

R.E.A.L. Independent School Blidworth Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2023 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

Detail	Data
School name	RIS Blidworth
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	Kirsten Gibson
Pupil premium lead	Alison Wellings
Governor / Trustee lead	Sarah Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,595.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,236.00
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	£25,831.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged learners, with particular emphasis on raising aspirations and preparation for adulthood. Whilst socio-economic disadvantage is not always the primary challenge our learners face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities
- Preparation for adulthood
- Wider support needs

Our person centred approach to the use of pupil premium ensures that disadvantaged pupils have support in the areas where they require it most, using both formal and informal assessments to inform our decision making. Where required, pupil premium will be used to further enhance our bespoke education packages by ensuring our staff have high quality to development in the areas that are needed most whilst incorporating additional specialist tuition from high quality teaching staff or by providing access to a specialist learning environment/support for their individual needs.

In addition to our academic enhancements, we will also provide disadvantaged pupils with support to develop independent life and social skills. We will ensure they have access to social opportunities such as an overnight residential experience, trips to the theatre and other places of interest, where these are appropriate. Our strategy is integral to wider school plans for education and wellbeing recovery. Our strategy will be driven by the needs and strengths of each young person, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

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 via interventions such as attendance strategies and additional support through our focus ESP (Enhanced Support Team) to provide access to additional services such as Counselling, Mental Health and Well Being Support and Learner Attendance and Engagement support.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that our disadvantaged learners have a lower attendance figure due to anxiety related issues or school refusal, when compared with their peers.
2	Our data and observations indicate that our disadvantaged learners have below age related reading and literacy skills that impact on learning and outcomes from across the curriculum.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This can lead to low aspirations that impact on their preparation for adulthood and ambitions for the future.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have reduced self-esteem, resilience and mental health issues that impact on their ability to take risks with their learning
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
6	Our assessments, observations and discussions with professionals and with parents, show that some of our disadvantaged learners find it difficult to self regulate and require support to do so.

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.

Intended outcome	Success criteria
An improved attendance figure for our disadvantaged learners, through the use of rewards, work with specialist attendance staff and other bespoke interventions.	Learners on PT timetables make progress through a staged approach. Attendance clinics show the impact of actions. Clear progress is evident for individual learners' attendance that is contextualised in relation to previous figures.
Our disadvantaged learners will have improved reading ages and literacy skills that enable them to access learning and achieve outcomes in other curriculum areas.	Phonics delivery is good and effective. Learners have an individualised reading curriculum offer. Staff have appropriate subject knowledge in reading. Tracking shows learners make expected

	<p>progress in line with needs. A love of reading is clear across all sites.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>All disadvantaged learners will have access to at least one community activity / visit during the year and will show an improved confidence as a result of this.</p> <p>Where appropriate, all disadvantaged learners will have high quality of support to improve their independence skills, including independent travel support, budgeting and cooking.</p>
<p>Disadvantaged learners have improved resilience, mental health and wellbeing</p>	<p>All disadvantaged learners who require it, will have access to high quality support from qualified counsellors and staff who have sound knowledge of wellbeing.</p> <p>All disadvantaged learners will have access to a programme of support that will improve their well being as required.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,316.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Literacy Lead.	Evidence suggests that successful schools are those that put literacy at the heart of learning across all subjects. Employing a literacy lead to co-ordinate literacy across the school was identified as one of the effective strategies for improving literacy. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413182/Improving_literacy_in_secondary_schools.pdf	2

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

Budgeted cost: £2,738.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Lexia package to improve reading and literacy skills.	Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in 2 5 personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	2

<p>Purchase of further resources and books to enhance our delivery of The Phonics International programme.</p>	<p>According to the DFE, research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/194057/phonics_check_leaflet_2013_.pdf</p> <p>Phonics International is one of the Government recommended Systematic phonics programmes and we believe one of the most appropriate programmes for our learners.</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,416.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of personalised reward systems for improved behaviour and attendance.</p>	<p>The DFE commissioned Ask Research to complete case studies of Outstanding schools for their Behaviour management systems. Research found outstanding schools had consistently applied rewards and sanctions that were reviewed regularly to maintain motivation and personalised when appropriate to meet the needs of learners with SEND. (ie when travelling long distances etc)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf</p> <p>Attendance is key at school and dedicated staff focusing on this can help raise attendance levels.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	<p>1, 5, 6</p>

<p>In house enhanced support Package (ESP) targeted support for wellbeing and attendance. To include specialist staff support, supported work experience placements and counselling.</p>	<p>The DFE recommends providing an identified member of staff as it enables schools to build relationships with families of persistently absent pupils, and provide practical support to unblock barriers to attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Evidence of relationships based programme for improving attendance is found below https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</p> <p>Counselling within secondary schools has been shown to bring about significant reductions in psychological distress in the short term, and to help young people move towards their personal goals. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf</p>	<p>1, 3, 4, 5, 6</p>
<p>Funding of overnight residential activities, activity days, theatre trips, museum trips, visits from authors, visits to local community groups and other visits to expand cultural capital.</p>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. https://www.culturallearningalliance.org.uk/what-is-cultural-capital/#:~:text=As%20adults%2C%20cultural%20capital%20helps%20individuals%20to%20network,Bennet%20et%20al%2C%20describe%20this%20system%20of%20privilege%3A</p>	<p>3, 4, 5</p>
<p>Provision of breakfast for learners to support a positive start to their day.</p>	<p>The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. https://www.gov.uk/guidance/national-school-breakfast-club-programme</p>	<p>1, 3, 4, 5, 6</p>

NB £2,050.00 has been ring fenced for individualised pupil premium use to meet the specific needs of individual pupils as required.

Total budgeted cost: £22,520.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria
<p>An improved attendance figure for our disadvantaged learners, through the use of rewards, work with specialist attendance staff and other bespoke interventions.</p>	<p>All learners with an attendance of below 90% will have an improved attendance when compared with their previous attendance figure.</p> <p>The whole cohort will have an increase in their overall attendance figure by at least 5% (Where appropriate).</p> <p>Whole cohort attendance needs to be viewed cautiously due to the individual needs of learners and historic attendance issues.</p> <p>AT Attendance- 74.13%</p> <p>SPT Attendance- 73.36%</p> <p>SUT Attendance- 69.16%</p> <p>Overall Attendance- 71.09%</p> <p>11 learners showed improved attendance ranging from 1% to 20% when looking at AT totals compared to SUT totals.</p> <p>2 learners had 100% attendance for the whole year.</p> <p>6 learners accessed support from the LEAL team throughout the year.</p> <p>There will be a reduction in the number of learners who are classed as persistently absent.</p> <p>AT PA- 15 learners</p> <p>SPT PA- 17 learners</p> <p>SUT PA- 15 learners</p> <p>Overall PA or the year- 16 learners</p>
<p>Our disadvantaged learners will have improved reading ages and literacy skills that enable them to access learning and achieve outcomes in other curriculum areas.</p>	<p>All disadvantaged learners will have an improved reading age when compared with their baseline.</p> <p>All disadvantaged learners will show improved literacy skills when compared with their baseline skills.</p> <p>Based upon assessment data from standardised testing, teacher assessment and achievement data:</p>

	<p>67 % of disadvantaged learners made expected or above progress with their literacy. 22 % of disadvantaged learners made accelerated progress with their literacy.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>All disadvantaged learners will have access to at least one community activity / visit during the year and will show an improved confidence as a result of this.</p> <p>Where appropriate and in line with individual needs, learners had access to a wide variety of trips throughout the year. There were over 23 trips that were accessible throughout the year, including an outdoor pursuits residential. These trips and activities have allowed learners to access experiences that they would not have had the opportunity to do.</p>
<p>Disadvantaged pupils have higher aspirations and feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged learners will have access to high quality careers advice and well supported work experience placements.</p> <p>Gatsby benchmarks were met in relation to careers provision.</p> <p>3 Yr 11 learners were offered and completed a careers interview. 1 learner was offered an appointment, but did not attend.</p> <p>All disadvantaged learners who are due to leave our school will have a positive destination and therefore there will be no learners who are classed as NEET. (Not in employment, education or training.)</p> <p>0 learners ended up as NEET at the end of Y11.</p>
<p>Disadvantaged learners have improved resilience, mental health and wellbeing.</p>	<p>All disadvantaged learners who require it, will have access to high quality support from qualified counsellors and staff who have sound knowledge of wellbeing.</p> <p>All disadvantaged learners will have access to a programme of support that will improve their mental health and well being.</p> <p>In total 7 learners accessed support from the Mental Health and Well Being Lead throughout the year, 1 learner accessed counselling support, and 6 learners accessed support from the LEAL team. All learners that accessed these were to support with identified individual areas of concern.</p>
<p>Our disadvantaged learners find strategies that help them to self-regulate and process the stimuli around them to improve their ability to access learning tasks.</p>	<p>All disadvantaged learners who require it will be able to self regulate their behaviour.</p> <p>Where significant incidents occurred the ESP team worked specifically with 7 learners from RIS Blidworth to try to reduce incidents happening again.</p>

Further information (optional)

Due to the nature of the R.E.A.L. Independent Schools (RIS) provision we do not receive direct payments from the government for children on our roll. The way we receive funding for R.E.A.L. pupils will vary depending on the commissioning authority as some authorities use the pupil premium grant to contribute towards their placement with us, which is in itself an additional intervention for the pupil, however some do provide the additional funding directly to us. Where we are provided with funding directly we will ensure that we are accountable for this funding and its use is tracked and monitored in line with the DfE guidelines.