



# Pupil Premium Strategy Statement

POLICY REVIEW AND ADOPTED BY MANAGEMENT COMMITTEE	DATE
REVIEWED:	October 2021
REVIEW FREQUENCY:	One Year
DATE OF NEXT REVIEW:	October 2022
RESPONSIBLE OFFICER / REVIEWED BY:	Headteacher / Finance Committee

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Rise Carr College
Number of pupils in school	41 (as of 5 <sup>th</sup> October 2021)
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	One
Date this statement was published	1.11.21
Date on which it will be reviewed	October 2022
Statement authorised by	Finance Committee
Pupil premium lead	Sally Hudson
Governor lead	Zoe Beach

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,565
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,565

## Part A: Pupil premium strategy plan

### Statement of intent

The Government provides pupil premium funding which is additional to main school funding. Rise Carr College intends to help address inequalities of vulnerable students when compared with their peers.

During this academic year, students who will be accessing Rise Carr College have experienced a level of disruption to their education that is previously unheard of as a result of the Covi-19 pandemic. It is the most vulnerable and disadvantaged children who have, in many cases, been hardest hit. Pupil premium and other funding sources at Rise Carr College are going to be used to make every effort to ensure that these children have not and are not being left behind.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Not all students have access to IT equipment or networks in the family home if they need to access home learning
2	Students often struggle to regulate their emotions and this has a detrimental effect on their mental health and wellbeing
3	Students are often disengaged from education when they arrive at Rise Carr College
4	Due to the nature of students, it is often difficult to obtain recent or previous academic data
5	Students often have low career aspirations often linked to family dynamics

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure that learners, and their families, who are at risk of complete disengagement from education are provided with daily tuition, practical and emotional support	Students to make at least expected progress in Maths and English
To identify groups of pupil premium learners whose attendance in their previous school/year was poor. The attendance and family liaison role is to work with the learners and their families to improve their attendance and engagement at school	Targeted attendance work with an identified pupil premium cohort to improve attendance has shown the attendance from that in previous school.
To develop alternative forms of educating hard to reach learners who may have been moved quickly out of the area – this may be particularly relevant to children looked after, who can be moved with little notice into and out of the area	All pupil premium learners to receive a personalised timetable to meet their educational and well-being needs and independent careers advice from the school's external consultant
To ensure that children are not 'digitally disadvantaged' by providing access to high quality on line learning and support.	10 tablets have been bought to supplement the devices received from the DFE.
To provide a data driven starting point for all new students in order to identify appropriate interventions in reading, English, Maths and Science. Accelerated Reader provides a planned reading programme for students in KS3 and Clifton House	Nationally standardised initial assessments. Structured reading improvement programme which enables students to work at their own pace and choose their own reading materials, giving control and choice at their own pace

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5764

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Home learning</i>	To prevent students who may have to self-isolate or work from home, missing out on their education	1
<i>GCSEPod Accelerated Reader</i>	GCSEPod allows students to work independently, either at home or at Rise Carr College, on GCSE exam board work. It can also be used in lessons to reinforce learning.  Accelerated Reader/MyOn offers in school and on line support for reading development	1 and 2

#### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELKAN</i>	ELKAN will allow Rise Carr College to develop the speaking and listening skills of all students, and especially those with particular needs. Staff will be focusing on: <ul style="list-style-type: none"> <li>• What is involved in communication?</li> <li>• Interaction, listening and attention</li> <li>• Memory &amp; learning</li> <li>• Understanding spoken language and non-verbal communication</li> <li>• The Blank Language Scheme</li> <li>• Promoting vocabulary development</li> <li>• Expressive language, written narrative, exploring the link between oracy + literacy</li> <li>• Social communication skills</li> <li>• The link between speech, language, reading and spelling</li> <li>• Linking it all together</li> </ul>	2 and 3
<i>1-1 support</i>	Additional support for structured interventions identified through initial assessment (GL and ELSA) <ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• Science</li> </ul>	3 and 4

	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Well-being</li> </ul>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £19850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Alternative Education</i>	Alternative Education is used to reengage students by using a range of external providers. These providers can work with students on their social and emotional needs or offer a more practical alternative to mainstream education.	2 and 5
<i>ELSA</i>	An educational psychology led intervention for promoting the emotional wellbeing of students. Rise Carr College uses ELSA to support the emotional needs of their students using our own resources. We have trained teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of students in our care. It recognises that students learn better and are happier in school if their emotional needs are also addressed.	2
<i>Family liaison</i>	Support for families to address attendance issues at home, including support and referral to other agencies. Transport to and from school if required.	2, 3 and 5

**Total budgeted cost: £ 37474**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

RCC have targeted students who require extra support with Math's and English and provided additional 1-1 support. This allowed for targeted intervention work and resulted in improved rate of progress for the students.

The target attendance and family liaison support allowed students and families to be fully supported throughout the lockdowns. Food parcels, lunch vouchers, safeguarding checks were all regularly carried out. Families appreciated and valued the additional support offered. It also allowed staff to quickly sign post to other services if needed.

All RCC pupil premium students were allocated their own laptop and this meant during lock downs or periods of self isolation they could continue to access their school work. This prevented students from falling behind their peers.

RCC purchased GL assessment suite and this give staff and students a clear starting point and what

they needed to work on to make at least good progress.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Alternative Education	MGFA Box-Well Right Trax Allotment Project Open Arms Outdoor-Ambition The Learning Zone