

## PINETREE Pupil Premium Strategy Statement- 2019/2020

1. Summary Information					
School	The Pinetree				
Academic Year	2020-2021	Total PP Budget	£25,785	Date of most recent PP	Summer 2020 Review
Total Number of Pupils (July 2019)	35	Number of pupils eligible for PP	22 (63%)	Date for next internal review of this strategy	Finalised 21.07.20

2. Current Attainment		
Summer 20	Pupils eligible for PP in our school	All pupils in our school
% of pupils leaving PINETREE with a GCSE (2019/2020)	100%	100%
% of pupils leaving PINETREE with some GCSEs Grade 9 to 4 (2019/2020)	50%	57%
% of pupils leaving PINETREE with 4 or more GCSEs (2019/2020)	100%	100%
% of pupils leaving PINETREE with a GCSE in English (2019/2020)	100%	100%
% of pupils leaving PINETREE with a GCSE in Maths (2019/2020)	100%	100%
% of pupils leaving PINETREE with a GCSE in Science (2019/2020)	100%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
	In-school barriers (issues to be addresses in school, such as poor oral language skills)
A.	Low levels of prior attainment and progress before entering The Pinetree School mean that the gap to age related expectation is much larger than with mainstream pupils
B.	Pupils have a wide range of individual significant SEMH issues which impacts on their daily attitude and ability to fully engage in learning on-site
C.	Poor literacy skills (in Reading, Writing and Comprehension) have an impact on their progress made across most subjects
D.	Low self-esteem, confidence and poor social skills that limit academic progress and Post 16 aspirations
	External barriers (issues which also require action outside school, such as low attendance rates)
E.	PP pupils are higher risk of NEET compared to non-PP pupils and are less likely to successfully reintegrate to mainstream
F.	Low attendance of PP pupils across all key stages

4.	Desired outcomes (desired outcomes and how they will be measured)	Success Criteria
A.	Improved academic attainment for all KS3 and KS4 Pupil Premium pupils. Measured through formative progress measures and summative KS2-4 attainment including in KS4 Science	Pupil Premium pupils make at least expected progress from their starting points in English, Maths and Science. The difference in progress of PP and NPP pupils is diminished over time (termly)
B.	Improved confidence, self-esteem, broaden the curriculum to offer more therapeutic support to address further SEMH needs and therefore future aspirations. Measured through reward, attendance and pupil survey data.	PP pupils receive weekly sessions with school counsellor. Consistent decline in the number of significant incidences over time (tracked termly) PP pupils receive weekly intervention sessions in Social Skills Development for e.g. Anger Management and social communication skills
C.	Improve literacy skills across the school so pupils can access more learning, allowing for better life chance on leaving school, through an extended learning program. Measured through re-testing against baseline scores and academic progress.	PP pupils access to bespoke TT to enable to have access to AP, WEX and tuition where appropriate.
D	Improve pupil understanding of social acceptable behaviour. Measured through improved amount of FEXes per child, improved progress data, for individual pupils.	Pupils show improvement of their social understanding through less FEXes, completion of ILP targets and improved engagement in lessons.
E	Further Broaden of the curriculum through the offer of AP, additional tuition and WEX, through less numbers of NEET figures.	Further Broaden of the curriculum through the offer of AP, additional tuition and WEX, through less numbers of NEET figures.
F.	To see an increase in pupil attendance figures for each individual pupil compared to their starting attendance.	See clear improvement in whole school attendance and attendance of pupils on an individual basis.

1. Planned expenditure					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact

<p>A. Improved academic attainment for all KS3 and KS4 Pupil Premium pupils. Measured through formative progress measures and summative KS2-4 attainment</p>	<p>Targeted weekly CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle</p> <p>Inset sessions/CPD targeting individual pupils' needs for learning. Use of trained staff for Arrow, Lexia, Mathletics</p>	<p>general attainment levels below their age expectations</p> <p>Internal Learning Walks, Book Scrutiny, Moderation and Lesson Observations</p> <p>All pupils have different starting points. Progress over time is sporadic across the different subjects. Improved reading ages for pupils from their baseline.</p>	<p>SLT monitoring schedule; lesson observations; Learning Walks; Governor monitoring, internal and external moderation</p> <p>Progress Check Point (PCP) data analysis Feedback and discussions in LT meetings</p> <p>LT monitoring; Pupil Progress Meetings Half Termly Data checks from learning ladders. Reports to Governors/Standards Committee</p>	<p>HT (T&amp;L) and Governors HT (T&amp;L)</p>	
<p>A. Improved academic attainment for all KS3 and KS4 Pupil Premium pupils. Measured through formative progress measures and summative KS2-4 attainment</p>	<p>Independent 1:1 tuition for Key Stage 4 pupils either face-to-face or online in Science.</p>	<p>Teachers report success of Science. Gaining of a qualification in Science for Yr 11 pupils.</p>	<p>Review and report from Science teacher. Grade predictions from staff. Behaviour and work scrutiny logs.</p> <p>Progress Check Point (PCP) data analysis Feedback and discussions in LT meetings</p> <p>LT monitoring; Pupil Progress Meetings Half Termly Data checks from learning ladders.</p>	<p>JR</p>	

			Reports to Governors/Standards Committee		
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A. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
Additional TA for release of TA for Extended Learning Pupils Premium Champion.	£6,000	
1:1 Tuition in Science	£4,000	
	TOTAL: £ 10,000	TOTAL:

2. Planned expenditure					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
B. Mental Health therapeutic intervention for all pupils. - add to desired outcomes	Working with School Counsellor in school. Extended Learning sessions for Social Skills and Well-Being development sessions	All pupils are identified as having SEMH needs which impact on their readiness to learn and their resilience to challenges faced on a daily basis	School Counsellor - Weekly feedback on successes and any additional strategies for support Needs addressed and impact noted	CT/JR/JS/ MVK	

B. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
School Councilor weekly invoice	£120 x 36 = £4440	
	TOTAL: £ 4440	TOTAL:

1. Planned expenditure					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
C. Improvement in basic literacy, numeracy and social skills through the extended learning program	<p>Targeted weekly CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle</p> <p>Weekly extended learning program to include literacy skills, numeracy skills and social skills with released member of staff. Further champions to be explored and created</p>	All pupils are identified as having SEMH needs which impact on their readiness to learn and their resilience to challenges faced on a daily basis	<p>SLT monitoring schedule; lesson observations; Learning Walks; Governor monitoring, internal and external moderation. Measure against the baseline. Summative assessment</p> <p>Progress Check Point (PCP) data analysis Feedback and discussions in LT meetings Progress also measured against summative assessments such as Mock exams.</p>	CT/JR/JS/MVK	

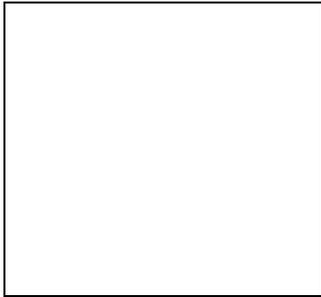
c. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
Additional TA for release of TA for Extended Learning Pupils Premium Champion.	6,000	
	TOTAL: £ 6,000	TOTAL:

1. Planned expenditure					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
D. Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities reviewed half termly. Monitoring through 'Tick Sheets' and 'Credit Card' system	The need to improve certain behaviours linked to making positive choices as outlined in schools Right Choices Policy Lunchtime choices need better structure to manage behaviour	Pupils offered a range of break and lunchtime activities – monitoring through Tick Sheet and Credit Cards to note impact Weekly attendance and behaviour report.	CT/JR/MVK	

C. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
Weekly Reward Prizes	£5 x 36 = £180	
Reward Trip	£200 x 3 = £600	
	TOTAL: £ 780	TOTAL:

1. Planned expenditure					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact

<p>E. Further widening of the curriculum through the offer of AP, additional tuition and WEX.</p>	<p>Providing opportunities for alternative provision such Open road, The Vocational Hub on a bespoke TT and alongside WEX opportunities.</p>	<p>A high percentage of PP pupils have low aspirations and lack of life opportunities. Poor NEET % raising and support future careers and breaking the cycle of NEET</p>	<p>Regular reviews of programme and meeting with careers lead.</p>	<p>MVK/ DA</p>	
	<p>Provide opportunities for pupils to be seen by a level 6 impartial advisor from Beacon East.</p>	<p>A high percentage of PP pupils have low aspirations and lack of life opportunities. Poor NEET % raising and support future careers and breaking the cycle of NEET Poor parental support for following and guiding post 16 steps.</p>	<p>Work alongside Beacon East and TLR for careers to ensure destinations are captured. Regular reviews of programme and meeting with careers lead.</p>	<p>DA</p>	



D. Planned expenditure		
Expenditure	Budgeted Cost	Spend to Date
AP/ WEX service	£4,400	
Beacon East Level 6 Impartial Advice and Guidance	£1200	
	TOTAL: £5,600	

2. Planned expenditure					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact

