

Never look down on anybody unless you are helping him up. Jesse Jackson

Barley Lane School

Hard work, humility, kindness

Pupil Premium 2020-21: context

How best to spend PP has been and continues to be a cause for debate and discussion across the team and governing body because the initiative was driven by funding not getting to its target of those most deserving of additional resources in a wider system where specific targeted funding is often at risk of missing its “target” in large mainstream settings and is instead subsumed into wider corporate spending.

We are a in contrast a small specialist school but equally significant is we have around 60% of students attracting the funding and the remaining student body in a majority presenting as equally complex and deserving and many on the cusp of attracting that funding; so in this context we are not considering a small elite of potentially over-looked students but instead a majority and arguably morally and practicably all?

There was and remains a concern that our focus could then be on the easiest way to present and explain and measure spending and not on what would most help the children and young people? As staff and governors reflected on and debated where money best spent several key themes and ideas emerged and they are set out in a diagram on page 4 below and described narratively as follows:

- Discussion in and across the community both formal and informal recognized that whilst horse riding and forest school valuable and valid and far easier to “account” for on budget sheets inarguably the most powerful work over time with our youngsters has been done by skilled and empathetic staff mentoring and sponsoring and caring for them and there are very powerful examples of professional but no less authentic “parenting” ameliorating risky behaviour and promoting in one uplifting example measurable over achievement at GCSE for a CiC.
- Accessing daily better and more support from talented and committed staff (and keeping and developing those people given stability and embedded long term relationships key to our youngsters) is more coherent and powerful in impacting positively on behaviour and so learning than accessing a range of individualized activities; that said where there are clear and specific needs and benefits for children or parental or professional preference we will and do personalize spending (see table below columns 1,6).
- This means in practice other and potentially all students benefit also but the impact on those attracting PP is greater using that collective approach so it is both pragmatic and common sense to do so rather than diminish the impact through a multiplicity of easier to quantify but less cost effective and impactful individual spending.
- PP funding has then allowed the school to recruit more and retain and develop talented and committed staff across the team and whilst the impact of skilled support in behaviour and learning is tricky to forensically measure the core measures of behaviour and learning progress and their trends for example a reduction in holding a child or the achievement or over achievement of a predicted GCSE grade are directly attributable to it.
- Linked to this matter of measuring “impact” governors have logically and pragmatically become more and more focussed on individual student journeys and outcomes when the student body is ever shifting small and truly eclectic and so conventional data for example comparing GCSE outcomes year on year unhelpful and potentially misleading; the school is therefore working on more developed and diverse ways to reporting to parents using the annual review and anonymously to governors and interested professionals.
- As a community we also are clear that accessing a broader and enriching curriculum and support and mentoring services beyond school a powerful contributor to the children and young people’s motivation, happiness and development.; in practice collective purchases of for example vocational education the only option and always more economic

We focus and start with the child and pragmatically fund what is needed rather than the funding.

Pupil Premium 2020-21: specifics

- **The school's pupil premium grant allocation amount 2020-21 (2019-20)**

£50,205 (£50,585)

- **A summary of the main barriers to educational achievement faced by eligible pupils at the school**

Our pupils' social emotional and mental health complexities in all their diversity and nuance create both significant and a variety of obstacles to developing as learners and as people.

- **How will we spend the pupil premium to overcome those barriers and the reasons for that approach?**

Two strands: first the collective where funding is pooled and all the children benefit for example breakfast for everyone and on demand healthy food and snacks across the school day, access to vocational and college based learning and outdoor education and specialist staffing, smaller classes and higher levels of, and more experienced and so expensive, staffing; secondly bespoke personalized benefits for example 1-1 mentoring and tutoring, curriculum enrichment.

2020-21 will look very like 2019-20 and fund the two strands (examples of bespoke working at least part funded by PP are on page 5)

- **How do we measure the effect of the pupil premium (*what was the impact in 2019-20*)?**

For strand one whole school measures from attendance and the extent of good behaviour and good learning progress to pupil and parent carer feedback the broad measures of the whole community and in the second similar measures and indicators but focused on individual pupils (*an anonymized breakdown and simple summary for 2019-20 is provided for governors and reproduced below*)

- **The date of the next review of the school's pupil premium strategy**

September 2021

see table below for descriptors							2019-20
pupil	1	2	3	4	5	6	description/impact
1.		x					small bespoke group with highly experienced staff/stable happy and learning
2.					x	x	college and outdoor education/fun, wellbeing
3.		x					small bespoke group with highly experienced staff/stable happy
4.		x					very small bespoke group with experienced staff/stable happy and learning
5.		x					small stable group with highly experienced staff/stable happy and learning
6.				x		x	mentoring and outdoor education/ fun, wellbeing
7.		x					outdoor education, horse riding, educational visits/fun, wellbeing, learning
8.		x					stable group with highly experienced and leadership staff/ stable happy and learning
9.		x			x	x	college and outdoor education/learning, fun, wellbeing
10.					x	x	bespoke IT college course/learning and wellbeing
11.		x			x	x	mentoring and outdoor education, stable group with highly experienced and leadership staff/ stable happy and learning
12.		x					small stable group with highly experienced staff/stable happy and learning
13.		x					small stable group with highly experienced -leadership staff/stable happy and learning
14.		x					small bespoke group with highly experienced staff/stable happy and learning
15.					x	x	college and outdoor education/learning, fun, wellbeing
16.		x					small bespoke group with highly experienced staff/stable happy and learning
17.		x	x	x			mentoring, small bespoke group with highly experienced staff/stable happy and learning
18.					x		gardening project/forest school/ fun, wellbeing
19.		x					small bespoke group with highly experienced staff/stable happy and learning
20.		x					small bespoke group with highly experienced staff/stable happy and learning
21.				x			extensive mentoring/wellbeing safeguarding
22.		x					small bespoke group with highly experienced staff/stable happy and learning
23.		x					very small bespoke group with highly experienced staff/stable happy and learning
24.						x	gardening project/forest school/ fun, wellbeing
25.						x	outdoor education / fun wellbeing
26.						x	outdoor education / fun wellbeing
27.		x					stable group with highly experienced and leadership staff/ stable happy and learning
28.					x		College and outdoor education/ learning and wellbeing
29.						x	outdoor education / fun wellbeing
30.		x	x	x		x	extensive mentoring and tutoring /wellbeing safeguarding
31.					x		college and outdoor education/learning and wellbeing
32.		x					mentoring, small bespoke group with highly experienced staff/stable happy and learning
33.				x		x	extensive mentoring and tutoring /wellbeing safeguarding
34.		x		x			mentoring very small bespoke group with experienced staff/stable happy and learning
35.					x		mentoring,
36.				x	x	x	mentoring, outdoor education college and vocational/safeguarding, wellbeing, happiness
37.		x		x	x	x	mentoring, outdoor education college and vocational/safeguarding, wellbeing, happiness
38.					x		college vocational/learning and wellbeing
39.					x	x	outdoor education, horse riding, educational visits/fun, wellbeing, learning
40.				x		x	outdoor education, stable group with highly experienced and leadership staff/ stable happy and learning
41.		x					very small bespoke group with experienced staff/stable happy and learning

*Any student's package/spend and its impact can be developed and shared as a case study (anonymized examples shared on page 5 with governors and edited and more securely anonymized for website)

Reasoning

	<p>We know accessing freely and habitually highly skilled staff in-house has the most powerful impact on behaviour, learning and wellbeing.</p>			<p>In-house creativity about the curriculum been hugely positively impactful but expensive</p>	
<p>1. There is an individual, specific and particular need that requires specific and additional and focussed input?</p>	<p>2. Behaviour the core obstacle and ever-present and consistent day to day skilled insightful and close support the key response?</p>	<p>3. Academic underachievement is the key risk and additional and focussed academic mentoring and support the key response</p>	<p>4. Emotional fragility and or turmoil the key risk to happiness and learning and skilled mentoring and counselling key response</p>	<p>5. The conventional curriculum is the issue we need to be pragmatic and creative in getting access to diverse and different things and ways to learn?</p>	<p>6. There is a genuine lack of opportunity to access resources activities and experiences that would enhance happiness, self-esteem and learning?</p>
<ul style="list-style-type: none"> An example might be purchasing additional and expert input in speech and language therapy. 	<ul style="list-style-type: none"> Strong and or additional learning support from the measurably most skilled staff is needed every day in every lesson 	<ul style="list-style-type: none"> Dedicated and additional time with our most highly skilled and effective teachers and support staff 	<ul style="list-style-type: none"> Access in house or beyond to mentors and counsellors that can build trust over time and support and soften worries and anxieties. 	<ul style="list-style-type: none"> Purchasing vocational courses and creating bespoke packages that are closely supported and scrutinised and tweaked 	<ul style="list-style-type: none"> Accessing horse riding for example or music lessons?

Five case studies 2019-20

Web version risks and benefits only

1. Multiple and very serious and also poignant risks and challenges and consequently a bespoke very small group innovated to allow emotional space and a wholly personalized and flexible curriculum with a focus on wellbeing: attendance strong, risky behaviours diminished and emotionally supported throughout. There was significant unpaid but costly work undertaken by senior staff to actively support this young person beyond school. Young person is now safe and stable and happy.
2. Very powerful and tangible safeguarding risks and so a combination of a small group with highly experienced and leading staff and 1-1 mentoring and as direct result attendance stabilised and high risk behaviours halted and critically made safe. There was significant unpaid but costly work undertaken by senior staff to actively support beyond school. Young person is now safe and stable and happy.
3. At serious risk at home and in the community and place at school then put at risk also due to habits and behaviours that in turn put other children at risk. Extensive and long term mentoring-tutoring and support put in place and as a direct result ASB and criminality stopped completely and related safeguarding risks made wholly safe. Young person attended college successfully pre and post COVID and is currently stable and happy.
4. Explosive and reckless episode that risked a potential life changing injury triggered extensive mentoring and access to outdoor education making others safe but also and critically monitoring and supporting the wellbeing and welfare of the young person. The risk management of a difficult and complex but successful and safe transition to the right provision post 16 with a window and clear route to pursue further study and next career steps critical to his motivation and happiness. There was again significant unpaid but costly work undertaken by senior staff to actively support beyond school.
5. Hugely complex young person who presented very considerable risks and challenges and place in school put at risk so a very small bespoke class created and a senior and highly experienced MOS allocated: as a result the risks subsided and until COVID usurped everyone huge progress was made in happiness and wellbeing and learning.

In each case PP contributed to but did not meet all costs nor were all the costs visible and huge discretionary effort from staff in many cases.

PP then enables us to support our most complex children with bespoke responses.