

## 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	Sheffield Inclusion centre
Number of pupils in school – <b>As at 1<sup>st</sup> September 2021</b>	134
Proportion (%) of pupil premium eligible pupils	82.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	T Rhodes
Pupil premium lead	A Khan
Governor / Trustee lead	R Dodds

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130, 395
Recovery premium funding allocation this academic year	£9,063
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	£139,458

# Part A: Pupil premium strategy plan

## Statement of intent

- Throughout the 3 year growth of Sheffield Inclusion Centre the proportion of pupils receiving Pupil Premium (PP) funding has remained reasonably consistent between 74%-84%
- At the beginning of 2021-22, this was 82.1%
- In previous years, PP funding has been used successfully to ensure that progress of PP students is at least as good as the smaller non PP population.
- The strategy has broadly been to use PP funding to: Supplement staffing levels to ensure that ratios of staff to pupils remain high
- Provide targeted interventions from specialist services
- Ensure that all students received a free breakfast and lunch during each day in the Academy

## Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Quality First Teaching
3	Self- Esteem/ SEHM Intervention
4	Special Educational Needs including challenging behaviours
5	'Lost learning' due to Covid-19 Pandemic

## 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
Attendance increase for PP pupils	Whole school increase in attendance and increase in PP cohort

Quality First Teaching	Increase in progress and outcomes for PP cohort
Self- Esteem/ SEHM Intervention	Increase in wellbeing and mental health of cohort PP
Special Educational Needs including challenging behaviours	Decrease in behaviour incidents and RPIs for PP cohort
'Lost learning' due to Covid-19 Pandemic	Close the gap in learning for PP cohort

## 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: £ 75,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support and interventions. Targeted EHCP support	“Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.” Education Endowment Foundation	1,2,4,5
Trauma Informed training for staff to deliver Emotional Literacy Support for pupils who are experiencing temporary or longer term additional emotional needs	“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.” Education Endowment Foundation	1,2,3,4,5

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

Budgeted cost: £ 48,063

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils make at least expected progress in reading and phonics.	Further closure of the gap of progress between PP and non PP pupils.	1,2, 4,5
Pupils make at least expected progress against EHCP outcomes	Pupils making the same progress against EHCP targets as non PP pupils.	1,2,3,4,5
Pupils make at least expected progress in Using and Applying Mathematics	Maintain closure in the gap of progress between PP and non PP pupils.	1,2,5

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

Budgeted cost: £ 15,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve behaviour and attitudes to learning. <b>Using Behaviour watch to track</b>	Fewer behaviour incidents recorded for identified pupils. Robust and supportive behavioural interventions in place for these pupils.	1,2,3,4,5
To increase the number of positive social interactions with adults and peers. <b>1-1 mentoring</b>	Fewer behaviour incidents recorded for identified pupils. A range of groups offering opportunities for positive social interactions for these pupils.	1,2,3,4,5
To improve self-esteem and independence for our young learners.	Observed improvement in attitudes towards school achievement – using the PASS Achievements regularly celebrated and shared with the school community.	1,2,3,4,5

**Total budgeted cost: £ 130,395**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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*

<b>Programme</b>	<b>Provider</b>
AB Tutor	AB Tutor
Amazon Prime	Amazon
BOXALL PROFILE	BOXALL
Childnet Intl	
Exampro	AQA
Hamilton Trust Org UK	Hamilton Trust
Lexplore Limited Analytics	
Literacy Trust	
My Maths	
Picture News	
PSHE Assoc Schools	
Safeguarding Network	
Team Teach Licence	
The British Psychological Society	
The Key	
TWINKL	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

### Supporting strategies 2020/21

Funding due is £161,670

Strategy	Description of targeted funding	Impact measures	Allocated costs	Evidence
Pupils have timetabled intervention teaching	To deliver an intervention curriculum for eligible pupils falling behind in their expected rates of progress in: English & Maths, reading & EAL needs. Coordinated by the Senior Leadership Team. Identified from pupil trackers & impact monitored by Senior Leadership Team	<i>Progress rates Pupils returning to expected progress and monitoring evidence this is sustained</i>	<b>£125,000</b> <b>TA, LM, Outreach</b>	
Access to a rich curriculum and extra – curricular activities	To build memorable events in to the curriculum, and offer a range of offsite trips, educational visits, vocational placements/EdVirtual/Life Skills	<i>Attendance rates improve Behaviour profile positively improves</i>	<b>£20,000</b>	
Therapeutic input	Access to counselling/psychologist/therapy	<i>Behaviour profile positively improves 60%+ reduction in physical assaults on site</i>	<b>£30,000</b>	<b>Decrease in behaviour incidents and RPIs</b>
Individualised merits	One off & occasional events/purchases specific to the pupil	<i>Behaviour profile positively improves</i>	<b>£1500</b>	
KS2 sports funding	Physical activity	<i>Behaviour profile positively improves</i>	<b>£16297</b>	
IT hardware & software	Kit to support individual access to curriculum & accreditation. Software purchased. Laptops purchased	<i>Progress rates Accreditations on track for expected grade &amp; beyond</i>	<b>£5000</b>	
Books & reading materials	To enthuse and embed positive attitudes to reading based on pupils' interests. GCSE revision guides for core subjects. <b>Accelerated Reader purchased.</b>	<i>Achievement rates for reading increase Pupils returning to expected progress and monitoring evidences this is sustained</i>	<b>£10,000</b>	



	<b>Total</b>		<b>£ 207,797</b>	
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