



## 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	The Pinetree School
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	68% (October 2021 census)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katrina Warren
Pupil premium lead	James Rice
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,830
Recovery premium funding allocation this academic year	£7,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,366
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,196

Definitions	
Pupil premium	Pupil premium is funding to improve education outcomes for disadvantaged pupils. Pupil eligibility: Pupils who are eligible for free school meals, or have been eligible in the past 6 years, Pupils who have been adopted from care or have left care.
Recovery premium	The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the <a href="#">pupil premium</a> , this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.
Sports Premium	The funding is allocated directly to primary schools and is ring-fenced. This means it may only be spent on improving the provision of PE and sport in schools.

## Part A: Pupil premium strategy plan

### Statement of intent

The overarching Vision statement for The Pinetree School is: *“We believe that all children and young people have the right to be healthy, happy and safe, to be loved, valued and respected, and to have high aspirations for their future. ”*

Our ultimate objective for our disadvantaged pupils is to “narrow the gap” and provide every pupil with opportunities to be successful whilst at our school and beyond. This pupil premium strategy/plan is a dynamic working document which is regularly reviewed, monitored and adjusted to reflect the changeable needs of our pupils and flexible approach we take as school.

### Challenges

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

Challenge number	Detail of challenge
1	Low levels of prior attainment and progress before entering The Pinetree School mean that the gap to age related expectation is much larger than with mainstream pupils
2	Pupils have a wide range of individual significant SEMH issues which impacts on their daily attitude and ability to fully engage in learning on-site
3	Poor literacy skills (in Reading, Writing and Comprehension) have an impact on their progress made across most subjects
4	Low self-esteem, confidence and poor social skills that limit academic progress and Post 16 aspirations
5	Lacking cultural capital and low aspirations for future destinations, including reintegration and Post 16
6	Low attendance of PP pupils across all key stages including high persistent absenteeism

### 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
Low levels of prior attainment and progress before entering The Pinetree School mean that the gap to age related expectation is much larger than with mainstream pupils	<ul style="list-style-type: none"> <li>• A reduction in the gap between PP and non-PP pupils in terms of progress, SATS and GCSES (with a focus on English and Maths)</li> <li>• Pupils have the support they need to complete exams and have appropriate access arrangements</li> </ul>
Pupils have a wide range of individual significant SEMH issues which impacts on their daily attitude and ability to fully engage in learning on-site	<ul style="list-style-type: none"> <li>• Staff are confident and equipped with the knowledge and skills to manage behaviours that challenge</li> <li>• All staff complete the behaviour management modules.</li> <li>• All staff completed Step On training</li> <li>• Identified staff complete Step Up training</li> <li>• Reduction in significant incidences of harm to children and other adults and related RPIs, Sis and FEX.</li> <li>• Improved parental engagement, evidenced through communication logs and parental questionnaire feedback</li> <li>• Increased engagement is evident in lesson observations and learning walks, access to the curriculum and progress data</li> </ul>
Poor literacy skills (in Reading, Writing and Comprehension) have an impact on their progress made across most subjects	<ul style="list-style-type: none"> <li>• 80% of KS3 read at, or above chronological reading age</li> <li>• Standardised reading scores show improvement</li> <li>• Reading opportunities are woven into all curriculum areas</li> <li>• Increased GCSE entries and improved results</li> </ul>
Low self-esteem, confidence and poor social skills that limit academic progress and Post 16 aspirations	<ul style="list-style-type: none"> <li>• The intervention results in a positive change to the identified area (e.g. increased attendance, improved progress)</li> <li>• Mental health of young people improves</li> </ul>

	<ul style="list-style-type: none"> <li>• BOXALL profile to be used</li> <li>• Pupils have opportunities within the curriculum to build on their self-esteem and social skills</li> <li>• Reduction on SIFs and FTE across the school</li> <li>• Improvement in pupil SDQ scores</li> <li>• Pupils have opportunities across the curriculum to build skills in preparation for post 16.</li> </ul>
Improve pupil outcomes in terms of post 16 destinations and reintegration to mainstream by cultivating opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations	<ul style="list-style-type: none"> <li>• All Y11 pupils leave with an identified place in education, employment or training.</li> <li>• 100% of PP pupils to attend at least 1 meeting with CIAG officer in Y11</li> <li>• Increase in % of pupils reintegrating to mainstream.</li> <li>• NEET figures for PP are in line with, or lower than, national average</li> </ul>
Reduce the % of PP pupils who are persistently absent and increase the attendance of PP pupils	<ul style="list-style-type: none"> <li>• The attendance of PP pupils will increase.</li> <li>• The % of PP pupils who are persistently absent will reduce.</li> <li>• Attendance actions tracked consistently by the Attendance Improvement Officer</li> </ul>

## 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)

Total budgeted cost: £15,000

Activity	Member(s) of staff	Evidence that supports this approach	Budgeted Cost	
To continue to develop PHSE provision by the use of ASDAN Key Steps for KS3	KE	From following this course 2020-2021: It encourages young people to develop their personal skills through citizenship, environment education, personal finance education, enterprise education and internationalism.	£675.80	1, 2, 3
Teaching and Learning focus on evidence-based strategies and additional resources to support high quality teaching	KW/JR	The EEF evidence review underpinning this guidance report found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher, or can be relatively easily added to it.	£5,000	2, 3, 4
Development of opportunities to experience lifelong experiences which build life skills.	JR/ Teachers	Pupils entering the Pinetree have historically low SDQ scores and struggle with elements of their emotional needs.	£5,000	2, 3, 4
Development of appropriate IT resources that aid the delivery of teaching generally but specifically the teaching of reading.	JR/ teachers	Evidence indicates that mastery learning can deliver approximately five months' progress in average (EEF 2020)  Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use, and	£5,500	1,2,3,

		<p>trained to support pupils to use it effectively. (EEF)</p> <p>Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. (The Reading Agency 2015).</p>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Total budgeted cost: £10,400

Activity	Member(s) of staff	Evidence that supports this approach	Budgeted Cost	Challenge number(s) addressed
Mental Health therapeutic intervention for all pupils. - add to desired outcomes	JSm	All pupils are identified as having SEMH needs which impact on their readiness to learn and their resilience to challenges faced on a daily basis. EEF evidence suggest direct SEMH input and mental health improvement support both behaviour and academic progress.	£4,400	2, 4
Intervention coach 2 x days a week	JR/ JS	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>Evidence indicates that 1:1 tuition can be effective, deliver-</p>	£12,000	

		ing approximately five additional month's progress on average. (EEF 2020)		
The renewal and use of Lexia, SUMDOG and Read write Inc	JR, SB, CT, JS, HK	<p>Digital technology can add up to 4+ months progress (EEF, 2020).</p> <p>Evidence indicates that mastery learning can deliver approximately five months' progress in average (EEF 2020)</p> <p>Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use, and trained to support pupils to use it effectively. (EEF)</p> <p>Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. (The Reading Agency 2015).</p>	£5,000	2, 3, 4

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

Budgeted cost: £10,200

Activity	Member(s) of staff	Evidence that supports this approach	Budgeted Cost	Challenge number(s) addressed
To improve aspirations to secure –post 16 destinations through Beacon East- Level 6	DA	<p>DfE Careers Guidance and Access for Education and Training Providers- statutory guidance 2021:</p> <ul style="list-style-type: none"> <li>High quality careers education</li> </ul>	£2,000	4, 5



personal careers guidance advisors. Research and book WEX opportunities for KS4 pupils		<p>and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding.</p> <ul style="list-style-type: none"> <li>Research has shown that school and college leaders recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic.</li> </ul>		
Further widening of the curriculum through the offer of AP, additional tuition and WEX.	DA, JR, MVK	<ul style="list-style-type: none"> <li>A high percentage of PP pupils have low aspirations and lack of life opportunities. Poor NEET % raising and support future careers and breaking the cycle of NEET</li> </ul>	£5,000	4, 5, 6
Specific provision for a range of SEN needs as per pupils EHCPs.	MTB, JR,	<ul style="list-style-type: none"> <li>RAG rating of EHCPs indicates not all needs are being met. Legal requirement for us to cover all parts of EHCP.</li> </ul>		

Reduce numbers of PA Improve attendance for PP pupils though weekly, half-termly and termly rewards.	KW, JR, MVK	<p>he DfE published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across K3 and KS4, the lower the likely level of attainment at the end of KS3 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve a level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-5 or equivalent including English and Maths than pupils that missed 15-20% of KS4 lessons</li> </ul>	£3,000	1, 2, 6
Improve pupil behaviour, attendance and subsequently academic achievement through a series of rewards.	JR, CT, MVK, All staff	<p>certain behaviours linked to making positive choices as outlined in schools Right Choices Policy</p> <p>Lunchtime choices need better structure to manage behaviour</p>	£5,000	

**Total budgeted cost: £, this may need to be adjusted once budgets are finalised.**

## **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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

<b>Strategy</b>	<b>Impact/Outcomes</b>
Additional TA for release of TA for Extended Learning Pupils Premium Champion.	Unused due to Covid-19 and lockdown.
1:1 Tuition in Science	Unable to recruit and put in place due to c-19.
School Councillor	Although impacted through C-19. Council did still attend site and was important through the pandemic. Impact beginning to be seen with family work and pupils. The councillor was able to support families during lockdowns virtually and support pupils with the anxiety of the school fully reopening.
Weekly Reward Prizes	Some underspend due to lack of reward trip opportunities. But in house rewards invaluable during lockdowns and C-19 to encourage pupils to fully engage with their work.
AP/ WEX service	Unable to utilise due to C-19 and crossing bubbles and risk assessments.
Level 6 Personal Career Guidance from Beacon East	Beacon East worked with us throughout 2020-2021 to support Y11 pupils with their onward path. This support was also available during the holidays.  NEET figure improvement 100% of pupils found onward placements.

## 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
Not applicable	