



## Regency High School Pupil Premium Report 2016/17

“The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.” DfE 8<sup>th</sup> September 2016

The projects and interventions we have at Regency High School are designed to impact on and raise the attainment of disadvantaged pupils and close the gaps between them and their peers; the generic nature of some of these activities and interventions does also allow for a positive impact on other pupils in the school.

Pupil Premium Grant Plan 2016/17	
Total Number of Pupils on Roll	174
Total Number of Pupils eligible for PPG	PP 64 £62,409
	LAC 11 £16,667
Total amount of PPG received	2016-17 £79,076

Objectives of spending Pupil Premium Grant
<ol style="list-style-type: none"> <li>1. To support pupils’ social and emotional wellbeing – support and increase their engagement in lessons and learning by reducing psychological / emotional barriers to learning thus allowing them to make at least good progress.</li> <li>2. To support pupils in increasing their attention and concentration in lessons – to fill gaps in learning to allow pupils to make at least good progress.</li> <li>3. To revisit learning using specific interventions / sessions / activities and staff expertise that will allow pupils to make better progress.</li> <li>4. To increase pupil communication and interaction.</li> </ol>

Record of Pupil Premium Grant Spending by item/project in 2016/17		
Item / project (Effect of expenditure)	Objectives (How funding is used)	Cost of item / project
<b>Exams and Career Advice</b> <ul style="list-style-type: none"> <li>• Expert exams and career advice officer employed by school.</li> <li>• To support school and families in providing the right interventions and exams in order to choose the appropriate next steps at the end of Key Stage 4 and 5.</li> </ul>	<ol style="list-style-type: none"> <li>1. 100% of leavers progress to an appropriate setting for the end of Key stage 4.</li> <li>2. To discuss and review career pathways annually from Year 9.</li> <li>3. Identify interventions to support future pupil aspirations.</li> <li>4. ‘Life beyond school’ events increase pupil and parental engagement in future options.</li> </ol> <p><b>NOTE: Whilst this is available and essential for all pupils at this stage in their education; pupil premium students access this resource</b></p>	£402.00 Software licence.  Cost of expert advice and guidance = £5,165

	<b>alongside additional 1:1 sessions that support their individually assessed needs.</b>	
<b>After school clubs</b> <ul style="list-style-type: none"> <li>To allow pupils time to engage in chosen activities in an alternative social setting.</li> <li>To allow pupils to experience a range of activities.</li> </ul>	<ol style="list-style-type: none"> <li>Pupils further take part in activities that support enrichment and engagement in a range of chosen activities.</li> <li>Opportunities for social interaction.</li> <li>Additional experiences and activities.</li> </ol>	£2,772.00
<b>Music therapy</b> <ul style="list-style-type: none"> <li>To provide music therapy 4 days per week.</li> <li>To develop emotional resilience</li> <li>To provide opportunity to process and reflect on both past and ongoing circumstances</li> <li>Increase awareness of safeguarding issues.</li> <li>Increase self- esteem.</li> </ul>	<ol style="list-style-type: none"> <li>Reduced physical handling</li> <li>Improved engagement in lessons.</li> <li>Pupils make at least good progress due to increased engagement / attendance in lessons.</li> <li>Increased knowledge for dealing with safeguarding issues.</li> <li>Increase in attendance in lessons – increase in emotional maturity.</li> <li>Increase of information for other agencies through EHCP meetings / pupil progress meetings.</li> </ol> <p><b>NOTE: Whilst this is available to all pupils who are assessed as benefiting from music therapy; in the case of PP pupils there is a distinction between the number of sessions / the time they remain on the caseload and the assessment / treatment sessions. Sessions are more focussed on intensive psychotherapeutic work and deal with attachment and bereavement. Pupils can also be referred and become active as assessments / treatment requires.</b></p>	£34,948
<b>Literacy Support</b> <ul style="list-style-type: none"> <li>To support pupils who struggle with acquiring or maintaining skills for reading</li> <li>To provide additional 1:1 and small group sessions to improve reading skills of identified pupils</li> </ul>	<ol style="list-style-type: none"> <li>Pupils make at least good progress in areas covered in sessions.</li> <li>Improved attention and concentration for pupil.</li> <li>Increased access to curriculum lessons following the acquisition of skills and strategies to recall learning.</li> </ol>	£25,263

<p><b>Wellbeing support &amp; mentoring</b></p> <ul style="list-style-type: none"> <li>• To support pupils emotional development to support them to be ready for learning.</li> <li>• To systematically identify the emotional developmental needs of the child.</li> </ul>	<ol style="list-style-type: none"> <li>1. Emotional wellbeing developed.</li> <li>2. Clearly communicated targets for pupils in lessons.</li> <li>3. Increased engagement in lessons to support pupils to make progress that is at least good.</li> <li>4. Reduction in positive handling.</li> <li>5. Increased staff knowledge of child needs for a holistic approach to the child and their learning.</li> </ol>	<p>£14,629</p>
<p><b>Total expenditure</b></p>		<p><b>£83,179</b></p>
<p><b>PPG contribution to expenditure</b></p>		<p><b>£79,076</b></p>