

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school Number of pupils in school is different at any point during the year, due to being a Pupil Referral Unit and having a transient population.	87
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	J Webb
Pupil premium lead	M Palin
Governor / Trustee lead	M Palin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,318
Recovery premium funding allocation this academic year	£25,764
Pupil premium (and recovery premium*) funding carried forward from previous years	£7,830
<b>Total budget for this academic year</b>	<b>£67,082</b>

# 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 pupils. Although the strategy is focused on the needs of disadvantaged pupils, all pupils across school will benefit from a whole-school approach and interventions. This includes engaging professional services such as counselling and art therapies and specific reading interventions offered to all pupils.

At the centre of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, and helping pupils to access a broad and balanced curriculum.

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

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their lives after school.

## Challenges

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

Challenge number	Detail of challenge
1	Many pupils have poor attendance when they come to Impact, particularly pupil premium pupils. There are a number of pupils who are classes as persistent absentees.
2	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to experience social, cultural and sporting activities outside of school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.

4	Assessments show that disadvantaged pupils generally are working well below age related expectations in Maths, English and other core subjects. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
5	Many of our pupils are at a higher risk of becoming NEETs (Not in Employment, Education and Training) compared to pupils from a mainstream setting.

## 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 pupils in all subjects, notably maths and English, relative to their starting points as identified through baseline assessments.	GCSE results Foundation level results
All pupils to make good or better progress in reading.	Purchased and delivered Liverpool Staff trained in 'that reading thing' Reading interventions offered to pupils at least weekly Setting up KS4 library, ensuring reading books are available for all pupils.
Improve attendance for all pupils across school, including persistent absentees.	Percentage of school attendance increases over the academic year.  Student voice, pupils indicating that they want to be at Impact.  Reintegration of pupils into school after periods of persistent absence.
Improve the behaviour of all pupils across school	Reduction in the number of suspensions over the academic year.  Reduction of serious incidents across school.
Pupils are provided with a wide variety of enrichment activities.	Evidence retained by staff showing participation and engagement in these enrichment activities.

Students make progress towards age related expectations in English and maths.	Evidence retained by staff showing this progress.  Progress data.
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## 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: £11,410

Intent	Intervention	Impact and target date
<i>To ensure that pupils have the offer of different providers and different packages of education so as to reengage them with education.</i>	<p>Provide 1:1 session for pupils to reintegrate into school.</p> <p>Provide different locations for pupils to access learning in the event of anxiety or social issues, including 1-1 sessions and alternative providers.</p> <p>Small intervention groups to support with behaviour and academic progress.</p>	<p>Percentage of pupils have attended 1:1 session and reengaged with learning over time.</p> <p>Those pupils who have been waiting for a change of placement through EHCP have been provided with an education to meet their needs and reduce the impact on them and others.</p> <p>Improvement of outcomes for pupils, particularly in maths and English.</p>
<i>Ensure all pupils have access to the full curriculum.</i>	<p>Purchase of gardening equipment for outdoor learning.</p> <p>Purchase of food for cookery so that all pupils can access lessons.</p>	<p>Results from qualifications pupils have achieved, in particularly with food technology.</p> <p>Increased engagement with different activities.</p> <p>Pupils requesting to take part in sessions.</p>

<i>Focus on high quality teaching and learning.</i>	Focus on teaching and learning, maintaining standards and consistency.  Recruitment of Deputy Head – Quality of Education  ADHD training for all staff	Improvement of outcomes for pupils across the curriculum, particularly in maths and English
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,072

<b>Intent</b>	<b>Interventions</b>	<b>Impact and target date</b>
<i>Continue to support pupils in accessing education. Ensuring that pupils arrive at Impact safely.</i>	Continue to provide transport in the form of travel passes for pupils to ensure that they can travel from the different areas within the authority to access Impact and their offsite provision.	Pupils are provided with a travel pass if they live outside of 3 miles from Impact Sites or the alternative provision they are attending.
<i>Encourage attendance and punctuality from all students.</i>	Termly rewards, offered to pupils with no less than 90% attendance during each term.	Termly Rewards
<i>Support pupils with a school uniform if needed. Impact recognises that for some families this year it will be particularly difficult to purchase items for their children.</i>	Every pupil purchased a black V-neck jumper. Additional pupils supported with uniform where needed.	All pupils have access to school uniform
<i>Improve the pupil's mental, emotional and physical health.</i>	Continued support from councillors for individual pupils.  Continued mindfulness for individual pupils.  Support for pupils who may suffer from attachment issues after spending a long period of time with parents.	Weekly meetings with school councillor and ELSA trained teaching assistants. Support strategies put in place as an outcome of these meetings.

	<p>A prolonged support for pupils who are transitioning into school or on to further provisions.</p> <p>Pupils to access wellbeing sessions as part of the curriculum.</p> <p>Accessing support from Challenge Me and We are With You who provide 1:1 support for pupils working on transition and reengagement with school and community issues such as drug use and risk of criminal exploitation etc.</p> <p>Interventions, including time with emotional literacy support assistants (ELSA)</p> <p>Mental health training for staff including the Senior Mental Health Leader course.</p>	
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Budgeted cost: £ 10,600

<b>Activity</b>	<b>Evidence that supports this approach</b>	
<i>Continued support with careers for all pupils in KS4 and KS3.</i>	Weekly meetings with Careers Connect to support with careers advice and completion of application forms	Reduction of NEET pupils
<i>Team teach training for staff to ensure.</i>	Annual renewal of team teach training to support staff and pupils	

**Total budgeted cost: £ 67,082**