



Southwark Inclusive Learning Service (SILS)

Pupil premium strategy statement –2023/24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	16 October 2023
Date on which it will be reviewed	Termly
Statement authorised by	Yomi Adewoye - HT
Pupil premium lead	Caleb Adetona
Governor lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27637.50
Recovery premium funding allocation this academic year	£ 6,555
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ n/a
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,192

Part A: Pupil premium strategy plan

Statement of intent

The primary goal of our Pupil Premium Strategy is to increase engagement and attendance rates among our students and their guardians. We aim to achieve this by creating a supportive and inclusive school environment where students feel valued and inspired to attend regularly, participate actively in their education, and enjoy their learning experience.

Strategies:

1. Building Strong Relationships:

- Our teaching and support staff will maintain regular contact with students and their families to understand their needs, concerns, and aspirations.
- We will establish an academic mentorship program that connects at-risk students with a dedicated staff member who will provide guidance, support, and encouragement.
- We will hold regular parent-teacher meetings to facilitate open communication between the school and guardians, addressing any attendance or engagement issues promptly.

2. School-Wide Positive Rewards Strategies:

- We will implement a comprehensive rewards system that acknowledges and celebrates students' achievements and positive behaviours.
- Students will receive recognition for punctuality, attendance, and active participation in school activities.
- Weekly rewards assemblies will take place celebrating Attendance, showing the school value and positive learning behaviours.

3. Extracurricular Intervention:

- We will expand our extracurricular activities to offer a variety of options that cater to different interests and talents.
- These activities will be designed to make the learning experience more enjoyable, providing students with a sense of belonging and connection to the school.
- We will actively encourage students to participate in extracurricular clubs and sports, creating a strong sense of community within the school.

4. Careers:

- We are also aiming at employing a careers person that can work with staff, students and academic mentors in relating the curriculum context to student aspirations in the aims of raising motivation for curriculum engagement.

Expected Outcomes:

By implementing these strategies, we anticipate the following outcomes:

1. Increased engagement: Students will become more actively involved in their education, leading to improved academic performance and a greater sense of fulfilment.
2. Improved attendance: Regular communication with parents and carers and the introduction of positive rewards will motivate students to attend school regularly.
3. Enhanced learning experience: Extracurricular activities will provide students with enjoyable opportunities to learn, fostering a more positive attitude toward their education.
4. More effective academic intervention: With increased engagement and attendance, academic interventions will have a greater impact, supporting our students in reaching their full potential.

Monitoring and Evaluation:

We will continually monitor the impact of these strategies through attendance records, academic performance, and feedback from students, parents, and staff. This data will guide us in refining and adapting our approach to ensure the success of our Pupil Premium Strategy –This will be checked on a termly basis.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Literacy levels / reading ages
3	Access to resources
4	Engagement with curriculum
5	Previously missed education

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
Increased attendance	Cohort average attendance increased from 66.8% (Data from SIMS last year) Reduce the number of PA students (18 students) by 50%.
Close attainment gap with PP students	Increase pass rate e.g. science from 0 to at least 1 Increase outcomes in English at KS4 from 2 to at least 3 Increased engagement with out of hours learning by majority of students (via online platform – to approx. 1 hour of extended learning per week)
Literacy / reading ages	Increase in reading ages of students up by average of 12-18 months after 6-9 months of intervention Increased confidence in reading across the school Acquisition of literacy specific program to support student learning
Engagement with careers	All students access / engage with career guidance. 90+% Year 11 have confirmed post 16 options in place by May June 2024 (reduction in NEET compared with 2023).

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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Differentiating for students with learning needs CPD	Educational Endowment Fund, thekeysupport.com, DfE	2,3,4,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Intervention	Educational Endowment Fund, thekeysupport.com, DfE	2,3,4,5
Academic mentor	Educational Endowment Fund, thekeysupport.com, DfE	1-5

Wider strategies (for example, related to attendance, behaviour, wellbeing, rewards)

Budgeted cost: £13,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	Educational Endowment Fund, thekeysupport.com, DfE	1
Rewards System	Educational Endowment Fund, thekeysupport.com, DfE	1,4
Attendance pick-ups	Educational Endowment Fund, thekeysupport.com, DfE	1

Total budgeted cost: £34,192

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past academic year, our Pupil Premium (PP) funding strategy has been designed to reduce gaps in attainment, accelerate progress in Maths, English and Science and improve attendance and extend access to post 16 employment, education and training.

The analysis for 2022/23 academic year was based on GCSE students outcomes and internal teacher assessments data. Although it must be noted that the low student numbers and high mobility, does add a difficult dimension to the analysis. The analysis also looked at attainment and attendance measures across core subjects at KS3 and KS4.

Internal analysis of KS4 data for PP students across half termly data points indicate improved attainment 10/16 (62%) students in English and 9/16 (56%) students in Maths.

With Year 11s, PP students achieved in line with GCSE prediction, with results for Maths at 55%; English at 11%; and Biology at 33%

Equivalent outcomes for non PP students was Maths at 70%, English at 30% and Biology at 80%. Which shows non PP students' performance/ was higher than PP student outcomes.

The gap between attainment scores of our PP and non-PP pupils has grown since 2019. Our analysis suggests that the reason for this is primarily the impact of COVID, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Six out of nine of the Year 11 PP pupils received 1-2-1 tutoring intervention in Maths, English and Biology. The intervention (30 sessions Maths/Science and 13 sessions English) was made available to pupils over the Spring and Summer terms and our data suggests that this intervention had less impact on GCSE results than anticipated.

However, evaluations of pupil* and tutor** satisfaction surveys illustrated increased engagement, confidence and attendance during the summer weeks leading up to the GCSE exams.

All PP students at KS3 and KS4 benefitted from services of the Attendance & Welfare Officer (EWO). The EWO worked with families and professionals with the aim to improve attendance. Of the PP cohort at KS4, the attendance of 6/16 (37%) remained below 70%, and this would have contributed to the underachievement of this cohort.

Sports equipment (football goals and basketball hoops) were purchased to benefit ALL pupils at KS3. In addition, the gardening project which started in October 2021 continues and with pupils (11/26 of the KS4 PP cohort) fully engaged and participating. Two large vegetable troughs have been constructed and planted in the front garden of the school and these extracurricular projects have contributed to the increase in self-confidence, engagement in lessons and enjoyment of school.

All through the year at KS3 cooked breakfast is provided at least once a week and continental breakfast on all other days. At KS4 cooked breakfast is provided in the weeks leading up to revision and exams with the aim to increase attendance, punctuality, wellbeing, nutritional and social benefits for all students. At KS4, data shows a higher uptake of breakfast in the Autumn term in comparison to Spring and Summer terms, and it is thought that this may be due to the dark cold weather in autumn and the need for a warm meal and hot drinks to start the school day for students.

Our data analysis demonstrates that we have significant challenges to address around attendance and social and mental health for PP students and so we have reviewed our PP strategy accordingly this academic year.

*4/6 PP students found the 1-2-1 tutoring 'useful' on a scale of 1-5 "She was really friendly and helped me feel more confident about exam questions".

***"G was a little hesitant initially but warmed up throughout the session and engaged progressively more and more"

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

