**Pupil premium strategy statement 2024-25**

This statement details our school’s use of pupil premium 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 | South Somerset Partnership School (PRU) |
| Number of pupils in school | Variable |
| Proportion (%) of pupil premium eligible pupils | Variable |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | One (variable annual cohorts) |
| Date this statement was published | Nov 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Jo Simons (Head) |
| Pupil premium lead | Jo Simons |
| Governor / Trustee lead | Vac |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | As a result of school context (PRU) we are unable to complete this information until July 25.  See ‘Additional Information’ box for more details  Total Budgeted Cost: TBC |
| Recovery premium funding allocation this academic year |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |

**Part A: Pupil premium strategy plan**

**Challenges**

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

|  |  |
| --- | --- |
| **Challenge number** | **Detail of challenge** |
| 1 | History of low achievement, often caused by unidentified learning needs |
| 2 | History of poor attendance |
| 3 | Permanent exclusion, at risk of permanent exclusion or medical needs – all resulting in a PRU placement |
| 4 | Disproportionately high number of students from areas of social deprivation |

**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.

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| --- | --- |
| **Intended outcome** | **Success criteria** |
| All PP students achieve at least level 1 qualifications in Maths and English | GCSE grades (other quals in exceptional circumstances only) |
| All PP students have their Social and Emotional needs met and are able to display levels of maturity which are in line with their mainstream peers | Thrive improvement – every CYP make progress in their social and emotional development whilst on roll at SSPS. |
| All PP Students are prepared for the next stage in their education | NEET figures and tracking  Pupils who move back to mainstream or into specialist provision remain. |
| All PP students improve their engagement at school | Attendance figures show improvement. |

**SSPS Outcomes Tracker- How We Measure Progress:**



**Activity in this academic year**

**All evidence from EEF – SLT have completed NPQ quals in Behaviour and Culture, Senior Leadership and Executive Leadership to support the implementation of research based strategies across SSPS**

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

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Part funding of PFSA | Supporting parents helps pupils to achieve at school. | ALL |
| Uniform Provided  (No of PP students x 1 x sweatshirt + 2 x Polo shirts) | Develops a sense of identity and belonging | 1+2+4 |

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

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Support with Post 16 study. | Students from areas of deprivation require equipment and support with transport to post 16 provisions.  Low NEET figures, 0% NEET remains SSPS aspiration | 2+4 |

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

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| ‘Thrive’ Approach used (all pp x £5 x 32 wks) | All Students placed have gaps in early development – research based approach allows these gaps to be filled | 1+2+3 |
| Online revision Apps and use of PiXL personalised learning strategies (eg, PLC’s) | Research shows that students who accessed these on personal devices secure better results. Students will revise when they have access to these materials | 1+2 |
| Year 11 Prom  (pp x £35) | At ms school students would have a prom to celebrate leaving school.  No pupil should be disadvantaged as a result of not being able to apply for the ticket / suitable outfit.  Demands around attendance at all examinations are met and have significant impact on results. | 1+2+4 |

**Total budgeted cost: TBC**

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

**SSPS Outcome Tracker- Academic Year 2023/24**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year 23/24 Outcomes** | | | | | | | |
|
|  |  | Attendance | Thrive | Academic | | | Next Steps |
| Attainment | Progress | |
| Target / WAG  (Set a Wildly Audacious Goal) | 65%  (100% make improvement) | 95% make progress | All Yr 11 pupils achieve L1 in English and Maths | 100% make progress from baseline in English and Maths | | 0 NEET |
| Whole School  (90 students) | Academic Year Final Outcomes compared to target. | 49.71% - Raw (50% - 42/84 making progress) 65.28% - Adjusted (71.43% - 60/84 making progress) | 87% (54/62 pupils with reassessment) | 9/13 entered - 69.23% | English 23/30 - 76.7% | | 3/22 - 13.6% |
| Maths 25/30 - 83.33% | |
| Non-PPI  (40 students) | Academic Year Final Outcomes compared to target. | 51.26% - Raw (64.71% - 22/34 making progress) 69.61% - Adjusted (82.35% - 28/34 making progress) | 87.5% (21/24 pupils with reassessment) | 5/7 entered - 71.42% | English 8/12 - 66.66% | | 2/11 - 18.18% |
| Maths 8/12 - 66.66% | |
| PPI  (students 50) | Academic Year Final Outcomes compared to target. | 48.60% - Raw (40% - 20/50 making progress) 62.39% - Adjusted (64% - 32/50 making progress) | 86.84% (33/38 with reassessment) | 4/6 entered - 66.66% | English 15/18 - 83.33% | | 1/11 - 9.09% |
| Maths - 17/18 - 94.44% | |
|  | National Comparison (PiXL and Data Pioneers) | 70% for Behaviour PRU's | No national figures |  | |  | 76.80% |
|  |

**Externally provided programmes**

*n/a*

**Further information (optional)**

Pupil premium is calculated and released to the school on a termly basis retrospectively. It is only received when a pupil is Sole Registered, and this fluctuates throughout the year. As a result, PP strategies for cohorts is allocated primarily to support Year 11 pupils. Where schools retain PP for a Dual Registered pupil, SSPS may request that funding is allocated for additional interventions if required.

Historically, a significant amount has been allocated, however it has proved difficult to evidence impact on the individual pupil it is allocated to support- particularly where there are movements during the school year- a normal state for a PRU School.

The results from Summer 2024 demonstrate that pupils in receipt of PP are not disadvantaged when compared with their non PP peers. In terms of social and emotional development (measured through the use of Thrive) expectations are that ALL pupils make progress.

In AY 24/25, as in previous years, some PP funding is diverted to maintaining a Full Time PFSA. Those in receipt of PP who are Sole Registered always take precedence for PFSA support.