

## 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 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 overlooked 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.

## **Pupil Premium 2020-21: specifics**

- **The school's pupil premium grant allocation amount 2021-22 (2020-21)**

£53345 (£73869)

- **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.

- **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 is provided for governors and reproduced below*)

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

September 2021

## 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"> <li>An example might be purchasing additional and expert input in speech and language therapy.</li> </ul>	<ul style="list-style-type: none"> <li>Strong and or additional learning support from the measurably most skilled staff is needed every day in every lesson</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated and additional time with our most highly skilled and effective teachers and support staff</li> </ul>	<ul style="list-style-type: none"> <li>Access in house or beyond to mentors and counsellors that can build trust over time and support and soften worries and anxieties.</li> </ul>	<ul style="list-style-type: none"> <li>Purchasing vocational courses and creating bespoke packages that are closely supported and scrutinised and tweaked</li> </ul>	<ul style="list-style-type: none"> <li>Accessing horse riding for example or music lessons?</li> </ul>

