

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 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	The Gillford Centre
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Rachel Clark
Pupil premium lead	Alan Inglis
Governor / Trustee lead	Karen Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,105
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£36,745

Part A: Pupil premium strategy plan

Statement of intent

Pupils at the school can have problems with social and emotional literacy due to experiences in the home, community or through previous educational settings.

Pupils can also have low self-esteem and low resilience due to their experiences to date.

Pupils can have erratic attendance due to changing or challenging home circumstances, this can affect their potential for attainment and development of skills and knowledge.

Pupils can have low self-esteem due to exclusion from mainstream school and gaps in skills and knowledge.

Gaps in skills and knowledge can lead to difficulties in accessing learning and need extra support in smaller class sizes, extra targeted support in class and a curriculum that meets their needs to maximise their potential.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress can be significantly related to (and hindered by), for example, emotional literacy, ACEs or physical development, and the school needs to be strong at identifying the barriers that each individual student faces now and in the past.
2	Pupils have erratic attendance due to changing or challenging home circumstances
3	Pupil's mental health requires additional support for them to be able to access school and/or the curriculum

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
<i>To improve school attendance</i>	Attendance across the school will be higher than last year
<i>Staff to benefit from CPD</i>	Staff who enrol on NPQs to complete them, 6 staff are currently enrolled.
<i>Pupils to benefit from 1:1 work with Speech and Language Therapist</i>	Record of all sessions to show progress from starting points
<i>Embedded use of phonics across school</i>	Daily phonics in KS1 and then delivered as interventions up to KS3 based upon baseline assessments upon entry to the school
<i>To target specific social, emotional and mental health issues of pupils to help them develop strategies to manage these</i>	Use of baseline assessments through out Thrive approach and regular recording to show progress

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Backfilling staff to release them to study for a range of NPQs	Evidence tells us that high-quality professional development for teachers has a significant effect on pupils' learning outcomes and provides the most cost-effective impact on attainment when compared with other interventions schools may consider as independently reviewed by the EEF	1

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

Budgeted cost: £ 14,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Joy Wills – Speech and Language Therapist</i>	EEF research around oral language interventions suggests very high impact for low cost	1
<i>Read Write Inc Phonics subscription and Fresh start for pupils up to KS3</i>	EEF research around phonics suggest high impact for low cost	1

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

Budgeted cost: £ 31,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appoint a second family liaison officer once we move to a second site</i>	EEF research suggests moderate impact for very low cost in regards to parental engagement	1, 2
<i>Chris Lumsdon Elite Coaching – Supporting mental health through sport</i>	EEF research suggests low impact for low cost	3
<i>The Thrive Approach – online subscription to support delivery of thrive across school</i>	EEF research in to social and emotional learning suggest moderate impact for low cost	3

Total budgeted cost: £ 48,782

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 2021 to 2022 academic year.

Aim	Outcome
<i>To further improve pupils digital literacy with improved provision of ICT- Laptops and ipads within the school and the introduction of new ICT (subject) to the KS3 curriculum.</i>	20 new pieces of ICT purchased through the year including iPads and school laptops
<i>Introduction of Breakfast club to target all PP children upon entering school or at morning break. This also includes milk for eligible PP children across the school</i>	Milk and breakfast club now takes place across school at break time, this was trialled upon entry to school but punctuality could lead to pupils missing out on breakfast
<i>CPD for Teachers delivering the new suite of courses through Asdan. Support and time for moderation to embed the courses and ensure rigour to secure certificated outcomes for pupils.</i>	ASDAN Inset training booked for September 1 st 2021.
<i>Recruitment of Head of English and professional development of the English department to improve quality of Education in English</i>	Head of English appointed with a focus on developing further the English curriculum across school
<i>Teaching Assistants experts introduced for SEMH and subject specific interventions</i>	Specific teaching assistants enrolled on course regarding emotion coaching. Course completed
<i>Bespoke interventions across all key stages for all disadvantaged pupils to support access to the curriculum.</i>	Interventions targeted to pupils based on their baseline assessment, e.g. phonics in KS3
<i>Transport for pupils who are struggling and without which their attendance and access to learning is limited</i>	All pupils who require either taxis or bus passes are provided with these

<i>Appointment of Attendance officer to build rapport with pupils and families to improve and support improved attendance and therefore close the gap.</i>	Attendance officer appointed, now leading on early helps across school and working alongside families regarding attendance
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Externally provided programmes

Programme	Provider
N/A	

