

## Pupil premium strategy statement. SCAPS 2019-20

Summary information					
School	SCAPS				
Academic Year	2019/20	Total PP budget	£20,790 To date	Date of most recent PP Review	8 <sup>th</sup> Sept 2019
Total number of pupils April 2019	37 (current) (6/09/19)	Number of pupils eligible for PP April 2019	24	Date for next internal review of this strategy	January 2020  On going
		Percentage of pupils eligible for pp	65%		

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 92% Based on exam results 2018/19	47%	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.	Poor literacy and numeracy skills/gaps in learning

<b>B.</b>	The students previous experience of school may have been difficult. As a consequence this can present as challenging behaviour and students mis trust of adults. Students may see learning as a low priority, feel disenfranchised and have poor behavioural habits. Low levels of resilience, concentration, motivation and effort to learn are compounded by previous experience of failure at school. Consequently the students feelings of poor self-esteem and fragile self-confidence as a learner, often lead to reduced willingness to take risks with learning and have low expectations and aspirations. Poor resilience in being able to tolerate making mistakes with learning or attempting new or more challenging tasks.	
<b>C.</b>	Student relationships and group dynamics can be difficult, especially when a new student arrives this can be a disruptive influence on the group.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Students have complex needs that often include; history of poor attendance at their mainstream school, poor social skills, low resilience as a learner, difficulties with their emotional literacy and managing feelings of frustration and anger, mental health needs, disruptive and uncooperative behaviour, difficulties at home where relationships with adults are volatile and mutual respect has been eroded, substance misuse, offending behaviour, chaotic lifestyles. Some students have a diagnosis of autism or other developmental disorder including; SPLD and in conjunction with SEMN.	
<b>3. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	KS 4 students achieve at least level 1 functional skills qualifications in Maths, English and Science KS3 students achieve level 1 qualifications in Maths and English Primary pupils are able to make holistic progress and are ready to take their next steps in learning Students improve their attitude towards learning that include; improved self-confidence as a learner, greater resilience to tolerate and learn from mistakes.	Students receive Maths and English Intervention. Small group or1:1 support is used to address the gaps in their learning and enable students to achieve level 1 qualifications in Maths and English Primary students improve their reading and comprehension skills Primary students are able to make the expected progress in Maths and English and make a successful return to mainstream school Students present greater self-esteem and confidence as a learner
<b>B.</b>	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.	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.
<b>C.</b>	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	All students develop their social and emotional skills. All students have access to careers guidance and are able secure post sixteen destinations
<b>4. Planned expenditure</b>		

<b>Academic year</b>	<b>2019/20</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 2019
Develop the use of AFL 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
<b>Total budgeted cost</b>					Time £10,000
<b>ii. Targeted support</b>					

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	Literacy and numeracy intervention Catch up literacy and Numeracy intervention training for staff Regular mentoring sessions  Sessions  Skills Forward software	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          Students are able to access ICT, Maths, English	Timetabled 1:1 academic support   Timetabled 1:1 and needs led mentoring and sessions	R.P/M.Mc/K.Mc   L.C	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.

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	E.B, 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
<b>Total budgeted cost</b>					£2000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 Mountain biking 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</p> <p>Forest School</p> <p>Visits from community outreach at Cheltenham Town Football club</p> <p>AP provision</p> <p>IMPACT, TMS</p> <p>INSPYRE</p> <p>During the summer term 6 weekly sessions to South Cerney Outdoor Pursuits Centre</p> <p>Sand therapy sessions facilitated via an EP</p>		<p>an active contribution to society. To achieve, the best possible outcomes and secure post sixteen destinations.</p>		
<b>Total budgeted cost</b>					High £££

5. Review of expenditure				
Previous Academic Year				
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 2019 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 ££
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<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 alternative 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 2018
- See year 11 destinations. Vert successful nearly all secured post sixteen destinations.

