

PUPIL PREMIUM REPORT

Financial Year 2020-21



Purpose of Pupil Premium funding

This money is given to schools by the DfE to fund a variety of initiatives and additional support in order to help eligible pupils improve their achievement, reach their full potential and to close the gaps in attainment. Compared to their mainstream peers, pupils have a significant history of broken educational experiences from a young age. Boys arrive as young as 6 years old and initially there is a focus on nurture as well as formal education.

It is deployed by MHS in ways that benefit the pupils. The school is accountable for the allocation of resources purchased with this funding and reports on how it is used. Pupil Premium is a government grant that allocates additional funding money for pupils from less affluent backgrounds and circumstances, which research shows, have underachieved compared to their non-Pupil Premium peer group. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through pupil progress meetings, annual reviews of EHCP, and planned and recorded intervention strategies noted in provision maps.

Pupils at MHS arrive with an Education Health and Care Plan (EHCP) for 'Social, Emotional and Mental Health Difficulties (SEMH)'. The Marchant Holliday School specialises in working with boys with SEMH needs. Pupils also often have associated co-morbid conditions such as Attachment Disorder, early life trauma, ADHD, and ASC.

All of these affect a child's own learning experiences and can have a significant impact on the education of pupils and peers. Associated with SEMH pupils have often experienced failure in one or more school (often permanently excluded from one or more schools), the tuition service tuition or other specialised provision. Whether recognised as a Pupil Premium pupil or not, all of the pupils that arrive on roll at MHS have experienced significant disadvantage whether it be educationally, emotionally, mentally, or socially.

Rationale and deployment of funding

As a school our 'socially disadvantaged' cohort forms a significant percentage of our roll, typically ranging from 60-80% annually. We are deeply committed to meeting their pastoral, social, mental health, and academic needs within our nurturing special school environment. The allocation of resources through pupil premium funding is an essential and integral part of the supportive ethos of the whole school community.

As with every child in our care, a child who is 'socially disadvantaged' is valued, respected, and entitled to develop to his full potential, irrespective of need. As a school, we operate a 24-hour curriculum.

Resources are outside of the teaching and learning curriculum through regular review processes in school including the Curriculum Development Plan 2020-21. The review of need and 'higher need' of all pupils takes place through Pupil Progress Meetings, Annual Reviews, interim reviews and through a joint review each term by the SENCo, Pupil Support Team and Deputy Headteacher. A 'Higher Needs' Team comprising the Deputy Headteacher/SENCo, Head of Welfare and Head of Pupil Development meets regularly to discuss need and allocate this funding. In 2020-21 there were in year adjustments in response to COVID-19.

Table 1- Funding breakdown and conditions of grant 2019-20 (See also Appendix B)

Pupil group based on January 2017 Census	Number of pupils	Percentage of roll	Funding 2016-17
CLA (Funding retained by Virtual Schools)	4	8	2345
Children who have ceased to be looked after by a local authority in England and Wales	5	11	2345
Disadvantaged pupil in KS2	21	43	1345
Disadvantaged pupil in KS3	1	3	955
Service Children	0	0	300
Non-disadvantaged pupils	20	41	0

Based on the January 2021 Census the *theoretical* maximum funding for 2020-21 based on the above breakdown was £50,305 (£40.925 without CLA Funding). The school receives pupils from several Local Authorities (LA) including; Somerset, Dorset, Wiltshire, Bath and North East Somerset, North Somerset, West Berkshire, and Surrey.

In the financial year April 2020 to March 31st, 2021, the school via Governors Meeting ratification, allocated an initial £28000 from the school's unrestricted reserve as planned expenditure 2020-21. This was to provide a fund for disadvantaged pupils in school 2020-21. The actual amount allocated from unrestricted reserves increased in year to £40.429.09 largely in response to COVID-19.

The amount of funding is annually dependent upon each Local Authority and Virtual School. Pupil Premium payments often take time to arrive at MHS due to individual LA policies on allocation timescales for the funding of children in 'out of county' provision. Pupils who are under the care of a Virtual School have a mechanism within the PEP Meeting cycle (Personal Education Plan) whereby the school can apply for funding at the meeting. Funding often arrives later than identified need and therefore the school annually through the Governing Body, funds identified additional provision directly for several months before any subsequent payment arrives.

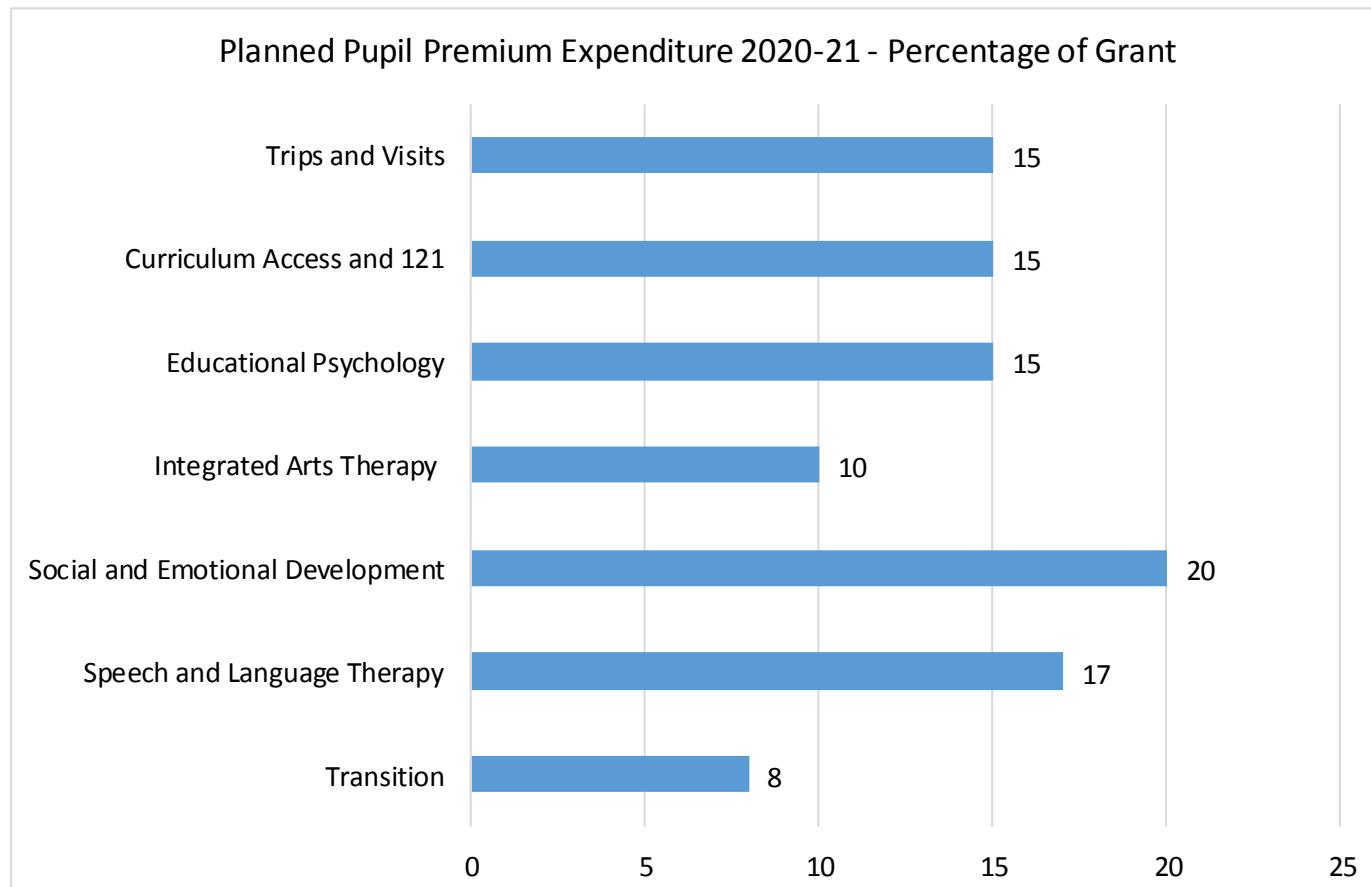
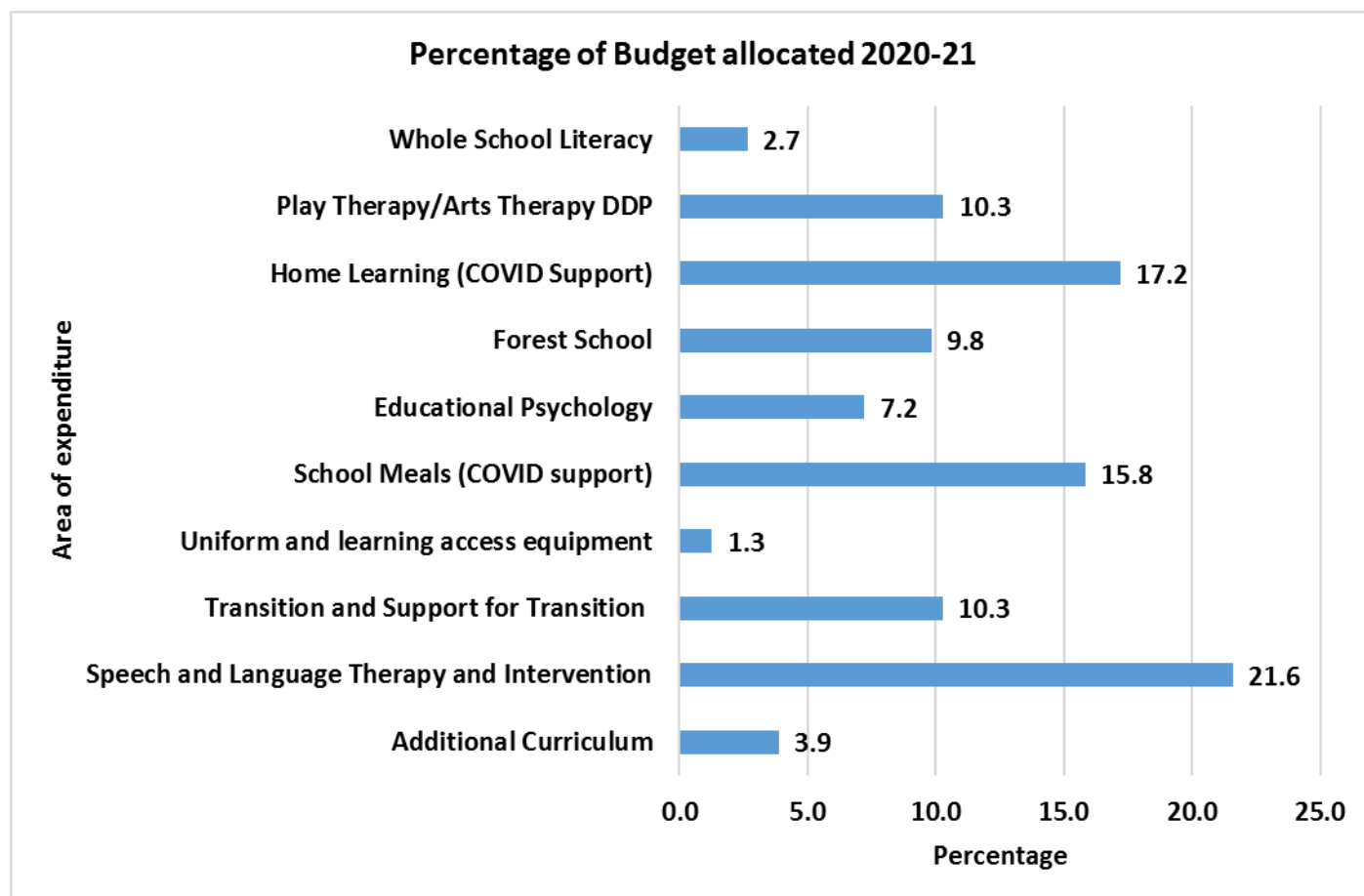
Figure 1 - Planned expenditure 2020-21

Figure 2 - Actual grant allocation 2020-21

How Pupil Premium is used

As a school, we employ strategies that support our pupils to increase their attainment in Literacy and Numeracy, and develop participation, social skills, and self-esteem. Data from 2020-21 shows a clear intervention need in whole school Writing. On entry Writing is has often been a non-preferred activity for our pupil and therefore is a clear focus 2020-21. COVID support and Home Learning was an area of budget allocation in response to the national pandemic. Speech and Language Therapy in in response to changing complex SLCN needs in new starters 2020-21 was an area of allocation.

In 'narrowing the gap', the school recognises that making progress may also require intensive social and emotional intervention in tandem with classroom provision. For many pupils that is interwoven within our 24-hour curriculum. However, through higher needs analysis additional resourcing can be delivered in a timely manner. Expected academic expectations apply to special school settings where there is a focus on expected rates of progress in comparison to national data sets. Progress is measured throughout the year both academically and socially and emotionally and compared to non-disadvantaged peers in school and nationally.

A complete list of the types of interventions and strategies is listed below in Appendix A and Figure 2 for 2020-21. It is important to recognise that not all interventions apply to each child. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Pupil Premium funding will be socially disadvantaged. The school also recognises that not all pupils who are socially disadvantaged attract this funding either. Through the Conditions of Grant documents 2020-21 the Governors and school, reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or to vulnerable pupils.

Funds remaining for pupils who have left MHS following transition programmes

Wherever possible and identified, Pupil Premium funds will be allocated to the relevant pupils whilst they are at MHS. In some cases, however (notably where local authority systems delay payment of the sums due), this is not always possible, and a balance may remain outstanding when the pupil leaves. In such circumstances, we will normally arrange for the funds to be paid to the successor school in order that the young person continues to receive benefit from the allocation made. Additional enhanced transition packages were used 2020-21 for some pupils prior to a new school. This includes one-to-one provision for a short period to provide higher need support and intervention a time that is potentially an anxious one for the pupil. We have also funded transition Educational Psychology Reports as pupils, once settled, show new emergent needs often a Specific Learning Difficulty (SpLD).

Evaluation and Measuring effectiveness

All pupils referred to us have significantly challenging behaviours and it is this that has led them to fail in mainstream or alternative settings and possibly underachieve. The children's specific needs directly influence their ability to take advantage of learning opportunities, however measuring progress and effectiveness using a range of data on behavioural statistics is not an exact science.

At Marchant Holliday School, it is not always easy to show immediate cause and effect after interventions and initiatives, but we feel that if pupils are engaged, responding and happy, their capacity to learn and progress will increase. We also want to provide better access to educational experiences and remove barriers to achievement. Sometimes, despite Pupil Premium being used effectively following identification of higher need, pupil progress can be erratic due to the many and varied complex needs that the children experience, e.g., their diagnosed conditions or the circumstances that exist or occur in their lives outside the school.

Whole school developments 2020-21

- Residual Pupil funding provided for a curriculum resource upgrade in core subjects: Literacy and phonics, Numeracy and Science at KS2. Funding was used to target and accelerate progress in Writing and Literacy as well as Home Learning access during COVID arrangements.
- The school also supported parents, carers, and families with Chromebooks for Home Learning where identified and food boxes sourced locally during lockdown.
- In 2020-21, the school admitted 19 new pupils (approximately 40% of roll). All have a complex history of multiple exclusion, non-attendance, and underdeveloped social and emotional skills. The school used funding to support their transition into school through internal and external specialist assessment.
- The school continues to be part of the Somerset Literacy Network using Pupil Premium Funding. This is to share resources and expertise with local primaries and develop best practice in closing Age Related Gaps through a common framework.
- Whole school Mathematics benefited from directed funding for ABACUS Maths and other On-line resources to facilitate learning during COVID. This is a scheme of work that is popular with our local mainstream primaries and allows for moderation networks when accelerating the closure of identified Age-Related gaps in our disadvantaged pupils. It also provides a comparison with Standardised Numeracy Age testing (BNST).
- With the majority of pupils recognised as disadvantaged, the school has planned to invest in the wider 24-hour curriculum in terms of social and emotional provision, improvement to rewards and social spaces through the Curriculum Development Plan.

- A review of the school's Graduated Response saw the continuation of a 'Higher Needs' Team in school. This team has a focus on supporting social and emotional well-being for higher need pupils as can often be a transient or longer-term barrier to learning. This team also allocates pupil premium funding on a 'needs led' basis.
- A review of school support systems was undertaken in 2020-21. This included an evaluation of internal school provision and support with agreed individualised provision through An Extended Classroom option for 2021-21 and a dedicated lead teacher. Identified pupils will receive an individual learning and support plan for a time using part Pupil Premium funding. This was formalised as an Extended Classroom this year with a strong emphasis on pupil retention or adapted provision during transition. This includes a local Forest School.
- In 2020-21, the school worked closely with an experienced clinical Speech and Language Therapist to conduct a scoping study of all pupils. The prevalence of language impairments in pupils aged between 4 -5 years is generally reported to be between 2 and 19% (Law et al, 2000). However, the prevalence of language impairments of older pupils is not as well documented. For some pupils, language difficulties will only start to emerge as the demands on their language skills increase. For many pupils, the gap will widen during the junior years. Hirsch (1996) compared the reading age of pupils with good oral language and those with poor oral language at 6 years and again at 14 years. At 6 years, there was a small gap of a few months but by 14 years, this gap had widened to a difference of 5 years in their reading ages. This pattern is up to five times more prevalent in pupil from a disadvantaged background. Understanding and using language is a fundamental need in society. Speech and Language screening, assessment and intervention was an integral part of the school Local Offer 2020-21.

Planned expenditure 2021-22

Proposed grant allocation for the financial year April 2021 to March 2022 follows a similar pattern to the previous year's allocation. Educational Psychology assessment, Speech and Language Therapy and other professional services will be commissioned where identified from traded service providers. Both will be 'needs led' through the Higher Needs Team in school. Based on current need, we recognise the need for a continued allocation to close gaps in English Writing across the school 2020-21. Speech and Language Therapy and intervention will again be a central part of the work we offer in preparing all pupils for KS3 and Preparation for Adulthood.

With the majority of pupils recognised as disadvantaged, the school has planned to invest in the wider 24-hour curriculum in terms of social and emotional provision, improvement to rewards and social spaces through the Curriculum Development. The school is committed to exploring and develop learning outside the classroom (LOtC) to engage pupils who are finding the demands of a full school day excessive or have SCLN or SEMH need that can developed by an alternative timetabled session in tandem with classroom provision.

Due to the complex needs of our pupils, planned experiences and trips out of school will form a central part of our curriculum. This aspect of the curriculum was impacted by COVID-19 2020-21 so will form a key part of the offer next year. Social and emotional well-being is central to learning effectively and transition into new settings and society as a whole. With COVID restrictions hopefully ending, we will use some funding to again enable our pupils to collaborate with mainstream peers e.g., through local Sports Partnership Hub, visit a beach as a whole school, and attend the Christmas Pantomime in Yeovil with 400 other primary phase pupils.

Transition groups will also have an annual teambuilding event aimed at celebrating moving on and positive endings as a peer group. Year 6 and Year 7 boys have enjoyed a very successful residential outward-bound

experience in Bude and New Barn in Somerset. Pupil Premium funding 2021-22 will once again enable whole groups of pupils to enjoy similar experiences.

Appendix A

Typical Interventions & Strategies funded by Pupil Premium:

At Marchant Holliday School, interventions and strategies used tend to fall into the following categories:

1. Facilitating pupils' access to education from lower-than-expected starting points
2. Developing resilience and supporting positive mental health and social and emotional development
3. Facilitating access to broader curriculum opportunities enrichment and the 24-hour curriculum
4. Additional teaching and learning opportunities e.g., Trips, 121 and higher staffing ratios
5. Alternative support and intervention including Play Therapy
6. Supporting positive transitions
7. Developing Communication and Interaction skills
8. Supporting our 'Ready to Learn' agenda

Examples of Pupil Premium Spending 2020-21:

- Higher ratio temporary staffing to directly support pupils 1:1 or 221 (either existing or new)
- Curriculum developments to enrich the formal curriculum e.g., Learning Outside the Classroom (LOtC).
- Higher Needs Team formed to allocate Pupil Premium funding specifically
- Subsidising trips and visits to support social and emotional development
- Additional curriculum (extra 1:1 or 2:1 practical play sessions or 1:1 staffing sessions for pupils in crisis)
- Out of school hours care for non-residential boys
- Uniform and equipment provision
- Support for specific groups (e.g., Behaviour for Learning reviews)
- Staff CPD (e.g., 'Read, Write, Inc.' & IT training, Phonics training updates)
- Staff CPD – Mental Health Awareness, Attachment Disorder Awareness, specific needs e.g., Autism and ADHD
- Staff 1:1 Transition Support and extended and funded transition plans.
- Therapy Play/Art – external partnerships
- DDP therapy.
- Play/Art Therapy Equipment
- Specialist support externally commissioned (e.g., Visual Ophthalmology, orthoptists, educational psychology, Speech and Language Therapy, Occupational Therapy)
- Home school liaison/home learning/work with parents. COVID-19 Food boxes.
- Educational Software
- Educational Equipment
- Specific play equipment for Social Interaction and Development
- Special Educational equipment
- Specific care requirements/respite boarding
- Staff training related to specific pupils/small groups
- Parental home visits/meetings/bringing parents into school
- Therapeutic aids
- Specific social Skills sessions
- Local community clubs (e.g., Swimming, Football, etc)

Appendix B

	Pupil premium per pupil
Disadvantaged pupils	
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
Service children	
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310