

REAL Independent School Hinckley Pupil premium strategy statement 2021 - 2022

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	R.E.A.L Independent School - Ilkeston
Number of pupils in school	18
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	17.12.21
Date on which it will be reviewed	01.04.22
Statement authorised by	Nikki Purcell (Head Teacher)
Pupil premium lead	Margret Maramba and Charlie Fields- Deputy Heads
Governor / Trustee lead	Sarah Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,300
Recovery premium funding allocation this academic year	£4,360.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2020-2021 £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	£6660.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils, with particular emphasis on raising aspirations and preparation for adulthood. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment ·
- Progression to further and higher education
- Employability
- Social opportunities

Our person centred approach to the use of pupil premium ensures that disadvantaged pupils have support in the areas where they require it most, using both formal and informal assessments to inform our decision making. Where required, pupil premium will be used to further enhance our bespoke education packages by incorporating additional specialist tuition from high quality teaching staff or by providing access to a specialist learning environment for their individual needs.

In addition to our academic enhancements, we will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all. We will also ensure they have access to social opportunities such as an overnight residential experience, trips to the theatre and other places of interest, where these are appropriate. Our strategy is integral to wider school plans for education and wellbeing recovery, notably through the provision of a Summer programme of activities. Our strategy will be driven by the needs and strengths of each young person, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as enhanced teaching support, therapeutic interventions, whole school reading approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that our disadvantaged learners have a lower attendance figure due to anxiety related issues or school refusal, when compared with their peers.
2	Our data and observations indicate that our disadvantaged learners have below age related reading and literacy skills that impact on learning and outcomes from across the curriculum.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This can lead to low aspirations that impact on their preparation for adulthood and ambitions for the future.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have reduced self-esteem, resilience and mental health issues that impact on their ability to take risks with their learning.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
An improved attendance figure for our disadvantaged learners, through the use of rewards, work with specialist attendance staff and other bespoke interventions.	<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%</p> <p>There will be a reduction in the number of learners who are classed as persistently absent.</p>

	All data to be presented to Governors in the end of year report to the full Governing body.
Our disadvantaged learners will have improved reading ages and literacy skills that enable them to access learning and achieve outcomes in other curriculum areas.	All disadvantaged learners will have an improved reading age when compared with their baseline. All disadvantaged learners will show improved literacy skills when compared with their baseline skills. Achievement data will be shared with Governors at the end of the academic year.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	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. Where appropriate, all disadvantaged learners will have a high quality of support to improve their independence skills, including independent travel support, budgeting and cooking. Discussions will take place with learners and parents/carers at the end of the academic year.
Disadvantaged pupils have higher aspirations and feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged learners will have access to high quality careers advice and well supported work experience placements. All disadvantaged learners who are due to leave our school will have a positive destination.
Disadvantaged learners have improved resilience, mental health and wellbeing.	All disadvantaged learners who require it, will have access to high quality support from qualified counsellors and staff who have sound knowledge of wellbeing. All disadvantaged learners will have access to a programme of support that will improve their

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: £500 (Towards costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
January INSET CPD from Debbie Hepplewhite – Phonics International plus follow up training where required.	<p>According to the DfE, research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.</p> <p>DfE external template (publishing.service.gov.uk)</p> <p>Phonics International is one of the Government recommended Systematic phonics programmes and we believe one of the most appropriate programmes for our learners.</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	2
Recruitment of a Literacy Lead to promote literacy across the school and across all curriculum subjects.	<p>Evidence suggests that successful schools are those that put literacy at the heart of learning across all subjects. Employing a literacy lead to co-ordinate literacy across the school was identified as one of the effective strategies for improving literacy.</p> <p>Improving literacy in secondary schools.pdf (publishing.service.gov.uk)</p>	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 500 towards costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Lexia package to improve reading and literacy skills.	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers.</p> <p>Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs</p>	2

	Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)	
Purchase of further resources and books to enhance our delivery of The Phonics International programme.	<p>According to the DfE, research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.</p> <p>DfE external template (publishing.service.gov.uk)</p> <p>Phonics International is one of the Government recommended Systematic phonics programmes and we believe one of the most appropriate programmes for our learners.</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	2
In house enhanced support Package (ESP) targeted support for careers, wellbeing and attendance. To include specialist staff support, supported work experience placements and counselling.	<ul style="list-style-type: none"> The DfE recommends providing an identified member of staff as it enables schools to build relationships with families of persistently absent pupils, and provide practical support to unblock barriers to attendance. <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Evidence of relationships based programme for improving attendance is found below</p> <p>Preventing Dropout in Secondary Schools (ed.gov)</p> <p>An evidence informed approach to... Durrington Research School</p> <p>Career guidance is vital for social mobility. It is about showing young people – whatever their circumstances – the options open to them, and helping them to make the best choices for their future.</p> <p>file (goodcareerguidance.org.uk)</p> <p>Counselling within secondary schools has been shown to bring about significant reductions in psychological distress in the short term, and to help young people move towards their personal goals</p> <p>Advice template (publishing.service.gov.uk)</p>	4,5,6 and 7

Provision of additional targeted support from specialist staff.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	2,3,5 and 7
Provision of additional targeted support for independence skills to include shopping, personal hygiene, budgeting, travel training and cooking.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	6

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

Budgeted cost: £ 500 towards costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of personalised reward systems for improved behaviour and attendance.	The DFE commissioned Ask Research to complete case studies of Outstanding schools for their Behaviour management systems. Research found outstanding schools had consistently applied rewards and sanctions that were reviewed regularly to maintain motivation and personalised when appropriate to meet the needs of learners with SEND. (ie when travelling long distances etc) ASK Research Report (publishing.service.gov.uk)	1,3,5,6 and 7
Funding towards the hire of specialist venues to promote positive behaviour choices, improve wellbeing and improve concentration of selected learners.	We have observed that the hire of specialist venues for learners can impact positively on their well being, concentration and social skills. For some, it helps them to work somewhere they feel safe but is the next step to working out of the home. (ie their local church) For others, it gives them a space to learn and practice social skills with adults and carefully chosen peers, before working alongside others within our school hub environments. One to one tuition EEF (educationendowmentfoundation.org.uk)	3

<p>Funding of overnight residential activities, activity days, theatre trips, museum trips, visits from authors, visits to local community groups and other visits to expand cultural capital.</p>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal.</p> <p>What is cultural capital? – Cultural Learning Alliance</p>	<p>4</p>
<p>Provision of breakfast for learners to support a positive start to their day.</p>	<p>The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p> <p>Literature-Review-Final-final-Parent-Insight-Project-HB-v1.pdf (family-action.org.uk)</p>	<p>1,3,4,5 and 7</p>

Total budgeted cost: £1,500

NB £5160 has been ring fenced for individualised pupil premium use. (See detailed pupil premium expenditure spreadsheet for full details)

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupil's academic and wider development outcomes were in general below what was anticipated.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes, social communication skills and independence by our resolution to stay open to all learners who were able to safely attend face to face sessions. These sessions were delivered in an environment where learners felt safe, which sometimes included gardens, homes and local parks.

We also delivered bespoke and carefully differentiated package of support for learners when remote learning was required. This package included 6 levels of delivery, from pastoral support only, to online access to live lessons when learners could cope with this.

Our observations suggested that for many pupils, anxiety around Covid impacted on attendance, behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required. The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country. Some learners benefitted from our interventions and others less so. (NB Recording of progress towards intended outcomes for individual learners can be shared where appropriate.)

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

Further information

All of our learners have a bespoke educational package according to their interests, strengths and individual needs. Elements of their school fees provided by local authorities are used to enhance our pupil premium expenditure and provide resources and training in addition to those funded by our pupil premium. This includes, but is not limited to, high quality learning environments that look cared for and have high costing resources for learners to access. Examples include our industry grade hardware and software within our Creative Media provision and our newly erected Cosy Cabin in our Land Based Studies provision.