**The Linden Centre School Pupil Premium Strategy 2020 – 2021 Impact Report**

In 2020-21, The Head Teacher and Management Committee agreed the following Pupil Premium Strategy to guide the use of funds, ensure value for money and promote maximum impact.

**Overview**

The Pupil Premium is additional funding for publicly-funded schools in England to raise attainment of disadvantaged pupils and diminish the differences between them and their peers. The government believes that this funding is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and Children Looked After (CLA) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is paid to school by means of a specific grant based on the school census figures for pupils who are, or have been, registered for free school meals within the last 6 years. Pupil premium is also calculated for Children Looked After and children whose parents are currently serving in the armed forces.

The Pupil Premium is additional to the main school delegated budget and is used by school to support provision for the eligible pupils as indicated below:

**2021 - 2022**

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| Total number of pupils on roll (Yr1 - Year 11) January 2020 census | Total number of pupils eligible for PP | Amount of PP received–  Deprivation | Amount of PP received– Service  Children | LAC Pupil Premium received | Total amount of PP received |
| 63 | 11 x Primary  3x Secondary | £14,795.00  £2,865.00 | £0 | £4,500.00 | **£22,160.00** |

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| Provision: | Estimated cost: | Proposed impact: | Outcomes: |
| Speech and language support | £3,616 | Children’s attainment and confidence in speech and language is improved. | Individual tracking – less children needed support as the year progressed |
| Offsite physical Activities | £9,244.00 | Use of Crossbar provision, Fishing, Wolverhampton Vocational Centre and Brightstars Boxing | High cost for very little impact. Next year, we will promote our own ‘in house’ Outdoor Education programme to build on the needs of children. |
| Mentor support 1-1 | £2,500 | Pupils will be more settled and equipped to deal with situations they find challenging, thus enhancing academic achievement. | 13 pupils referred. 7 exited successfully. Others ongoing. 4 awaiting allocation. |
| Meditation and Mindfulness | £6,800.00 | For children to learn the skills in regulation and be able to self-regulate using techniques. | Children did not relate to the trainer and could not grasp the teaching method.  Decided to end the sessions and identify other possible ways of co and self-regulations for next year. |

**The Linden Centre: 5-year trend**

**Formal Examination Results**

PERFORMANCE AND ASSESSMENTS

As a PRU, the majority of pupils are not required sit SATs as these are usually undertaken at the mainstream school. However, on the occasion where this need is required, pupil assessments are not published as these results could identify individual pupils. Similarly, as a PRU we are not included in any national performance tables and therefore these are not published on our website.

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| **Barriers to attainment and learning for Pupil Premium eligible pupils** |
| There is no one particular barrier to learning for our pupils. However, the SEMH needs of our pupils plays a significant role in their readiness to learn, access to the curriculum and, therefore, their ability to make academic progress. Many of our pupils need extra support with their writing, reading and maths skills leading to interventions being delivered in order to fill any gaps in their knowledge regarding these essential skills. Teachers also plan interventions based on the Boxall Profile and a range of SEMH assessments; these are delivered either by TAs or planned as part of whole class interventions.  Other common barriers can be less support at home, low levels of confidence and self-esteem, a fixed mind-set and attendance issues. |
| **Identified barriers to attainment and learning** |
| Differences in subject knowledge and understanding  • SEMH issues – i.e. trauma, anger management, self -esteem and social skills  • Lower engagement in learning  • Underlying SEN needs – i.e. ASD, ADHD, ODD, PDA or MLD  • Child protection concerns  The PRU will support the needs of all pupils to ensure that they are able to:  • Access the curriculum at an age-appropriate level  • Show an improved work ethic and engagement with learning  • Make progress in line with their peers  • Develop social, emotional and independent skills as well as collaborative learning  • Develop a sense of wellbeing and independence  As a PRU we continue to focus on closing the gap between the attainment and progress of those children eligible for pupil premium funding compared to all children. We believe that that all children should make at least expected progress during their time with us and it is our aim that all pupils, and in particular those eligible for pupil premium funding where appropriate, should make accelerated progress with reading, writing and maths skills and knowledge. This will be achieved through the regular assessment and setting of appropriate curriculum targets and of our high expectations of all our pupils. |