

# Pupil premium strategy statement

## School overview

Metric	Data
School name	The Ladder School
Pupils in school	39
Proportion of disadvantaged pupils	51%
Pupil premium allocation this academic year	Students are dual rolled and placing schools use PP to fund placement. One LAC student is directly placed (£2345)
Academic year or years covered by statement	2019-20 and 2020-21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Chris Bury
Pupil premium lead	Pippa Bennett
Governor lead	David Lomax

## Disadvantaged pupil performance overview for last academic year

Progress 8	0%
Ebacc entry	0%
Attainment 8	0%
Percentage of Grade 5+ in English and maths	7%,

## Disadvantaged pupil barriers to success

Pupils have developed behaviours over time after accessing a variety of different educational settings.
Pupils have low self-esteem due to past educational experiences.
Mis-diagnosis /No diagnosis when one is required.
Social and economic background.

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Social, Emotional and mental health: to increase pupils' self esteem and self regulation to enable them to fully access the core and vocational curriculum	Pupils self-esteem and ability to self-regulation improve as pupils become aware of their own behaviour, emotions and thinking. Reduction in behaviour incidents and increase in attainment over time.	Ongoing - Sept 21
Interventions: accurate baseline testing and transition data in place	Timely, targeted interventions enabling students to achieve target grades through personalised programmes of learning	Ongoing – First phase December 21
Attainment: % Grade 4+ in English and maths	Pupils achieve average English and maths 4+ scores for similar schools	Sept 21
Literacy - increased levels of literacy for all students (focus group pupils with reading age of less than 12)	Pupils improve reading age by at least 1 year	Ongoing – review termly 20-21
Attendance: improved attendance to enable students to improve engagement and attainment	Improve attendance to national average for similar schools	Review half termly - Sept 21

## Teaching priorities for current academic year

Measure	Activity
To ensure Quality First Teaching across the school	Retention and professional development of staff, including gaining QTS, coaching of staff where necessary
To increase attainment and achievement in vocational subjects	Employment of sessional instructors/coaches
Barriers to learning these priorities address	Engagement and achievement
Projected spending	£1200 PD, Sessional instructors/ Coaches £2500

## Targeted academic support for current academic year

Measure	Activity
To improve reading age of pupils (focussing on pupils with a reading age of less than 12)	Literacy interventions across KS4 and 5 for low attaining disadvantaged pupils – Read, Write, Inc, effective use of literacy strategy
To identify and address gaps in Mathematical skills and knowledge	Numeracy interventions across KS4 and 5 for low attaining disadvantaged pupils – 1:1 and additional in class support
Barriers to learning these priorities address	Gaps in learning due to missed educations, negative attitude to learning, low self esteem, SEMH challenges
Projected spending	Read, write, Inc resources £220

## Wider strategies for current academic year

Measure	Activity
To support and address the SEMH needs of pupils	Increased use student psychology therapists and mental health nurses in school, Kindles provided for home learning
Mentoring of low attaining, disadvantaged pupils	1:1 and group sessions with City Year Mentors
Barriers to learning these priorities address	Unmet social, emotional and mental health needs, attendance
Projected spending	City Year mentors £22000, Kindles £1500

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and middle leaders to observe colleagues	Use of INSET days, Trust wide training and additional cover being made available
Targeted support	Ensuring dedicated time for interventions, training for staff to ensure confident delivery	Timetabled intervention time, CPD where necessary
Wider strategies	Restrictions caused by COVID and lack of face to face interventions	Risk assessment, providing social distanced alternatives, use of Teams. Provision of Kindles to all students

## Review: last year's aims and outcomes

Aim	Outcome
Pupils will achieve their end of year target grades in English and Maths	60% English, 80% Maths
Improve mindset of SEMH of pupils	Edukit survey demonstrates improved mindset in 83% of students
Improve attendance	10.4% improvement for students with PP compared to previous setting