

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	Platanos College
Number of pupils in school	916
Proportion (%) of pupil premium eligible pupils	69% (as of Sept 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	10/09/2021
Date on which it will be reviewed	30/07/2022
Statement authorised by	Headteacher
Pupil premium lead	A. Henry / T. Williams
Governor / Trustee lead	H. Whyte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£468,785 (up to April 2022 - this is due to funds being allocated according to financial year – we therefore do not yet know the allocation beyond April 2022)
Recovery premium funding allocation this academic year	£76,800 (for 2020-2021)
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	£620,000 (estimated – please see above explanation – last quarterly payment is estimated)

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that all disadvantaged pupils receive the targeted support to ensure that their outcomes are in line with their peers, and that it provides them with a fulfilling, holistic learning experience.

When making these decisions in relation to the pupil premium strategy, we consider the unique context of our school, the pupils, their starting points, background and overall context. This is coupled with consideration from established research such as from the EEF.

Our strategy identifies the main barriers, or challenges, and involves systematically addressing these through a tailored approach. This is first achieved by ensuring the whole school are conversant with the issues, are adequately trained and developed, so that they can effectively implement the strategies.

We adopt a self-evaluative approach, where a feedback loop ensures that we continually monitor and refine our practices to enable a holistic support mechanism for our pupils and families that meet their needs.

We have an unshakeable belief in our pupils, who actively embrace our motto 'Attitude Determines Altitude'. This successfully ensures that expectations are high from all staff, pupils and parents.

Challenges

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

Challenge number	Detail of challenge
1	EAL / literacy
2	Safeguarding, health and well-being
3	Behaviour
4	Socio-economic factors
5	Attendance
6	Achievement / stretching of pupils (particularly the most able disadvantaged)
7	SEND
8	Parental involvement

9	Personal skills
10	Aspirations
11	Trauma
12	Covid: impact on learning

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
Progress in literacy for EAL pupils	Outcomes of EAL pupils to be comparable to non-EAL pupils
Further support of pupil health and well-being	Positive feedback from pupil voice
Further development of behaviour for learning	Improved behaviour – e.g. measured by our CHABOP behaviour system
Improved overall attendance	Attendance at or above the national averages
Improved outcomes for SEND pupils	Outcomes to be comparable to the national figures for SEND pupils
Improved parental engagement	Increased percentages/proportion of parents engaging with the school – e.g. increased attendance rates at parent events
Improved personal skills of pupils	Successful completion of the Portfolio for Life projects by pupils.
Improved end of key stage outcomes	Increase in performance measures, including progress scores, attainment scores, including English and Maths at the end of Key Stage 2.

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.

Please also see accompanying spreadsheet for information.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 194,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> CPD for teaching and support staff on a range of teaching strategies, feedback, differentiation, to accelerate pupil progress. Recruitment of tutors, support staff, coaching staff, mentors, therapists. 	<p>Low starting points of pupils.</p> <p>High quality CPD for staff is essential for quality first teaching, which is proven to be effective in raising attainment, such as effective feedback and differentiation strategies.</p>	<p>1</p> <p>6</p> <p>7</p> <p>10</p> <p>12</p>

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

Budgeted cost: £ 264,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Targeted support – catch up classes; tutoring; 1:1 support; after school interventions; holiday interventions; workshops for 	<p>A targeted approach is necessary indicated by internal assessments and baseline information.</p> <p>This is particularly necessary given the impact of the Covid pandemic.</p> <p>This ensures we target both pupil progress from their relative starting</p>	<p>1</p> <p>6</p> <p>7</p> <p>9</p> <p>10</p> <p>12</p>

specific groups; booster classes.	points as well as end of key stage attainment outcomes.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 145,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Behaviour interventions; behaviour support groups; counselling; therapy services; Ed Psychs and Assistant Psychology services; parent workshops; coaching and mentoring of targeted groups; alternative provision; transition programmes; emotional wellbeing workshops; SALT; safeguarding workshops; extracurricular clubs; subsidising of resources and equipment. 	<p>Behaviour difficulties, particularly following the pandemic and the interruptions of the lockdowns.</p> <p>Majority of the pupil population is from disadvantaged backgrounds and also BAME – significantly impacted by the pandemic.</p> <p>Socio-economic and domestic challenges exacerbated by the pandemic. All these factors has increased the need for the wider, all-round support for both pupils, their parents and families.</p> <p>The associated difficulties have a link to poor attendances in some instances, and some who struggle to return to school.</p> <p>As a result, mental wellbeing has been ever more important in the circumstances, as well as the collaboration with parents/carers.</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p>

Total budgeted cost: £ 604,200

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.

- Please see accompanying spreadsheet detailing the outcomes for the last academic year.
- In addition, before the Covid-19 pandemic, the percentage of disadvantaged pupils achieving the **EBacc at Grade 4+** and **5+** were above the non-disadvantaged pupils nationally (when exams took place before the pandemic).
- 89% of the school's disadvantaged pupils were **entered for the EBacc subjects** - approximately double the percentage of pupils nationally (when exams took place before the pandemic).
- The **percentage of sessions** missed due to overall absence and the percentage of persistent absentees decreased.
- Our **Key Stage 3 assessment** indicates that disadvantaged pupils make comparative progress in comparison to their 'other' peers from their individual starting points.

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
Show My Homework	Satchel
IXL	IXL
Seneca Learning	Seneca Learning
Literacy Planet	Literacy Planet