

Pupil premium strategy statement

School overview

Metric	Data
School name	The Gillford Centre PRU
Pupils in school	83
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£ 35,657.50
Academic year or years covered by statement	2019 to 2021
Publish date	13 April 2021
Review date	13 April 2022
Statement authorised by	A Little
Pupil premium lead	K Taylor
Governor lead	P Mc Graw

Disadvantaged pupil barriers to success

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.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in literacy	Closure in the gap between PP and non PP pupils	July 2021
Improve writing performance of PP pupils	50% of all PP pupils make good progress in writing with no pupils making less than requires improvement	July 2021

PP pupils in KS4 make expected levels of literacy and numeracy	80% of KS4 pp pupils gained recognised Asdan qualifications through targeted teaching. The remaining 20% are working on ASDAN engaging with qualifications. 90% of Pupils will leave with Level 1 Functional skills in English and Maths. All pupils will have the opportunity to study and be entered for a GCSE in English and Maths.	July 2021
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve attendance and behaviour of pupils attracting PP	Fewer behaviour incidents recorded for these pupils Robust and supportive behavioural intervention plans to be in place for these pupils. Effective support from the school attendance officer for pupils and their families to boost attendance. Overall attendance for pupils eligible for PP to improve to the school target.	July 2021
Pupils are able to travel to school on bus or by taxi to support attendance	All pp pupils are able to access the provision of public transport or Taxi to support attendance at school	October 2021 (& ongoing)
Support for extra-curricular activities such as outdoor adventure	All pupils able to share their experiences and develop social skills that will stay with them for life	July 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Appointment of Attendance officer to build rapport with pupils and families to improve and support improved attendance and therefore close the gap.
Priority 2	Transport for pupils who are struggling and without which their attendance and access to learning is limited
Priority 3	Bespoke interventions across all key stages for all disadvantaged pupils to support access to the curriculum.
Priority 4	Teaching Assistants experts introduced for SEMH and subject specific interventions
Priority 5	Recruitment of Head of English and professional development of the English department to improve quality of Education in English
Priority 6	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.
Barriers to learning these priorities address	Insufficient support for literacy Limited ability to deliver in house emotional resilience work due to staff and training Attendance by pupils (supported by Attendance Officer)
Projected spending	£24,500

Wider strategies for current academic year

Measure	Activity
Priority 1	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.
Priority 2	Introduction of Brunch club to target
Barriers to learning these priorities address	Poor access to ICT – limited provision and equipment
Projected spending	11,500

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Teaching	Ensuring an improvement on attendance so that pupils are accessing a continuity in their learning.	Attendance officer supporting pupils and families and building trust and positive relationships to improve attendance
Targeted support	Ensuring enough time for school English lead to support delivery of 1:1 interventions	English lead developing 2 teachers delivering English. Teacher to free up 2 days a week to lead small groups Lead teacher now supported by two Teachers delivering English. Teaching Assistants supported targeted interventions (training of Teaching Assistants to support this)
Targeted support	Ensuring that there is a level of expertise in house to do intermediate work with SEMH issues	Teaching Assistant/s to have access to CPD to enable them to deliver 1:1 sessions with pupils.
Wider strategies	To further improve the provision of ICT	Use of PP funding to ensure that there is an improved access to ICT facilities at all Key stages in the school by significant increase of access for each class to ipads and laptops to improve their digital literacy. KS3 pupils now have specific ICT lessons to improve their digital literacy. All pupils to have increased access to ICT.
Wider strategies	Introduction of Brunch club	Brunch club introduced instead of Breakfast club. Targeted PP students are more likely to access this instead of a targeted PP Breakfast club.

Review: last year's aims and outcomes

Aim	Outcome
Improve literacy standards through maths and literacy catch up programs	Improvement in disadvantaged pupil progress through the introduction of the Lexonic & Maths Whizz programmes.
Targeted KS4 pupils have had the opportunity to experience some work based learning through placements	Students have had support to experience the workplace to place them in a better position to understand the workplace in their career pathway.
Improvement of ICT provision	Notable improvement in pupils accessing ICT.
Reduction in class sizes and use of Teaching Assistants to support students in classrooms alongside peers to make sure that progress for learning is good.	Teaching Assistant support in all classes for core subjects improved pupils progress
Pupils to be given enrichment opportunities with trips and outdoor education.	Pupils were able to access cultural trips and able to experience the wider world,
Pupils were given support with uniform where they were not provided with any at home	Pupils were less anxious about their appearance and presentation with their peers.