



PUPIL PREMIUM STRATEGY



Pupil premium strategy statement

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	Fair Ways School
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs V Adams, Head of School
Pupil premium lead	Mrs L Rowe, Director of Education
Operational Board Representative	Mr R Jeeson
Detail	Data
School name	GLADE School
Number of pupils in school	20
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs V Horner, Head of School
Pupil premium lead	Mrs L Rowe, Director of Education
Operational Board Representative	Mr R Jeeson

Part A: Pupil premium strategy plan

Statement of intent

Within Fair Ways Education we have high aspirations, expectations and ambitions for all of the young people that attend our schools despite the vast amount of disadvantages they have faced throughout their life journey before arriving to our school and that no child should be left behind. Fair Ways Education strongly believes that it's not about where you come from or the challenges you face but your passion and commitment to learning that makes a sense of success or failure and we are determined to ensure that all of our children are given the opportunities to reach their full potential.

Our aim is to always ensure we are supporting our young people to be the best they can be whether that is direct academic support, supporting teaching staff, developing resources, buying equipment or supporting at college.

The focus of our pupil premium strategy is to support disadvantaged young people to achieve their goals whatever they maybe.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils 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.

We pride ourselves on being a research-led education provision and therefore make regular reference to the work of the Education Endowment Foundation. With high-quality teaching at the heart of our approach.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Due to the nature of our school LAC pupils can arrive or move on throughout the academic year which can affect the amount of funding received with no consistent amount for each termly payment.

Challenges

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

Challenge number	Detail of challenge
1	Many of our young people have missed large periods of education historically and support is needed to re-establish their confidence in learning and overcome barriers.
2	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, most strongly in English and Maths.
3	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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, particularly reading through phonics, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged pupils entered for GCSE and BTEC Subjects, results show a reduction in the attainment gap between disadvantaged pupils and their peers from X - Y% to no more that X - Y%.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from X - Y% to no more that X - Y% by the end of our strategy in 2024/25
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are

for career progression and / or HE opportunities through mentoring, work experience and opportunity.	progressing to higher or further education at the end of KS5 in the same numbers as their peers
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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.

<i>Term</i>	<i>No of LAC</i>	<i>Funding In</i>	<i>Funding disbursement</i>	<i>Whole school intervention</i>	<i>To support</i>	<i>Monitoring</i>
2022-23		£5,603.04				
Autumn	8		£3,900.00	Access to services in addition to Fair Ways	YP KD to attend training	a) Engagement b) Next Steps c) Academic Progress d) Work Experience e) Move On Plan
			£550.00	Access to services in addition to Fair Ways	College Course	a) Engagement b) Next Steps c) Academic Progress d) Work Experience e) Move On Plan
			£1,300.00	External Careers Guidance	1) Access to mainstream 2) Additional Subject Experience 3) Qualification 4) Positive Peer Relationships 5) New Skills	a) Engagement b) Next Steps c) Academic Progress d) Work Experience e) Move On Plan
		£146.96		Transferred from School Account		

Spring		£2,730.00	Access to services in addition to Fair Ways	YP KD to attend training	a) Engagement b) Next Steps c) Academic Progress d) Work Experience e) Move On Plan	
			External Careers Guidance	1) Access to mainstream 2) Additional Subject Experience 3) Qualification 4) Positive Peer Relationships 5) New Skills	a) Engagement b) Next Steps c) Academic Progress d) Work Experience e) Move On Plan	
	8	£4,260.00		PP Remittance HCC		
			£550.00	Access to services in addition to Fair Ways	College Course	a) Engagement b) Next Steps c) Academic Progress d) Work Experience e) Move On Plan
		£1,012.64		HCC Tutoring		

£11,022.64	£10,330.00
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2022/2023
remainder

£692.64
