# 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

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| Detail | Data |
| School name | Bishopton PRU |
| Number of pupils in school | 48 |
| Proportion (%) of pupil premium eligible pupils | 67% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 (although this might change as numbers fluctuate and amount of PP changes) |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Rachel Campbell/Emily Carr – Co-Headteachers |
| Pupil premium lead | Claire Thompson |
| Governor / Trustee lead | Lorna McLean |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £38,000 |
| 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 | £38,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Pupils who attend Bishopton have been permanently excluded from their mainstream school. Many of these pupils have significant gaps in their learning due to their lack of attendance in lessons often due to their challenging behaviour. Some pupils arrive at Bishopton with unmet SEND needs as their challenging behaviour has masked other issues. In addition, many of our pupils have been affected by adverse childhood  experiences and require targeted personal development interventions to reduce their interrupted emotional developmental delay.  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 PASS. 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.  We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality careers guidance and further and higher education guidance is available to all.  Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | A significant proportion of our pupils are below age-related expectations. |
| 2 | The majority of pupils arrive at Bishopton with significant gaps in their curriculum learning due to poor attendance and engagement. Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. |
| 3 | Pupils’ arrive at Bishopton displaying challenging and dysregulated behaviour. Which affects their emotional, social and wellbeing including behaviour for learning. |

## 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.

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| Intended outcome | Success criteria |
| All children will learn and use life skills which support positive emotional and mental health; all children will have access, if needed, to intervention which will be delivered by trained staff in school. | Pupils resilience will improve due to strategies taught which will be demonstrated in their positive behaviour throughout the school. |
| Behaviour issues addressed. Pupils will be monitored and BRAG rated on their  behaviour. | Pupil’s behaviour improves. Fewer incidents recorded and improvements in behaviour points. This will be evidenced through behaviour point’s data, CPOMs and records of incident. |
| Increased attendance rates for pupils eligible for PP. | Further reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP to improve. |
| Improved attainment for disadvantaged pupils in English and Maths from their starting points. | 80% of PP students made expected progress from their starting points. |
| PP pupils improve their reading age from their baseline. | 80% PP students improve their reading age |
| Increased attendance rates for pupils eligible for PP. | Further reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP to improve. |

## Activity in this academic year

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

### Teaching(for example, CPD, recruitment and retention)

Budgeted cost: £ 12,280

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| New Thrive Practitioner to be trained. | Relational approaches to behaviour are evident across Bishopton. | 3 |
| COPE programme | Benefits pupils socially and academically, such as confidence and wellbeing (linked to PASS) | 3 |
| Further development of the Careers, Information and Guidance programme across KS3 and KS4 will improve the quality of provision and reduce the number of learners that are NEET at KS4. | Y11 pupil premium learners to have a Post -16 destination in readiness for September 2022.  NEET figures. |  |

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

Budgeted cost: £ 13,221.25

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pupil Premium learners have access to high quality intervention sessions which will ensure learners who are not making expected progress in have access to tailored support. | At each Data Capture any gaps identified to narrow. Intervention to be addressed around learning needs through EP.  All pupil premium pupils to engage with independent learning opportunities, including Century Learning. | 1 & 2 |
| Improve reading performance of pupil premium pupils. | 80% of all pupil premium pupils make good progress in reading with no pupils making less than requires improvement.  Pupils reading age measured at the start and regular intervals throughout the year. | 1 & 2 |
| PP pupils improve their PASS scores from baseline | 80% of all PP pupils improve their profile score and show improved emotional regulation in the classroom. | 3 |
| Improve the mental health and well-being of pupils in school through a therapeutic offer. | Pupils mental health is worsening at a national level. We are determined to support our community to ensure that Bishopton pupils are equipped to develop the skills needed to monitor and improve their own mental health. We believe that good emotional health will support academic performance and prepare pupils for life in modern Britain. | 3 |

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

Budgeted cost: £ 12,498.75

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| PP pupils improve their thrive scores from baseline. | 100% of all PP pupils requiring Thrive improve their profile score and show improved emotional regulation in the classroom. | 3 |
| To improve attendance of pupils attracting pupil premium. | Improved attendance recorded for these learners.  Robust and supportive attendance intervention plans to be in place for these learners.  Overall attendance for learners eligible for pupil premium to improve to the school target. | 3 |
| Pupils to be provided with uniform and breakfast. | Provide learners with a sense of belonging and feeling part of the school community. | 2 & 3 |

**Total budgeted cost: £** 31,520

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Teaching**  Pupils arrive at Bishopton displaying challenging and dysregulated behaviour. Which affects their emotional, social and wellbeing including behaviour for learning. Pupils who access COPE have become more confident in themselves and this has been reflected in their PASS outcomes.  36% (4 pupils) of pupil premium pupils did not have places for September. 1 of these was due to medical reasons and 1 was due to them unsure what they were wanting to do and still enquiring with support.  **Targeted academic support**  Pupils have received intervention based on their PASS targets and 70% of pupils have made good or outstanding progress. Of those who have not made progress we have a wider case note and this is across whole school.  Therapeutic intervention has been put in place for pupils to access in school and those who have access to this we are seeing an improvement in their mental health and well-being.  **Wider strategies**  All pupils who have had Thrive assessments done have made progress and improved their outcomes. They are beginning to emotionally regulate and ask for time out when needed.  All pupils who attend are provided with a school jumper and t-shirts. Pupils are provided with a free breakfast and snacks at break time. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| National Tutoring Program | Protocol Education |
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