

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Quorn Hall School
Pupils in school	68
Proportion of disadvantaged pupils	<p>7 in receipt of PP, but 70.5% (48 pupils) are eligible so the whole school budget contribution ensures that all LAC and disadvantaged pupils benefit from targeted interventions and resources as part of PP Strategy.</p> <p>Pupil Premium is paid in varying amounts from different Local Authorities and is sometimes included as part of our admissions fees hence the low figure allocated, which does not actually reflect the number of students we have that are entitled to receive PP.</p>
Pupil Premium allocation this academic year	£7,850 plus £30,198 from school budget
Academic year or years covered by statement	2020 to 2021
Publication date (via website)	01.02.21
Review date	01.09.21
Statement authorised by	A Jackson
Pupil premium lead	V Perkins
Governor lead	

Disadvantaged pupil barriers to success

Erratic attendance due to changing or challenging home circumstances, exacerbated by pandemic and Covid anxiety.

Prior to joining QHS, some students have missed significant amounts of education and arrive with gaps in literacy and numeracy knowledge affecting attainment and access to the wider curriculum.

High needs for pastoral, relational support to re-engage with learning and increase their resilience as learners.

Strategy aims for disadvantaged pupils – academic achievement

Aim	Evidence of impact	Target date
<p>Pupils close the gap between current attainment and age-related expectations in reading.</p>	<p>Closure in progress gap between PP and non-PP pupils</p> <p>We have invested in a new library area and have incorporated the use of online platforms to also promote reading strategies to enable access for our most reluctant readers.</p> <p>These platforms have included:</p> <p>Accelerated reader, Epic books, First news etc.</p> <p>This helped increase progress across all Key Stages with</p> <p>35% making expected progress in Key Stage 2</p> <p>33% making expected progress in Key Stage 3 and</p> <p>63% making expected progress in Key Stage 4</p> <p>All Key Stage areas saw progress being made by pupils in line with their personal targets.</p> <p>Where pupils were making less than expected progress from their starting points, staff have concentrated their focus on closing the gaps in the pupils' phonics knowledge and increased reading for understanding.</p>	<p>July 2021</p>
<p>Pupils make at least 30% progress in multiplication, a previously identified area of weakness within maths.</p>	<p>Closure in progress between PP and non-PP pupils:</p>	<p>July 2021</p>

	<p>All pupils made 41% or more progress from their starting point.</p> <p>No pupils made no progress.</p>	
<p>Improve phonics attainment of PP pupils in Key Stage 3 and 4</p>	<p>63% of PP pupils made good progress with no pupils making less than required improvement from their starting point.</p>	<p>July 2021</p>

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
<p>Priority 1 – Whole school approach to behaviour that challenges, so that staff feel confident to support pupils to be engaged and able to learn in their classrooms (and reduce the time spent out of class)</p>	<p>CPD for all staff:</p> <p>Robust and supportive behavioural strategies to promote independent self-regulation strategies for PP pupils to use safely</p> <p>Supportive behavioural and pastoral interventions</p> <p>Introduction of 'My Concern' platform to improve the team around each child's awareness of additional vulnerabilities and support needs</p> <p>53% reduction in significant behavioural incidents when compared with the previous academic year.</p>
<p>Priority 2 – Improvement in attendance</p>	<p>Daily contact with families of any young person not in school.</p> <p>Weekly attendance meeting reviewing progress and continued pupils of concern</p> <p>Home visits organised and remote learning packages plus devices readily available for any young person required to self-isolate</p> <p>Overall attendance of PP pupils to improve to support overall school attendance target to 90% (currently at 83%)</p> <p>MDT meetings are regularly set for TAC to attend and have a more global approach to PP pupils' social and emotional needs and academic needs being supported to promote progress.</p>
<p>Barriers to learning these priorities address</p>	<p>Current restrictions of Covid-19</p> <p>Low confidence in the wider community (e.g. even if school is safe, is transport safe?)</p> <p>Relational opportunities due to social distancing restrictions and isolation and shielding periods impacting on staff attendance (key attachment figures in school).</p>

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
<p>New, carefully sequenced schemes of work for English designed to close attainment gaps</p>	<p>A clear and concise programme to ensure opportunities were available to close gaps in knowledge and understanding. The educational programme with a clear road map of learning opportunities shows the intent, implementation and impact of English learning across all key stages.</p> <p>Impact evidenced through internal QA processes and pupil progress.</p>	<p>July 2021</p>
<p>Introduction to Google Classroom to support pupils' engagement in lessons and when working from home (due to self-isolation and Covid-19 risk assessment) and use of other online learning support platforms to increase access to personalised, motivational programmes e.g. TT Rockstars</p>	<p>Greater communication between school and parents/careers continues to develop.</p> <p>Remote Education Policy and monitoring of implementation.</p> <p>Impact seen in pupil progress data</p>	<p>July 2021</p>
<p>Additional resources introduced in to the school to promote progression including costs:</p> <p>1-1 support interventions – £2000</p>	<p>All identified pupils. Targeted opportunities to close gaps in both academic and social and emotional needs</p>	

<p>Leicester Riders Basketball coaching programme – £2,520</p> <p>Animal assisted therapy – £1000</p> <p>Significant additional pastoral/behavioural input 1:1 to support students back to classroom – £19,500</p> <p>1:1 interventions for literacy and numeracy and online packages to support learning – £6228 (Packages include: Accelerated Reader, Maths Circle, Votes for Schools, Maths No Problem, Nessy Learning, Jigsaw Online)</p> <p>Minibus lease – £4800</p> <p>Enrichment/Rewards trips – £2000</p>	<p>Fine motor skills and team building opportunities</p> <p>Bespoke opportunities for pupils to use animal assisted therapy to work on own well-being and self-regulation</p> <p>Student Support Officer role introduced and developed</p> <p>1:1 targeted support for literacy and numeracy interventions. Online platforms to promote engagement in literacy and numeracy activities which increase fluency and close gaps.</p> <p>Wider opportunities to build resilience and increase cultural capital, building independence, knowledge and skills.</p>	
<p>Focus on feedback and assessment</p>	<p>New marking and feedback policy implemented, helping pupils build confidence that they are progressing.</p> <p>Book monitoring, with best practise shared across all key stages</p>	<p>Review at the end of each half term.</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	Introduction of online learning platforms
Priority 2	Introduction of intervention programme to target literacy and mathematical learning needs
Barriers to learning these priorities address	Initial investment in training time requirement so that staff made effective use of new platforms and programmes. Phase 2 of wider investment in school IT infrastructure took place in the Autumn term

Wider strategies for current academic year

Measure	Activity
Priority 1	Increased focus on attendance after the detrimental impact of Lockdown 1 (March 2020) and continued Covid anxiety. Daily contact and wellbeing checks undertaken for any pupil not in school by close of first registration. Attendance to increase by more than 10% by year end.
Priority 2	Increasing parental engagement in learning through regular communication with class teachers about what their child is doing well. Also increased positive communication through social media platforms, open days and relationship building.
Barriers to learning these priorities address	Anxiety around Covid pandemic and restrictions impact

Monitoring and implementation

Area	Challenge	Mitigating action
High Quality Teaching	Ensure that despite challenges of pandemic, sufficient time is given to support the ambitious CPD programme required to ensure high quality teaching and in classroom pastoral support to maintain and increase readiness for learning. Google platform Phonics Dyslexia Maths No problem – Singapore maths	Clear schedule of weekly training with online delivery and virtual attendance in line with Covid risk assessment via Google platform. This enabled high attendance and engagement.

	<p>Trauma informed therapy</p> <p>Cognitive load theory and 'chunking'</p> <p>Sensory and the classroom environment</p> <p>PBS – whole school approach</p> <p>Emotional literacy</p>	
<p>Targeted support to increase attendance and engagement in learning</p>	<p>Increase in proactive timetabled Behavioural and Pastoral support interventions for pupils identified as in need</p> <p>Attendance daily tasks (incl Department of Education reporting requirements) plus weekly meetings to increase focus and joined up working between safeguarding, student support teams and attendance officers</p>	<p>Timetable developed to proactively meet needs of individual pupils to work on self-regulation techniques, well-being and pastoral care whilst also maintaining reactive support from other SLT members as required.</p> <p>Allocated time for staff focusing on attendance was increased, with Deputy Headteacher taking overall accountability.</p>
<p>Wider strategies</p>	<p>Increased access to community subject to Covid risk assessments</p> <p>Planned and effective opportunities to develop positive and proactive communications with parents/carers and other professionals.</p>	<p>Covid safe activities and venues used e.g. Duke of Edinburgh camping took place onsite. Students supported to follow Covid safe practices in shops and other public places.</p> <p>Open communication opportunities for all those involved with the pupils development and growth both academically and socially.</p>

Quorn Hall School aims to provide the best possible quality of education for some of the most vulnerable young learners.

Quorn Hall School uses the money obtained from the PPG to ensure that those pupils entitled to pupil premium make progress.

In particular it is used to support any individual targets on their education, health and care plans and to provide extra support to narrow gaps in attainment and progress. These gaps often occur as a result of absence in education (prior to starting at Quorn

Hall School), additional learning and SEMH needs. We also use pupil premium grants to expose children to activities that they may not encounter, to develop cultural capital.

Analysis of data has enabled us to broaden the curriculum and the use of interventions for students in receipt of PPG to include literacy targeted intervention, numeracy targeted intervention and therapeutic/behavioural support for the academic year. In this way we hope to diminish the gap attainment/progress between PPG and non-PPG students, and forecast that the impact of the therapeutic curriculum and additional behaviour/pastoral support will eradicate barriers to learning.

Estimated Total Pupil Premium Income £7850

Total Spend £38,048

Additional support from whole school budget £30,198