional intervention for the pupil, however some do provide the additional funding directly to us.

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 2022 to 2023 academic year.

Intended outcome	Success criteria
<p>An improved attendance figure for our disadvantaged learners, through the use of rewards, work with specialist attendance staff and other bespoke interventions.</p>	<p>All learners with an attendance of below 90% will have an improved attendance when compared with their previous attendance figure.</p> <p>The whole cohort will have an increase in their overall attendance figure by at least 5% (Where appropriate).</p> <p>Whole cohort attendance needs to be viewed cautiously due to the individual needs of learners and historic attendance issues.</p> <p>AT Attendance- 73.18% SPT Attendance- 69.84% SUT Attendance- 70.26%% Overall Attendance- 72.55%</p> <p>4 learners showed improved attendance ranging from 1% to 30% when looking at AT totals compared to SUT totals.</p> <p>There will be a reduction in the number of learners who are classed as persistently absent.</p> <p>AT PA- 6 learners SPT PA- 4 learners SUT PA- 5 learners Overall PA or the year- 6 learners</p>
<p>Our disadvantaged learners will have improved reading ages and literacy skills that enable them to access learning and achieve outcomes in other curriculum areas.</p>	<p>All disadvantaged learners will have an improved reading age when compared with their baseline.</p> <p>All disadvantaged learners will show improved literacy skills when compared with their baseline skills.</p> <p>Based upon assessment data from standardised testing, teacher assessment and achievement data:</p> <p>80 % of disadvantaged learners made expected or above progress with their literacy. 20 % of disadvantaged learners made accelerated progress with their literacy.</p>

<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>All disadvantaged learners will have access to at least one community activity / visit during the year and will show an improved confidence as a result of this.</p> <p>Where appropriate and in line with individual needs, learners had access to a wide variety of trips throughout the year, including an outdoor pursuits residential.</p> <p>These trips and activities have allowed learners to access experiences that they would not have had the opportunity to do.</p>
<p>Disadvantaged pupils have higher aspirations and feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged learners will have access to high quality careers advice and well supported work experience placements.</p> <p>Gatsby benchmarks were met in relation to careers provision. 17 learners accessed the careers fair.</p> <p>3 learners offered and completed careers interviews.</p> <p>All disadvantaged learners who are due to leave our school will have a positive destination and therefore there will be no learners who are classed as NEET. (Not in employment, education or training.)</p> <p>2 learners ended up as NEET at the end of Y11.</p>
<p>Disadvantaged learners have improved resilience, mental health and wellbeing.</p>	<p>All disadvantaged learners who require it, will have access to high quality support from qualified counsellors and staff who have sound knowledge of wellbeing.</p> <p>All disadvantaged learners will have access to a programme of support that will improve their mental health and well being.</p> <p>0 learners accessed this support.</p>
<p>Our disadvantaged learners find strategies that help them to self-regulate and process the stimuli around them to improve their ability to access learning tasks.</p>	<p>All disadvantaged learners who require it will be able to self regulate their behaviour.</p> <p>0 learners accessed this support.</p>