

Pupil premium strategy statement IncludEd Learning

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	IncludEd Learning
Number of pupils in school	15
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026 Will be reviewed annually
Date this statement was published	
Date on which it will be reviewed	31/10/2024
Statement authorised by	Noreen Khan
Pupil premium lead	Noreen Khan
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year year	£10,350

Part A: Pupil premium strategy plan

Statement of intent

The pupils at IncludEd have either been permanently excluded from mainstream schools or are at risk of being so. Many have complex additional needs, many have gaps in learning due to frequent or extended time out of education. Many arrive highly anxious due to the stress of being excluded. Pupils arrive with us throughout the academic year.

At IncludEd Learning all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Our objective for pupil premium funding is to address these issues (academic and personal/social) and develop the pupil to the best possible position when they move to the next phase of their life / education. This requires a holistic approach and may integrate other agencies. In addition, our main aims are

- Develop a highly skilled workforce to provide a high quality of education, including therapeutic and SEND support.
- Further enhanced progress in all subjects across the school with a specific focus on reading, vocabulary and numeracy skills through quality first teaching and personalised intervention programmes. This will allow all pupils to quickly address any gaps in their learning.
- Progress in reading: our pupils typically have reading ages below their chronological age, which impacts their ability to engage in education across all curriculum subjects. Improving our students' reading skills is therefore a key priority for us.
- Progress in terms of their Social, Emotional and/or Mental Health: all of our students have special educational needs, and the majority have SEMH identified as their primary need. Student's SEMH difficulties cause them to have difficulties forming positive relationships at school and at home, and engaging in their lessons or other activities that will support their growth and development. Supporting them to develop strategies that help them regulate and manage their SEMH is therefore also a key priority.
- Consistently promote the extensive personal development of pupils by continuing to ensure that all pupils have access to a wide rich set of experiences and the opportunities to develop their talents and interests are of

high quality.

- Progress in terms of securing a positive destination: This could be a student in KS4 who is working towards a college place, or apprenticeship. Or it could be a student being supported to find a new permanent special setting where their special educational needs can be met and they will be able to flourish.

Our Pupil Premium Strategy Plan has been developed with these aims in mind. The majority of this strategy is designed to support students to make progress in their curriculum subjects, to make progress in reading and to remove barriers to learning associated with their social, emotional and mental health needs. There is also a strand focused on improving attendance, as students will not be able to work towards progress in any of these areas if they are not attending.

Challenges

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

Challenge number	Detail of challenge
1	Attendance The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. <ul style="list-style-type: none">- Lower than expected attendance- Gaps in learning and learning deficit due to absences from education e.g. exclusions
2	Outcomes There is a small, key group of pupils in receipt of PP not making expected progress despite interventions. <ul style="list-style-type: none">- Our population changes over the year- Repeated transitions for pupil- High number of LAC pupils
3	Pastoral Pupils emotional well-being, social and behavioural needs affecting pupils being in a position to be able to make progress and their readiness to learn. <ul style="list-style-type: none">- Post covid concerns regarding mental health of many students and staff- Poor pupil concentration in class
4	SEND Some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children need SALT intervention. <ul style="list-style-type: none">- High number of EHCP and individual needs- Narrowness of curriculum and is it the most appropriate curriculum

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
Improved qualification results	Higher average point score
Reduced or improved transitions for pupils	Fewer transition taking place
Improve parental involvement	Improved parental and pupil feedback
Improved attendance	Increased present marks Identification of factors effecting attendance and action plan to address Reduced % exclusions, Reduced % C code
Revised curriculum	Improved curriculum offer Increased pupil engagement as measured through attendance and assessment measures Appropriate curriculum offer for all students as measured through exam outcomes
To close the reading and writing gap	Accelerated progress of disadvantaged pupils Gap between peers closes across the school Attainment of age related expectations Pupils have access and time to read a variety of quality texts, and these are threaded throughout the entire curriculum
Review of support to pupils and staff	Staff and pupils' well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress Reduction in behaviour incidents
"Narrowing the gap"	Evidence of progress above forecast / expected level

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: £4,350

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	Student success through empowered teaching, equipping teachers with focused teaching support and professional development such as ECT and targeted CPD	EEF, says “Good quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2, 3, 4
2	SALT training and the effective rollout through EKLAN Toolkit SLCN Screening and Assessment through SEND Referral; SaLT Referral through SENDCO	EEF Effective Professional Development Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. <ul style="list-style-type: none"> • 81% of children with SEMH have significant unidentified communication needs. • 2/3 of pupils at risk of exclusion were found to have SLCN. 	2, 3, 4
3	Reading intervention will be embedded across the school where pupils will be taught explicit reading strategies leading to improved reading ages	EEF research states that reading comprehension strategies are high impact and, on average, add +6 months.	1, 4

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

Budgeted cost: £2,500

	Activity	Evidence that supports this approach	Challenge number(s) addressed
4	One to one and small group reading intervention will be embedded across the school where pupils will be taught explicit reading strategies leading to improved reading ages	EEF research states that reading comprehension strategies are high impact and, on average, add +6 months	1, 3, 4,
5	Maths / English interventions for targeted groups – through use of 1:1 tutoring	EEF says, ‘Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons’ Pupils at IncludEd have all suffered from ‘lost learning’ as a result of exclusion and/or significant time out of school. There is good evidence that 1-2-1 and small group tuition in English and maths has been extremely effective in promoting attainment.	1, 3, 4
6	Baseline assessments – Reading, English, Maths, Science, PASS. All students complete on their Induction, with further SEND Assessments through referral from Induction Team informed by baseline testing scores incl Dyslexia Screening	EEF says: Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,500

	Activity	Evidence that supports this approach	Challenge number(s) addressed
7	Attendance officer to monitor and respond to patterns of absence, making home visits, arranging attendance meetings and supporting pupils to re-engage with learning	EEF states that "Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance".	1, 2
8	Vocational Educational Course. Hair and Beauty, Animal Care, Hospitality, Teens To Tots and Catering taught to year 10 and 11 pupils on a rotational basis over the whole year.	EEF Improving Behaviour in Schools	3, 4
9	Raise aspirations for pupils through independent careers advice and guidance	EEF, 'Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work'	1, 2
10	Continued offer of free breaktime snack to all pupils, in all year groups	The EEF highlights there is evidence that providing free snacks/breakfast can benefit pupils by preparing them for learning or supporting behaviour and school attendance	1, 2, 3, 4
11	Rewards – related directly to reading / literacy / attendance	EEF' Cash incentives lead to no significant improvement in GCSE results, according to an Education Endowment Foundation trial on the impact of incentives in schools, but the prospect of an outing or a school trip may encourage low-attaining pupils to do better in maths'	1, 2, 3, 4

Total budgeted cost: £10,350

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 2022 to 2023 academic year.

Not applicable