

Pupil premium strategy statement. SCAPS 2020-2021

Summary information					
School	SCAPS				
Academic Year	2020-2021	Total PP budget	£17,970 To date	Date of most recent PP Review	Sept 2020
Total number of pupils October 2020	42 (current) (10-20)	Number of pupils eligible for PP April 2020	26	Date for next internal review of this strategy	January 2020 On going
		Percentage of pupils eligible for pp	61%		

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>
Percentage of pupils achieving level 1 or above in English and mathematics 85% Based on exam results 2019/20. This is an	61%	DFE statistics report that nationally In January 2020, for all school types, 13.6% of pupils were eligible for PPG

2. Barriers to future attainment (for pupils eligible for PP)	
Some students have a history of poor school attendance. At SCAPS attendance is good. However there are a range of other barriers.	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	The barriers include; negative attitudes towards learning, significant gaps in learning, ACES, traumatic experiences, use of drugs and alcohol, SEN that have not been identified. These factors result in students presenting complex needs and students who are very vulnerable. In addition, as a consequence of fixed and PEX from mainstream schools, prior to their referral to APS. As a result of these previous experiences, students often feel rejected and disaffected by school. Previous experiences of failure, often lead to a negative mind-set, diminished view of learning and low aspirations. As a consequence many students distrust adults, have low confidence as a learner, and have low self-esteem and are poorly motivated.

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<p>B.</p>	<p>The impact of COVID 19 and school closure has had a significant impact on the students learning and wellbeing. Learning has been seriously affected, in comparison with many of their mainstream peer’s, home access to IT is difficult and parental support to engage with learning at home, in most cases has been minimal. (The government scheme of giving laptops to students in receipt of PPG has helped the IT situation)</p> <p>For students attending APS, the gaps in their learning is significant, falling disproportionately behind many of their peers. Some have increased levels of anxiety. As a result, mental health has suffered. This is the result of a range of factors, including; poor daily routines, inconsistent boundaries and because of lock down, students being at home for extended periods of time and reduced interaction with peers. This has compounded difficulties, for example, students being able to safely and appropriately express and manage difficult feelings, on their return to school, have become more pronounced.</p> <p>Significant gaps in Maths and English skills. Difficulties in readjusting to healthy routines, going to bed at a reasonable time and getting up for school. Being able to concentrate and complete work to a good standard.</p>
<p>C.</p>	<p>Many students attending APS and those eligible for PPG are often working below age related expectations in Maths and English. This is due to a range of factors including; a history of poor school attendance, poor motivation to learn, low confidence as a learner and detrimental environmental issues.</p> <p>1:1 intervention is required for all students to close the gaps in their learning and challenge those to achieve greater success and gain higher levels in their qualifications. All students have an individualised learning pathway that is relevant to them and gives students a strong sense of purpose. Vocational courses are an important route for the majority of students which enable them to transfer to a post sixteen course at SGS or Bridge Training. This helps students to understand their purpose in working towards qualifications and securing post sixteen destinations. Enrichment activities, food technology and a focus on Life Skills are important aspects of the curriculum which enable our students to re-engage with learning, build trusting working relationships, increase motivation and enjoy being at school.</p>
<p>D.</p>	<p>Continued focus to develop the emotional literacy of students. On return to school, following extended periods of ‘lock down’ students will need mentoring sessions to remind and teach skills to manage difficult feelings appropriately and express themselves in a safe way. A focus on PSHCE and Life Skills is needed, that also challenges any prejudices, the students misconceptions, stereotypes and rigid views about life.</p>
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>	
<p>D.</p>	<p>For some pupils in receipt of PP, their attendance is lower than the average for APS at 65%. The attendance of PPG students for 2020-2021 is 48%</p>
<p>E</p>	<p>SCAPS caters for students from a wide geographic area. Most students travel to school by taxi. Communication with parents is usually via phone and email. For some students, engaging parental support can be difficult.</p>
<p>3. Outcomes</p>	
	<p><i>Desired outcomes and how they will be measured</i></p>
	<p><i>Success criteria</i></p>

A.	<p>KS 4 students achieve at least level 1 functional skills qualifications in Maths, English. KS3 students achieve level 1 qualifications in Maths and English</p> <p>Primary pupils are able to make holistic progress and are ready to take their next steps in learning</p> <p>Students improve their attitude towards learning that include; improved self-confidence as a learner, greater resilience to tolerate and learn from mistakes.</p>	<p>STAR Maths and STAR Reader and LUCID are used to conduct base line assessments. This is used to identify the gaps in learning and the next steps.</p> <p>Students receive Maths and English Intervention. Small group or 1:1 support is used to address the gaps in their learning and enable students to achieve level 1 qualifications in Maths and English</p> <p>Primary students improve their reading and comprehension skills</p> <p>Primary students are able to make the expected progress in Maths and English and make a successful return to mainstream school</p> <p>Students present greater self-esteem and confidence as a learner</p>
B.	<p>Attendance continues to be good and positive behaviour continues to develop. All students receive tailored provision to meet individual needs. The provision includes; regular mentoring sessions. As appropriate vocational training and a range of other curriculum adjustments that promote participation and enhances the student's sense of belonging, purpose and achievement. By providing a personalised curriculum and enrichment activities this will increase motivation to learn and improve outcomes for each student.</p>	<p>The attendance and behaviour of students continues to be good. Evidence gathered via 'student voice' student questionnaires reflect the value that they place on attending SCAPS.</p>
C.	<p>All students develop life skills that prepare and equip them to become young adults and for their next steps in FE college and work. All students continue to receive guidance and support to secure post sixteen destinations and enable them to make a positive contribution to society</p>	<p>All students develop their social and emotional skills. All students have access to careers guidance and are able secure post sixteen destinations</p>
D.	<p>Staff and pupil working relationships continue to be strong and positive. Following the return to school from 'lock down' some students have found it very difficult to settle, co-operate with members of staff instructions and engage with learning. As a consequence some students behaviour has been challenging which has resulted in fixed term exclusions. In order to maintain strong working relationships, restorative practice approaches are used. However this needs to be consistent with all members of staff and used across the whole school, where each member of staff has the same script and use of positive language that de-escalates, promotes positive behaviour and reinforces positive working relationships.</p>	<p>In order to promote restorative practice as a whole school approach and to establish this as part of our school ethos and culture. Three members of staff will participate in the Restorative Leadership Programme.</p>
4. Planned expenditure		

Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop the monitoring and tracking of pupil progress	All teachers use Doodle to track pupil progress, set targets and communicate plans to support staff	N.S has visited an AP school in Hampshire to share good practice. The use of Doodle was reported to be a very effective way to track and monitor progress, set learning targets and share planning	Evidence of student progress is clear and can be communicated to all staff All students know their learning targets and understand what they need to do to make progress Schemes of work and plans are communicated to all members of staff	N.S, L.C,R.P	December 2020
Develop the students' knowledge of metacognition to promote the students HOT skills. All members of staff develop their practice giving effective feedback. All members of staff use metacognitive techniques to support teaching and learning The philosophy of growth mind set underpins good practice and is used to raise student aspirations and expectations about what they can achieve	Whole school staff meetings to share good practice. Resources available on the G drive	EEF Teaching and learning tool kit provides evidence based research that supports the use of these approaches as being low coast, high impact and effective in improving teaching and learning and raising the achievement of students	Through staff questionnaires to identify specific areas to support development. Follow up staff meeting sessions to remind members of staff about effective practice CPD resources from The Key	R.P	Ongoing via daily de brief sessions, whole school staff meetings and through conversation with teaching and support staff
Total budgeted cost					Time £10,000
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
KS 4 students achieve at least level 1 qualifications in Maths and English	<p>Time tabled 1:1 Literacy and numeracy intervention</p> <p>Regular mentoring sessions to improve student motivation and attitude towards learning</p>	<p>Base line assessment and teacher assessment indicate gaps in learning Subject leaders express concern about student progress and identify those students that will benefit from programmes of intervention</p> <p>Students are able to access ICT, Maths, English</p>	<p>Timetabled 1:1 academic support</p> <p>Timetabled 1:1 and needs led mentoring and sessions</p>	<p>R.P/M.Mc/K.Mc</p> <p>L.C</p>	<p>Ongoing, daily/weekly consultation with staff, during curriculum review meeting, student progress review meetings and through quality first teaching, following the plan, do review cycle of teaching and learning. Continue to hold high expectations that all pupils read, quiz once a book is completed. Develop a reading culture. Ryeleaze pupils are also time tabled to read daily. A consistent whole school approach.</p>

Improvements in reading and comprehension in KS3 and KS4	STAR Reading Intervention for KS3/4 and Primary pupils	KS 3, 4 and Primary students improve their reading and comprehension skills	Daily time tabled reading activity School culture of 'this is what we do' Support through AR provider	J.D, R.P and K.Mc	AR discussed at SLT and staff meetings, continued regular review of practice to ensure that reading time is effective and all students engage with reading. Named members of staff to sit with groups and hear individual readers. This will provide consistent expectations. Pupil progress will be monitored through STAR reading assessments, every 12 weeks. Impact can also be measured through the quiz that is completed
Total budgeted cost					£2000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved motivation and engagement to learn. Improved social, emotional wellbeing and behaviour Improved behaviour Improved attendance	A range of enrichment activities which include; Gym sessions in YST, Boxing, Music sessions The Farm Equine therapy	Enrichment, alternative and proactive approaches are required to engage and encourage the student's active participation. Where possible activities are arranged to meet students interests. To continue to improve the pupils attendance, promote positive behaviour, greater motivation to learn and instil a sense of belonging and community.	Student progress data: Including; behaviour, attendance, attitude towards learning, greater Participation. Outcomes are closely monitored with the necessary adjustments to provision that will enable students to be prepared for adulthood so that they can make	R.P J.E L.C	Ongoing and termly

	<p>Bridge Training</p> <p>Great Expectations Forest School Visits from community outreach at Cheltenham Town Football club AP provision IMPACT, TMS INSPYRE During the summer Term sessions with Sky Lark outdoor pursuits are planned.</p>		<p>an active contribution to society. To achieve, the best possible outcomes and secure post sixteen destinations.</p>		
<p>Restorative Practice becomes a key aspect Of our school ethos and culture.</p>	<p>R.P, J.D and C.G attend the introductory sessions In Restorative Leadership.</p>	<p>Evidence based research illustrates how Restorative practice can improve the climate of school, improve working relationships between staff and children, reduce the harm caused following behaviour incidents and resolve conflict in a win-win outcome.</p>	<p>Named members of staff attend the termly training days. An action plan is used to guide the development of whole school practice and whole school staff meetings are used to share and consolidate good practice.</p>	<p>R.P, J.D, C.G</p>	<p>November 2021</p>
Total budgeted cost					High £££

5. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost High £££
<p>All members of staff develop their AFL practice. Including; giving effective verbal feedback..</p> <p>All members of staff develop their practice in teaching metacognitive skills to help prepare them for exams and become more resilient learners.</p>	<p>Three whole school staff meetings will be arranged on giving effective feedback, use of questions and how metacognitive skills can be used to support learning (R.P)</p>	<p>Effective verbal techniques are incorporated in practice which is of benefit to all students</p> <p>Use of questions by members of staff is used to develop higher order thinking skills.</p> <p>A whole school culture of high expectations will enable pupils to attempt more challenging tasks and become more confident learners.</p> <p>Giving effective verbal feedback had the most impact with staff using evidence based praise. Using metacognition, and use of questions will need follow up sessions. Further opportunities for metacognition will be explored with primary children and year 11 preparing for exams.</p>	<p>These approaches have proved to be effective and will continue to be used in 2019/20.</p> <p>The use of questions to promote higher order thinking skills, giving effective feedback, teaching metacognitive skills, and the philosophy of growth mind set to develop a 'can do' culture have had a very positive impact on student progress. Many students have achieved level 1 qualification and are more willing to take risks with their learning.</p>	<p>£ (Time)</p> <p>Use of questions and giving effective verbal feedback</p> <p>££</p>
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

KS 4 students achieve at least level 1 qualifications in Maths and English	Academic mentoring/ Literacy and numeracy intervention Sessions Needs led mentoring	See 2020 exam results, improved behaviour progress, fewer exclusions when compared with previous years and improved attendance data. The impact of these three staff meetings has been positive	Time tabling and cover are required to maintain consistent staff delivery of programmes of intervention and mentoring session are conducted at the designated times	
				Medium ££
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improved motivation and engagement to learn.</p> <p>Improved social and emotional wellbeing</p>	<p>Gym sessions Boxing coaching Archery Music sessions South Cerney water sports Pottery sessions Equine therapy Nailsworth work shop Bridge Training Wood work sessions Climbing wall visits Fishing Mountain biking Needs led mentoring</p>	<p>Student participation and enjoyment of these activities was high. The vocational training at Bridge training enabled some students to continue their training at post sixteen destinations.</p>	<p>The range of P.E and enrichment activities enabled students to engage with their learning and successfully participate in the school community. These approaches will continue. Ongoing further investigation of alternative provision/enrichment activities that will engage student interest and enhance motivation. For example during the summer term a 6 week block of team building and water sports activities at South Cerney water sports/ outdoor pursuits centre will be arranged. Drama sessions with the local theatre, boxing coaching, archery session will continue, clay work at the local pottery, the use of 'the corner plot. Weekly mountain bike sessions.</p>	
				<p>High £££</p>

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- See a range of case studies
- See exam results for 2020
- See year 11 destinations. Vert successful nearly all secured post sixteen destinations

