

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 students.

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	The Ladder School
Number of students in school	39
Proportion (%) of pupil premium eligible students	56% (22)
Academic year/years that our current pupil premium strategy plan covers	21/22-24/25
Date this statement was published	December 22
Date on which it will be reviewed	July 23
Statement authorised by	Chris Bury, Principal
Pupil premium lead	Pippa Bennett
Governor / Trustee lead	Nick Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£995
Recovery premium funding allocation this academic year	(£6000 2021-2)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£995

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. The PP funding that The Ladder School receives is not reflective of the funding that the students are entitled as funding goes to where the child is on the main school roll and contributes to the funding of the placement. Pupil Premium income received is not reflective of the numbers of disadvantaged children in school.

Most students joining The Ladder School comes from a background of social and economic deprivation. Whilst we acknowledge that this is not always the primary challenge our students face, it is evident that their outcomes for academic attainment, social mobility, progression to FE and HE and employability are less positive than their peers both within TLS (and those who join us at similar starting points) and their placing schools.

We focus our high-quality teaching on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum. This includes our transition process and assessment on and after entry.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality support within the classroom. Our intention is that the outcomes for non-disadvantaged students will also be improved as a result of this strategy.

Our strategy is individualised to the needs and strengths of each young person, based on formal and informal assessments and a detailed knowledge of their background and the challenges that they face both in and out of school. This will help us to ensure that we offer them the relevant skills, qualification and experience they require to be prepared for adulthood.

We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Challenges

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

Challenge number	Detail of challenge
1	Most students arrive at the school with large gaps in their knowledge, skills and understanding. Few are working at the standards expected for their age. Students are screened and tested on entry to identify starting points and any additional needs to ensure effective support is put in place at the earliest opportunity. Most students have a reading age below their chronological age and have language comprehension difficulties, requiring additional literacy support
2	Transition meetings and initial assessments show that students arrive viewing education as a negative experience and as a result, many have low self esteem and expectation of themselves and the school. A higher than average percentage have a history of safeguarding and child protection issues
3	Our assessments, observations and discussions with students show that disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Our assessments, observations and conversations with students indicate that disadvantaged students often require additional support to develop personal skills, e.g. personal hygiene, healthy eating
5	Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.

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 attainment for disadvantaged students in all subjects, particularly Maths and English relative to their starting points as identified through baseline assessments	Improved performance of disadvantage students and a reduction in the attainment gap between these students and their peers, as demonstrated by our end of year assessments and GCSE results – students achieve same or better percentage of 4+ as similar school
Improved reading age and language comprehension for disadvantaged	Assessment of students' reading age and language comprehension shows a

<p>students so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<p>reduction in the disparity in outcomes between disadvantaged students and their peers in our school through intervention outcomes, attainment data and GCSE results</p>
<p>Attendance - improved attendance from starting point to enable students to improve attainment and engagement</p>	<p>Improved attendance to national average for similar schools</p>
<p>Disadvantaged students feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged students are able to access high quality work experience and careers mentoring.</p> <p>End of year reviews show that disadvantaged students are progressing to higher or further education at the end of KS5 in the same numbers as their peers.</p>

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: £ 7700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention and professional development of staff, including gaining QTS, coaching of staff where necessary	To ensure Quality First Teaching across the school Avery, C (1990) <i>Teacher Action Research: Building Knowledge Democracies</i> , Sage Publications	1
Employment of Chef, use of sessional experts	To increase attainment and achievement in vocational subjects	1,5
Projected spending	£1200 PD, Vocational £6500	

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

Budgeted cost: £ 19220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions across KS4 and 5 for low attaining disadvantaged pupils – Read, Write, Inc, effective use of literacy strategy	To improve reading age of pupils (focussing on pupils with a reading age of less than 12), comprehension skills and oracy <i>Wasik and Slavin (1993)</i> <i>Mercer, N. & Dawes, L. (2018) The development of Oracy skills in school-aged learners. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press</i>	1, 3, 5
Numeracy interventions across KS4 and 5 for low attaining disadvantaged pupils – 1:1 and additional in class support	To identify and address gaps in Mathematical skills and knowledge https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf	1

Gaps in learning due to missed educations, negative attitude to learning, low self esteem, SEMH challenges	<i>One to one support in and out of the classroom and keyworking</i> <i>Blatchford, Russell, Bassett, Brown and Martin (2004)</i> <i>Mengoni, S., Oates, J. and Bardsley, J. (2015, in press). 'An evaluation of key working for children and young people with special educational needs and disabilities'. British Journal of Special Education</i>	1, 2, 3,4,5
Projected spending	Read, write, Inc resources £220 Assistant Learning Coach 19000	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased use student psychology therapists and mental health nurses in school to support and address the SEMH needs of pupils	<i>Betts, K., Miller, M., Tokuhama-Espinosa, T., Shewokis, P., Anderson, A., Borja, C., Galo-yan, T., Delaney, B., Eigenauer, J., & Dekker, S. (2019). International report: Neuromyths and evidence-based practices in higher education. Online Learning Consortium: Newburyport, MA.</i>	1, 2, 3,4,5
Mentoring of low attaining, disadvantaged pupils (Learning Coaches)	<i>Timothy A. Cavell, Renée Spencer, Samuel D. McQuillin, Back to the Future: Mentoring as Means and End in Promoting Child Mental Health, Journal of Clinical Child & Adolescent Psychology, 10.1080/15374416.2021.1875327, 50, (2021)</i>	1, 2, 3,4,5
Identify, support and address SEMH need	<i>Barriers to learning</i> <i>Brookman-Bryne, A. and Commissar, L. (2019) Future avenues for educational neuroscience from the perspective of EARLI SIG 22. Conference attendees, Gilbert, Gus and Rose Emotion Coaching UK September 2020 Mind, Brain and Education, 13:3, pp. 176-183[Online]. Available at: https://onlinelibrary.wiley.com</i>	1, 2, 3,4,5
Projected spending		