

Pupil Premium Review of Spend 2019-2020

1.Summary information			
School	New Horizons Learning Centre	Type of SEN	SEMH
Academic Year	2019-20	Total PP budget	£33,210
Total number of pupils	50	Number of pupils eligible for PP	29
2.Current attainment			
		Pupils eligible for PP	Whole school
% achieving expected standard or above in reading, writing & maths		This information is inaccurate and has been compromised by the Covid-19 situation	
% making expected progress in reading			
% making expected progress in writing			
% making expected progress in maths			
3.Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A	Significant gaps in prior learning		
B	Impact of behaviours on learning		
C	Emotional and Mental health issues rendering learning inaccessible		
External barriers			
D	Adverse home circumstances impacting on emotional and mental health		
E	Pressures from outside peers/community		
4. Intended outcomes		Success criteria	
A	Support for emotional and mental wellbeing	Improved behaviours – evidenced by SLEUTH	
B	Fill-in some of the gaps and increase independence and self-belief in pupils’ self-perception as learners	Expected rates of progress and above achieved	
C	Raise aspiration, motivation and engagement	Improved behaviours and expected rates of progress achieved	
D	Increase confidence, self-esteem and trust in adults	Improved behaviours and expected rates of progress achieved	

5. Review of expenditure				
Academic year		2019-20		
Quality of teaching for all				
Action	Intended outcome	Estimated impact: Was the success criteria met?	Lessons learned: Will we continue with this approach?	Cost
Exam packs	To ensure that no student is disadvantaged in public examinations due to not being able to purchase all necessary equipment. To allow all students full access to all public examinations.	Year 10 and 11 students were able to sit public examinations when they could – ie at the beginning of the academic year for On Demand examinations, without being disadvantaged by not having the necessary equipment.	This approach will continue.	£50
Private Tutoring	External provision to enable students to maintain learning when school is unable to be accessed.	2 pupils – both eligible for PP – accessed tutor support alongside their provision. One student was Year 10 and the other Year 11. The year 11 was able to have his Teacher Assessment submitted to the Examination Board at the end of the academic year	This is an effective support system for students who are unable to access school for a period of time or who are accessing a bespoke package around a more vocational provision. It allows students to maintain the habit of learning and to continue with their studies in order to sit public exams where appropriate.	£1,200
Food Technology	To ensure that no pupil is disadvantaged through being unable to purchase necessary food ingredients.	All pupils, including Year 10 and 11 pupils were able to participate in the food technology courses on offer in school, including accredited KS4 courses.	This approach will continue.	£1,515
Specialised equipment	To provide those students with the special equipment required which will make learning more accessible, e.g. overlays, pencil	All pupils who required specialised equipment as recommended by EP, OT SaLT and/or other professionals were provided for. Improved access to	Lessons are learned on a pupil by pupil basis. Some children make increased progress in terms of behaviour and	£350

	grips, Y pens, weighted vests and wobble cushions.	writing and reading has a direct impact on other curriculum areas.	engagement with such equipment. Others try them and it makes little or no difference. We will continue to follow professional recommendations.	
Enrichment				
Action	Intended outcome	Estimated impact: Was the success criteria met?	Lessons learned: Will we continue with this approach?	Cost
Careers Advice and Guidance	External advice and guidance on post-16 options available for all Year 9, 10 and 11 pupils. Increased motivation and engagement with process of planning next steps.	All KS4 pupils had involvement from IAG. All Year 9s had an initial meeting. All Year 11s have a post-16 pathway to follow. IAG attended 90% of Year 11 Annual Reviews plus some Year 10 and 9 ARs.	IAG to attend as many ARs as possible for Years 9, 10 & 11. Huge impact on motivation and engagement in planning next steps process – excellent outcome.	£11,800
Subsidised trips	To ensure access for all pupils on school trips (curriculum and reward).	No child was disadvantaged by being unable to participate on a school trip.	In turn leads to raised aspiration, motivation and engagement. Improves behaviour. Gives purpose/meaning to learning. Offers opportunities to teach life skills.	£1,025
Forest Schools	To give pupils the opportunity to experience a wide range of outdoor activities and crafts in an environment away from school	All KS2 pupils and Years 7 & 8 were afforded this opportunity until the Covid-19 situation impacted and all appeared to enjoy and engage with it.	It raises aspirations, motivation and engagement. Encourages teamwork and independence. And increases self-esteem and confidence.	£300

Well-being				
Action	Intended outcome	Estimated impact: Was the success criteria met?	Lessons learned: Will we continue with this approach?	Cost
Nurture/breakfast	To ensure all pupils start the day with breakfast.	100% pupils have the opportunity to have breakfast.	The majority of pupils access the provision.	£250
Mentoring	Commission of external mentoring services to work with pupils at risk of disengagement or who display challenging risky behaviours.	Increased confidence and self-esteem. Sometimes acts as transition between school and AP, sometimes halts the process of moving to AP. Either way a really valuable resource.	Mentoring has provided lots of things for lots of children – with the right service school have been able to offer bespoke packages around specific needs that children have. Invaluable.	£12,505
Specialised equipment	Provision of equipment to allow pupils comfort and calming opportunities to reduce stress.	Reduced stress, improved behaviours and increased engagement.	This is also a pre-requisite when following EP and OT recommendations.	£100
Emotional and behavioural support	To provide pupils with skills and strategies to recognise and deal with emotions, and related behaviours.	To directly address EHCP outcomes	Using Boxall Profiling and GL assessments in conjunction with EHCP outcomes and presenting behaviours, pupils will be prioritised and allocated timetabled sessions – some individual, some in the classroom.	£150
Social Skills	To provide pupils with the necessary skills and strategies to develop and maintain peer friendships. To aid understanding of what constitutes a healthy positive relationship. To help with understanding of social communication and social	All Year 7 & 8 pupils had 1 lesson of Social Skills each week. Pupils have shown that they can work as a team. Increased levels of empathy and understanding. Also directly addresses EHCP outcomes.	The approach will continue – this has helped to consolidate tutor groups comprised of very different needs and priorities.	£3,965

	interaction. To reduce the frequency and levels of misunderstanding and misinterpreting social cues and social devices.			
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