

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	The Fountains High School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	29.4
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2023 (costings for 2021-22 only)
Date this statement was published	October 2021
Date on which it will be reviewed	Termly
Statement authorised by	Gareth Allen
Pupil premium lead	Gareth Allen
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69375
Recovery premium funding allocation this academic year	£18850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£88225

Part A: Pupil premium strategy plan

Statement of intent

Due to the bespoke curriculum and high levels of support, pupils in receipt of Pupil Premium at Fountains High School progress in line with their peers or exceed them and as such the aim of the Pupil Premium funding strategy is in alignment with the schools School Improvement Plan and Curriculum Intent. Using the latest research from the Education Endowment Fund the school is focussing on 5 areas that are proven to have the most impact on student progress. These are:

1. Metacognition and Self-Regulation
2. Reading Comprehension Strategies
3. Feedback together with Oral Language Interventions
4. Social and Emotional Learning
5. Home Learning

1. **Metacognition and self-regulation** - approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

- Self-regulated learning can be broken into three essential components:
- cognition - the mental process involved in knowing, understanding, and learning;
- metacognition - often defined as 'learning to learn'; and
- motivation - willingness to engage our metacognitive and cognitive skills.

2. **Reading comprehension strategies** - focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.

3. **Feedback** - information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

4. **Social and emotional learning (SEL)** - interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.

SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.

Three broad categories of SEL interventions can be identified:

- School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;
- Universal programmes which generally take place in the classroom with the whole class; and
- More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.

5. **Home learning** - Home learning refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations.

Challenges

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

Challenge number	Detail of challenge
1	Loss of education caused through the Lock Down during the academic years of 2019-2020 and 2020-2021 due to Covid-19 Pandemic and subsequent further disruption to education through future bubble or school closures linked to Covid-19 Pandemic. This has impacted the level of progress students have been able to make.
2	The student offer of being exposed to a wide variety of extra-curricular and curricular experiences, outside of the curriculum requires development. To enhance pupils' spiritual, moral, social and cultural development developing opportunities for Extended Schools, residential

	and trips the school needs to develop a roadmap thoroughly integrated into the curriculum.
3	<p>Students mental health, resilience and well-being can prevent them from accessing and/ or engaging with the curriculum. This has been significantly exasperated by the disruption to their education over the previous 18 months.</p> <p>Students often find it difficult to process their sensory needs which leads to them not accessing the curriculum. Student can often find it difficult to communicate their needs, preferences and concerns.</p>
4	Students often struggle with learning at home due a lack of training on how tasks should be approached and undertaken without the specialist support they receive in 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
Assess, plan and mitigate the effects (academic) of the Covid-19 pandemic with a specific focus on the loss of learning.	Students make outstanding progress based on their starting points, quickly moving to close any gaps in progression. A culture of Reading for pleasure is endemic.
Assess, plan and mitigate the effects (social/ mental health/ behaviour) of the Covid-19 pandemic with a specific focus on the loss of learning.	Students have improved decision-making skills, interaction with others and their self-management of emotions. Students develop and increase self-belief, self-awareness and the ability to build strong lasting relationships. Students are resilient in the face of adversity, willing to accept challenge and persist in all endeavours they encounter. They feel empowered to foster, exhibit and impart grit.
An enriched curriculum offer that embeds cultural capital and allows students, especially those who are disadvantaged, to gain access and be exposed to, a wide variety of extra-curricular and curricular experiences, outside of the curriculum requires development. To enhance pupils' spiritual, moral, social and cultural development developing opportunities for Extended Schools, residential and trips the	Students are exposed to a large variety of subject areas and arts; promoting character-building qualities that lead to

<p>school needs to develop a roadmap thoroughly integrated into the curriculum.</p>	<p>creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.</p>
<p>High-Quality Bespoke Feedback, using the principles of Oracy and – Ensure that appropriate feedback is endemic across all lessons and of high quality. Feedback will check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p>	<p>Throughout the year, feedback is designed around the needs of the student to help them to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>Students are able to be responsive to feedback and improving oracy, language and reading happen.</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: £ 5843.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thinking Schools Interventions (Metacognition training and resources) Year 2	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Education Endowment Fund – Metacognition and self-regulation https://bit.ly/3muTqmH</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Thinking Matters https://bit.ly/3dRA9Gf</p>	1,2
Thrive Approach Training and including Specialist Practitioners and a Mental Health TA Kaleidoscope – Thrive	<p>Thrive is a school-based intervention developed by Banks, Bird, Gerlach and Lovelock in 1994 (Thrive, 2014). It was previously known as Emotional Needs, Achieving, Behaving and Learning in Education (ENABLE). The aim of the intervention is to develop children’s social and emotional wellbeing so that they can engage with life and learning (Thrive, n.d.). Thrive proposes to support children through increasing</p>	1, 3,4

	adults' understanding of their needs and providing therapeutic strategies and techniques (Howarth, 2013). https://www.thriveapproach.com/about-thrive/impact-of-thrive/	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £67381.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapist Support and resources	Occupational therapy: Unlocking the potential of children and young people – Royal College of Occupational Therapist https://bit.ly/3Bex2D5 They support a student's ability to participate in desired daily school activities or "occupations." They help children to fulfil their role as students by supporting their academic achievement and promoting positive behaviours necessary for learning. School occupational therapists (and occupational therapy assistants, under the supervision of the occupational therapist) support academic and non-academic outcomes, including social skills, math, reading and writing (i.e., literacy), behaviour management, recess, participation in sports, self-help skills, prevocational/vocational participation, transportation, and more. Because of their expertise in activity and environmental analysis, practitioners are particularly skilled in facilitating student access to curricular and extracurricular activities.	1,3,4
Speech and Language Therapist	Speech and Language Therapists (SLTs) work with children to enable them to communicate to the best of their ability. An SLT works on developing a child's understanding and use of language.	1,3,4

	<p>Children who attend Special Schools often use a variety of methods to enable them to develop maximum understanding and communicate with those around them. This includes using objects, photographs, symbols and speech. Some children use specialised equipment such as a communication books or voice output communication aids.</p> <p>https://bit.ly/3De0xpe Exploring interventions for children and young people with speech, language and communication needs: A study of practice - DfE</p>	
<p>Development of high-quality Feedback and Progression policy that provides a standardised methodology whilst being adaptable to student's needs.</p>	<p>Education Endowment Fund – Feedback https://bit.ly/2Hipqsx</p> <p>Feedback studies tend to show very high effects on learning. There is a substantial number of reviews and meta-analyses of the effects of feedback. Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information.</p>	1, 4,
<p>Parental Workshops</p>	<p>Education Endowment Fund – Parental engagement https://bit.ly/2YjjU0C</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children's learning activities; and</p>	1, 3, 4

	<p>more intensive programmes for families in crisis</p> <p>Specialist SEND workshops</p>	
<p>Reading Comprehension Strategies including Accelerated Reader, MyON, iXL and Century Tech</p>	<p>Education Endowment Fund – Reading Strategies https://bit.ly/3miJbz1</p> <p>Reading comprehension strategies focus on the learners’ understanding of written text. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves (see also Metacognition and self-regulation).</p> <p>https://bit.ly/3Bc8v1p Accelerated Reader https://doc.renlearn.com/KMNet/R63032.pdf myON https://uk.ixl.com/membership/teachers/research iXL https://www.century.tech/about-us/ Century Tech</p>	1
<p>Tutoring 1:1 or Small group work – English, Maths focus</p>	<p>Education Endowment Fund https://bit.ly/3uFiERT – One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	1, 4
<p>Student devices to access home learning</p>	<p>Bridging the digital divide: evidence and advice on remote learning and digital equality</p> <p>https://bit.ly/3iy5Sjb</p>	1,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Specialist Grade 6 – Student Wellbeing Support Worker	https://bit.ly/3FlibsM Rachel Rayner - Hope School-based counselling is effective for children suffering from mental health issues. The study, led by the University of Roehampton and in collaboration with our research team, is the first large-scale research into the effectiveness of school counselling in the UK. https://bit.ly/3FgZiap	3
Enrichment curriculum and extended experiential learning roadmap	For a summary of the evidence for Evidence supporting the benefits of learning outside the classroom, please look here https://bit.ly/3oy7sW1	2,3

Total budgeted cost: £88225

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.

Disadvantaged students that are eligible for pupil premium funding and Looked After Children achieve at least as well as their peers in all core and foundation subjects.

Pupils make expected progress across all key stages, departments and subjects (including key stages 2-4) from their starting points which range from P2 to NC Year 3 in year 7 and leave with a variety of appropriate accreditation, including GCSEs for some students. In 2021 disadvantaged students in Year 11 all made at least expected progress with more than 70% of students making more than expected in English progress from their starting points in KS2. In mathematics, 71.3% of disadvantaged students made more than expected progress from their starting points in KS2.

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

Programme	Provider
Thinking Schools	Thinking Matters
iXL	iXL Learning
Century Tech	Century-Tech Limited
BKSB	BKSB Ltd
White Rose Maths	Trinity MAT
Accelerated Reader	Renaissance Learning
myON	Renaissance Learning

Further information (optional)

When making decisions about PP funding it is important to consider the context of the school and the subsequent challenges pupils may face. Fountains High School is a special school for children aged 11-19. Fountains High School caters for pupils with a diverse range of Special Educational Needs (SEN) and as such the additional support we offer to each PP pupil is uniquely tailored to their individual needs and barriers to learning. We recognise that at Fountains High School pupil attainment is predominantly influenced by pupils' SEN, rather than by social deprivation. But staff at Fountains High School are committed to all pupils achieving their full potential, regardless of SEN or background and always look for new and innovative ways pupils can be supported and challenged.

To make effective use of PP funding Fountains High School analyses pupils' attainment data to identify trends and spend the funding most effectively in areas it is needed. However, we recognise that some pupils at Fountains High School have complex needs. As a result of this, many factors, including external factors, can influence pupils' attainment. Therefore, to ensure we gain a holistic and accurate picture of pupils' barriers to learning, we also analyse pupils' behaviour, vulnerability, attendance and engagement. This way we ensure that pupils are thriving socially and emotionally, as well as academically. Our priority is to ensure every pupil continues to make progress and is able to live as independently as possible when they leave Fountains High School.