



REACH School Pupil Premium Strategy 2023-2024



Introduced in April 2011 the Pupil Premium is additional funding allocated to children who are looked after by the local authority, who have been eligible for free school meals at any point in the last 6 years or whose parents are currently serving in the armed forces.

We have high expectations for students at REACH, all of whom have SEMH needs. We plan for disadvantaged students to be visible through adaptive teaching, complimented with access to a wide range of interventions, such as Literacy, Creative Interventions, behaviour and SEND support led by the SENDCO (including student with EHCPs). For all of our students (disadvantaged and not) we aim to enhance oral language skills, address SEMH concerns within our bespoke well-being offer, increase numeracy skills, offer increased reading opportunities via our intervention programme, and ensure students have access to high quality adult support through targeted intervention programmes.

Use of Pupil Premium

We will provide intensive pastoral support for students and their parents and carers, as we move towards becoming a trauma informed school.

We ensure students access a wide range of enrichment activities, both in and out of school, which will positively impact on their academic achievement and well-being. We will provide a cohesive careers plan, with the Gatsby Benchmarks and employability skills at the heart of our planning, to ensure that students experience a range of tailored encounters to meet their individual needs and circumstances, including experience of the work place through Work Related Learning in Year 10 and Pathways in Year 11 to reduced their risk of becoming NEET.

Through Active Citizenship, we aim to develop a positive and resilient identity through experiential learning, which is crucial for our students who are at risk of permanent exclusion. Life Skills explicitly embeds SRE and PSHE, where students gain practical knowledge and skills to help them live healthily and safely, and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. We aim for disadvantaged students to increase their attendance from their previous school, therefore closing the gap between themselves and their non-disadvantaged peers, thus enabling them to engage with the wider curriculum and learning experiences at REACH School.

We expect all students (disadvantaged or not) to engage in all aspects of school life equally. We have therefore separated our allocation of spend in to 3 categories; academic , pastoral & enrichment. The school will track the impact of strategies put into place, to ensure that value has been added to the education of the Pupil Premium entitled student.

Implementation:

1. Pupil Premium will be clearly identifiable on the budget.
2. The headteacher, in consultation with governors, SLT and staff, will decide how the Pupil Premium is spent for the benefit of entitled students.
3. The school will assess what additional provision should be made for individual students.
4. The school will account for how it has used the additional funding to support the achievements of those students covered by the Pupil Premium and the headteacher will report to the governing body and parents as to how effective the intervention has been in achieving its aim.
5. The school will publish online information about how Pupil Premium has been used.
6. The school will ensure that parents, governors and other stake holders are made fully aware of the attainment of students covered by Pupil Premium.
7. Staff will seek to further develop strategies and intervention which can improve the progress and attainment of these students.

Impact:

1. The school will assess the impact of strategies put into place, to ensure that value has been added to the education of the Pupil Premium entitled student.
2. The school will monitor, evaluate and review the impact of the Pupil Premium funding.

This policy will play an important role in the educational development of the individual students who are entitled to Pupil Premium. The school will ensure that these students will be treated equally and as favourably as others and that the additional funding is used pertinently to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled students.

School overview

Detail	Data
School name	REACH School
Pupils in school	46 as of 24.11.23
Proportion of disadvantaged pupils	46% (21 students) Including 1 LAC and 1LAC(LA)
Pupil premium allocation this academic year	£24,725
Academic year or years covered by statement	2023-4
Publish date	November 2023
Review date	November 2024
Statement authorised by	John Gibson
Pupil premium lead	Lauren Jacques
Governor lead	Helen Reeves

Allocation of Spend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,725
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	£24,725

Challenges

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

Challenge number	Detail of challenge
1	Lack of awareness of Post 16 and career options upon entry to REACH and high risk of NEET upon entry to REACH (using Birmingham Careers Service RONI scoring)
2	92% of students are below their chronological reading age
3	Low attendance: 70% of students started REACH with attendance less than 85%
4	Low prior attaining PP students make less progress than lower prior attaining non-PP students

Intended outcomes

Intended outcome	Success criteria
Accelerated student progress and raised attainment, so PP students have achieved consistently high levels of success across more of the qualifications they took.	Close the attainment gap between PP and non-pp students Disadvantaged students to achieve in line with non-disadvantaged. Ensure all PP students have an aspirational and positive pathway for Post-16.
Accelerated student progress: PP students make expected progress from baseline.	Students meet or beat predicted CAT4 data.
Improved literacy across the whole school curriculum.	50% of students make 'higher' or 'much higher' than expected progress in SAS reading scores and chronological age.
Improved attendance in line with national average, using effective strategies and interventions, with students and their families.	Persistent absenteeism reduction, below 30%. Disadvantaged students' attendance improves from previous school. Aim for 96% attendance or over.
Year 11 students to progress onto pertinent and Post-16 pathways.	Destination data to show that PP students have achieved Post-16 pathways, data to show that REACH NEETS are less than 15%.

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.

Academic: Teaching priorities for current academic year

Measure	Activity	Evidence that supports his approach	Challenge addressed
Priority 1	Ensure high quality, personalised, adaptive education is delivered to ensure disadvantaged students to achieve in line with non-disadvantaged students. SENDCO and Teaching and Learning lead to research, coach staff and implement that graduated approach	<ol style="list-style-type: none"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 2. EEF Blog: Assessing learning in the new academic year (Part 1... EEF (educationendowmentfoundation.org.uk) 	2 4
Priority 2	Literacy interventions for low attaining/lack of progress of disadvantaged pupils. 50% of students make 'expected or better than expected' progress in SAS reading scores and chronological age.	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	2
Priority 3	High challenge, high expectations for all students is adopted as a whole school priority, with designated CPD. Metacognition is developed as a key strand of this priority. This will involve ongoing teacher training and monitoring.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Developing metacognitive skills as a high-impact, low cost way of improving outcomes for all, benefiting PP students the most.	2 4
Barriers to learning these priorities address	Lower literacy and numeracy levels on entry, SEND/EHCP needs.		
Actual spending	GL Assessment diagnostic testing : £576 Functional Skills qualifications £560 Literacy Intervention packages: £100		

	Revision Guides: £250 Salary of TA: £1,595 Total: £3081		
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Pastoral: Targeted support for current academic year

Measure	Activity	Evidence that supports his approach	Challenge addressed
Priority 1	<p>To increase attendance amongst disadvantaged pupils, reducing the gap with non-disadvantaged students. Persistent absence below 30% and attendance of 96%</p> <p>Attendance officer monitoring and support in school, communication with families and external agencies.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	3
Priority 2	<p>Ensure future pathways are in place Post 16 for disadvantaged students, NEET of less than 15%</p>	<p>The Skills Builder Partnership</p> <p>Rethinking pupil premium: a costed proposal for levelling up Teach First</p>	1
Priority 3	<p>To reduce SEMH barriers through Trauma Informed strategies, including Reflection Time/restorative practice, Creative Interventions and Lego Club</p>	<p>Trauma Informed Attachment Aware Schools (TIAAS) Birmingham Education Support Services</p> <p>The power of restorative practice from someone who knows (independentthinking.co.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>LEGO Therapy - Online hub for research, resources, training, and conversation for LEGO therapy and autism.</p>	1 3 4
Barriers to learning these priorities address	<p>Low attendance: 70% of students started REACH with attendance less than 85%. 73% of students are at risk of NEET (using BCS weighted criteria)</p>		

Projected spending	TIASS: £50 Pathways: £1000 Birmingham Careers Services: £1070 Creative Interventions £200 Lego Club £100 Total: £2420		
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Enrichment: Wider strategies for current academic year

Measure	Activity	Evidence that supports his approach	
Priority 1	To increase confidence and resilience of students through social and emotional interventions and enriching experiences.	Small group tuition EEF (educationendowmentfoundation.org.uk) What is experiential learning and how does it work? - FutureLearn Jubilee Centre for Character and Virtues — University of Birmingham	1 3 4
Priority 2	Employment of and access to Mentors, Educational Psychologist, Speech and Language Therapist, Counsellor and other outside.	SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)	
Barriers to learning these priorities address	SEND, engagement, attendance.		
Projected spending	AQA awards: £1,235 Psychotherapist support £6 000 Active Citizenship: £4,370 Work Related Learning: £4,469		

Measure	Activity	Evidence that supports his approach	
	Creative Interventions: £450 Lego Therapy: £100 External agencies: £2,600 Total: £19224		

Total expected spend: 24,725



Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Rigorous baselining and early identification of need.</p> <p>Ensuring personalised support is delivered in lessons.</p> <p>Track the engagement and frequency of interventions, as well as the impact.</p>	<p>Programmes such as CAT4, PASS and GL assessment used to baseline, identify gaps and action plan, in addition to the induction process where One Page Profiles are written based on SEND and QFT strategies.</p> <p>Schedule of Teaching and Learning meetings embed CPD opportunities, including SEND, and Literacy, spearheaded by area leads.</p> <p>Literacy Assessment reading package, intervention packages, and reading pens provided (see Literacy Action Plan)</p>
Pastoral	<p>Persistent absentees and poor attendance pre-REACH is a norm.</p> <p>High percentage of students are identified as RONI using BCS scoring.</p> <p>SEMH needs of students.</p>	<p>Attendance rewards and communication with home: waves of support (Early Help), monitoring and initiatives to reward.</p> <p>Pathways lessons for Year 11. Skills Builder used to develop employability skills and for targeted support.</p> <p>TIASS and reflection time embedded across school: Creative Interventions, psychotherapist, and Lego Therapy.</p>
Enrichment	<p>Ensure SEMH needs and life experiences and chances are comparable with non-PP students</p>	<p>Work Related Learning for Year 10.</p> <p>Employment of and access to Mentors, Educational Psychologist, Speech and Language Therapist, Counsellor and other outside agencies.</p> <p>Active Citizenship staffing, TA salaries.</p> <p>Bus passes provided for Disadvantaged students to enable independent travel.</p>

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.

Aim	Outcome
To raise standards in literacy across the school	<p>Pupil premium students made slightly more progress than non-pupil premium , with 0.1 more value added in the 2023 external examinations, and this is comparable to English results, also with 0.1 value added compared to non-pupil premium.</p> <p>However, this is a gap between PP students achieving both English and Maths external GCSE qualifications and will therefore continue to be a focus in 2023-24. The development of literacy interventions (based on EEF recommendations), and monitoring of reading ages/SAS scores will also benchmark progress.</p> <p>Attendance is a key issue to focus on as Pupil premium attendance was 44% lower than non-pupil peers.</p>
To increase confidence and resilience of students through social and emotional interventions	<p>Employment of and access to SENDCO, Educational Psychologist, Speech and Language Therapist, Counsellor and other outside agencies have had a very positive impact on the social and emotional well-being of students.</p> <p>Social and emotional interventions through pastoral mentoring, Creative Interventions, emotional literacy testing, Active Citizenship, and work with external agencies impacted certain students being able to access and achieve their examinations. This is an area that we will continue to focus on in the new academic year, and as we move towards becoming a Trauma Informed School.</p>