

## Ravenscliffe High School and Sports College

### Pupil Premium Grant Strategy 2020-21

Date of next review: September 2021



#### Introduction

The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Each pupil who is in receipt of Free School Meals (FSM), or has been in receipt of FSM at any point in the past 6 years (Ever 6 FSM), is eligible for funding. Accordingly, schools also receive funding for Looked After Children (LAC), and children of service personnel.

#### Rates for Eligible Pupils

The Pupil Premium Grant for the 2020/21 Financial Year is as follows:

<b>Disadvantaged Pupils</b>	<b>Pupil Premium Grant allocated per pupil</b>
Pupils in years 7-11 recorded as Ever 6 FSM	£955
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345*
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345**
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence.	£310

#### Terms on which Pupil Premium Grant is allocated to schools.

The grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities, for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

Ultimately, *“it is for schools to decide how the pupil premium is spent, since they are best placed to assess what educational provision be made for individual pupils within their responsibility.” (DfE)*

### **Funding allocated to LAC defined in the Children Act 1989 (\*)**

Funding allocated to students who meet these criteria is allocated to and controlled by the LA virtual school team. The Virtual School Team retain £200 for administration costs and split the remaining £2145 equally across the three academic terms. The school's designated teacher is responsible for claiming the termly amounts once appropriate spending and interventions have occurred.

### **Funding allocated to those who have ceased to be looked after (\*\*)**

The DfE suggest that schools are best placed to decide how pupil premium grant funding is spent in order to narrow the gap in attainment between eligible children and their peers. Therefore, the school are under no obligation to consult with parents as to how money is allocated. However, we have always recognised that this should and could never be the case and recognise that parents and carers have a pivotal role to play in their child's education.

Ravenscliffe has always been sympathetic to the needs of our students and their often complex and unorthodox home circumstances. With that in mind, we do consider requests from parents of those students in receipt of the increased pupil premium amount of £2,345 despite being under no duty to do so.

As of the 2020/21 academic year, the school have therefore agreed the following procedures:

1. The school will retain £955 for each child eligible for PP+ as a result of the cessation of LA care due to adoption, special guardianship or child arrangement order. This will be spent in line with DfE guidelines as determined by the school.
2. The remaining figures of £1,390 will be collectively ring fenced for the benefit of the cohort as a whole.
3. Parents/carers/professionals are free to suggest how this ringfenced amount is spent to further the educational attainment of the eligible students.
4. Requests must be made prior to the annual EHC review and will be discussed at the review with professionals in attendance.
5. In order for funding to be agreed, a consensus must be reached by professionals that any goods or services purchased are clearly linked to EHC outcomes and will support students to achieve these outcomes.
6. Any goods purchased remain the property of the school.
7. At the school's discretion, requests for funding outside of the EHC review process will be considered in extraordinary circumstances.
8. Any funds that remain at the end of the academic year will not be carried forwards into the next and will be used to support wider initiatives for the cohort as a whole.

### **Current Academic Year (2020-21)**

It is worth noting that PPG is allocated in terms of the financial year (April to March) however for the purpose of reporting it is included in this strategy in line with the academic year, as this is easier to understand and more relevant to parents and carers.

This current academic year's allocation is therefore as follows:

2020-21 Financial Year Allocation (September '20 to March '21)	£53,802
2021-22 Financial Year Allocation (April '21 to August '21) *	£38,430
<b>Total Allocation for 2020/21 Academic Year</b>	<b>£92,232</b>
<b>TOTAL ALLOCATION 2020/21</b>	<b>£92,232</b>

\* The allocation for the 2021-22 Financial Year is yet to be determined, and thus figures are based on the 2020-21 allocation of £92,232. This will be reviewed and amended when the allocation for the 2021-22 Financial Year is released.

### **Barriers to educational achievement faced by eligible pupils**

All students who attend Ravenscliffe High School, and thus all who are eligible for Pupil Premium Grant funding, have an EHC plan. Naturally, pupils with EHC Plans have additional learning needs which present challenges to educational achievement if the correct strategies and interventions are not put in place.

More specific barriers to educational achievement identified at Ravenscliffe High School are:

- Disruptive and challenging behaviours, reducing time spent in the classroom available for teaching.
- An inability to express feelings due to associated disabilities and conditions.
- Low self-esteem, confidence, and poor mental health/wellbeing, particularly in those students more aware of their disability in comparison with mainstream peers.
- Social Isolation, as many pupils have limited access to social activities beyond the school day. This has an adverse impact on their emotional wellbeing.
- Poor parental engagement and participation in school life. Ravenscliffe High School feels strongly that an engaged parent/carer leads to an engaged and active learner.
- Poor nutrition both at home and in packed lunches. Ravenscliffe High School is a firm believer that a healthy diet leads to greater attainment in the classroom.

	<b>Cost</b>	<b>Aim</b>	<b>Desired Outcome</b>
<b>Family Liaison Officer</b>	£15,472 <i>of salary, costs and resources to be met by Pupil Premium</i>	The FLO will assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation, especially issues of attendance and safeguarding.	<p>Improved attendance of identified students whose home circumstances are a contributing factor to their absenteeism.</p> <p>Improved relationships between home and school to encourage families to play an active and engaging role in their children's education.</p> <p>Support for families to be signposted to and access third party services and professionals to help with non-educational issues in order to facilitate a more settled home environment.</p> <p>Reduction in the likelihood of safeguarding incidents occurring as a result of open and trusted dialogue with families. The school will identify families that it deems to be vulnerable and will intervene early in an attempt to put support mechanisms in place.</p>
<b>Visual enhancement of Personal Development and Behaviour-Attitude strategy</b>	£3,000	High quality, prominent display boards will be invested in, (the content of which can be regularly changed) as a constant reminder of the importance Character Education and Personal Development.	Character Education and Personal Development are essential elements of positive mental health and wellbeing. These high quality, constant reminders will be regularly updated to prompt students to reflect on different elements of their own wellbeing, and consider useful strategies they can personally adopt to enhance this further. In turn this will assist children and young people to address barriers to learning and flourish as individuals.
<b>Introduction of THRIVE approach: Promoting children's positive mental and emotional health</b>	£6,000	Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.	Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip staff with the knowledge, insights and resources needed to develop the relationships. Once again, this will assist children and young people to address barriers to learning and flourish as individuals.
<b>Resourcing of a purpose-built mental health and wellbeing room</b>	£20,000	The creation of a specialist purposed well-being room, fully resourced to meet the emotional and mental	A new building expansion has provided the opportunity to develop and create a special environment in which individuals or groups of students can access a range of opportunities to have their mental health and wellbeing needs met. This will include strategies such as drawing and talking, to more specific, targeted therapy. Students will

		health needs of formal, semi-formal and sensory learners.	also be actively involved in this design and resourcing, which will additionally and engage them in this process.
<b>Direct supporting a school staff member to attain a therapeutic training</b>	£5,000 <i>Course costs, registration fees and other associated resources and costs,</i>	<p>Research supports the effectiveness of therapy with children experiencing a wide variety of social, emotional, behavioural, and learning needs.</p> <p>The newly trained/qualified therapist will be able to conduct timetabled and ad-hoc sessions with those students for whom it is felt specific therapy beneficial. These sessions will support the work of the family liaison officer, safeguarding team and wider curriculum areas.</p>	<p>It is hoped that through additional therapy, students will:</p> <ul style="list-style-type: none"> <li>• Become more responsible for behaviours and develop more successful strategies.</li> <li>• Develop new and creative solutions to problems.</li> <li>• Develop respect and acceptance of self and others.</li> <li>• Learn to experience and express emotion.</li> <li>• Cultivate empathy and respect for thoughts and feelings of others.</li> <li>• Learn new social skills and relational skills with family.</li> <li>• Develop self-efficacy and thus a better assuredness about their abilities.</li> </ul>
<b>Provision of specific therapeutic interventions to further address individual needs</b> <i>Employment of a trained team of therapists, including aromatherapy, music, and speech and language</i>	£19,001	The provision of a calm, relaxing and expressive environment in which a range of therapies can be delivered to students with identified needs (in addition to core educational offer).	The ability to prevent identified students from reaching a point of crisis by removing them from the situation. Therapies will be aimed at encouraging relaxation, and allowing students to be calmed before being returned to lessons. In Music Therapy, students will be encouraged to express themselves through use of a variety of musical instruments and techniques.
<b>Additional resources, support and interventions to meet individual need</b>	£12,600	The provision of goods and services linked to individual EHC outcomes in the furtherance of the achievement of those outcomes (over and above their core school offer). Examples may include IT equipment to support communication, interventions from third party professionals, and contributions towards residential visits.	<p>Evidence suggests that young people who experience or have experienced disadvantage elsewhere in their lives do not perform as well as their peers. Whilst narrowing this gap is the sole aim of pupil premium funding, those students who have ceased to be looked after because of adoption, a special guardianship order, a child arrangement order or a residence order are arguably at further disadvantage.</p> <p>By making additional funding available to specifically target the educational needs of these students, it is hoped that further resources, support and interventions put in place will see their attainment increase in line with their own abilities and help develop their self-esteem and sense of self-worth.</p>

<p><b>Re-development of the sensory and sound garden</b></p>	<p>£10,000</p>	<p>The redevelopment of the school’s sensory and sound garden.</p> <p>This outdoor resource is an essential part of not only the school curriculum, but is also an invaluable resource in providing a safe “breakout” space for young people who may be in crisis.</p> <p>The area is currently in need of redevelopment to meet the diverse and ever-changing multi-sensory needs of the school population</p>	<p>The vast majority of students eligible for PPG do not have regular access to quality outdoor spaces within their own home environments. The redevelopment of this area will provide innovative and exciting resources to meet the multi-sensory needs of the school population. It will be a key resource in supporting the emotional health and wellbeing of those learners who need time out of the classroom.</p>
<p><b>Subsidisation of After School Clubs and Residential visits (where possible due to COVID-19)</b></p>	<p>£2,039</p>	<p>The School recognises the social, emotional and education value of both after school clubs and residential visits. Income should not be a barrier, and as such, these opportunities will be subsidised to allow all students to access them, if appropriate, and should they wish to.</p>	<p>By attending after school clubs and participating in residential visits, students will access enhanced opportunities for students to learn new skills and mix with different students to increase friendships and self-esteem, resulting in better confidence in lessons.</p>

<p><b>Total</b></p>	<p><b>£92,232</b></p>
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### **Previous Academic Year (2019-20)**

It is worth noting that PP is allocated in terms of the financial year (April to March) however for the purpose of reporting it is included in this strategy in line with the academic year, as this is easier to understand and more relevant to parents and carers.

This previous academic year's allocation was therefore as follows:

2018-19 Financial Year Allocation (September '19 to March '20)	£39,902
2019-20 Financial Year Allocation (April '20 to August '20)	£28,503
<b>Total Allocation for 2017/18 Academic Year</b>	<b>£68,405</b>

The 2019-20 allocation was spent as follows:

<b>Activity/Event/Item</b>	<b>Cost</b>
Lunchtime learning	£15,295
Therapy team	£5,560
Specific Interventions for PP+ Students	£12,285
Healthy meals provision	£20,703
Family Liaison Officer	£14,562
<b>Total</b>	<b>£68,405</b>

### **Effect of Pupil Premium expenditure**

The vast majority of strategies employed that are funded by the School's pupil premium grant result in intangible results, which cannot be explicitly linked to increases in attainment levels. There is, therefore, no discernible difference in the attainment levels of pupils eligible for pupil premium funding and those in the general school population. However, it has been noted that:

- Students continue to make great strides in both their independence and social skills at mealtimes as a result of the additional support provided by teaching staff as part of the lunchtime learning scheme. Students are provided with small, practical targets such as "eating with a knife and fork" and "eat something new every day", and because of the directed support, many are now achieving and exceeding these small steps of progress.
- There has been a noticeable improvement in the self-esteem and educational engagement of those students who have accessed the aromatherapy and music therapy services. Students have developed a good rapport with the therapists, who are often seen as an external party despite being arranged by the School. This has encouraged some students to be more open with their feelings when in receipt of therapies and has subsequently had a positive impact on their emotional well-being. Students return to class feeling refreshed, calm, and ready to learn.
- The quality of School meal provision continues to go from strength to strength. The catering team have been the recipients of various accolades throughout the year, and continue to provide high quality, locally sourced, and nutritious meals to the School community.
- Funding was made available to a small number of students to support the achievement of the outcomes and targets outlined in their EHC plans. Goods and services were funded by the School from the Pupil Premium grant following discussions at the EHC review. These interventions will be monitored as to their effectiveness, and the true impact will become clear during the EHC review process in 2020/21.

- The Family Liaison Officer is now an invaluable member of the School team, and has supported large numbers of families throughout the year. The FLO directly responds to concerns raised both in School and by other agencies and works with families to seek a resolution for all parties concerned. This has resulted in improved attendance for those students where the FLO has intervened, and also significant improvements in some families home circumstances and access to services and external support. The FLO is also a key member the safeguarding team, and her knowledge and expertise has proved invaluable in supporting this agenda in School.