**Homewood College - Pupil Premium (including CiC) Report 2019-2020**

**The overall aims of our pupil premium strategy**

* + To ensure that all students have the same opportunities to succeed to the best of their ability
  + To raise the in-school attainment of both disadvantaged pupils and their peers
  + Our strategy is based on Maslow’s hierarchy of needs. We ensure students can travel in, have appropriate clothing, are not hungry and can access any educational visits to enrich their learning. We aim to poverty proof the school day

**Summary of barriers to achievement:**

Social, emotional and mental health issues – All of our students have some kind of need which means they need additional support at some time during their school day. This is often exacerbated for students on pupil premium as their home lives may have been additionally deprived.

Many students have missed a lot of schooling, and have frequently been out of school for significant periods of time prior to coming to Homewood. Low literacy and numeracy levels – these have been exacerbated by their extended periods of time out of school, low self-esteem and by their previous trauma or mental health related issued. Covid was an additional barrier to attendance and engagement and the impact of this cannot be underestimated.

Deprivation – our students are amongst the most deprived in the city. They may not have access to a computer on which to do homework, a table to sit at, or the basic necessities of life.

Although we staff teaching sessions with a teacher and usually two TAs, there are times when students need 1:1 time to support them academically or socially. We have tried to pre-empt these times and have therefore employed an additional pastoral HLTA so that students can have productive time-out with them. At times, the HLTA may be used in a support capacity thus releasing staff with subject expertise to deliver 1:1 sessions.

**Pupil premium monies received 2019-20**

Total pupil premium: £42,425

**Anticipated and actual impact/outcomes of spending 2019-20**

It is very difficult for us to directly access and record the effect of each strategy employed by the school as this is part of the whole package that we offer. However, we have ring-fenced the following allocation for our pupil premium spend on our pupil premium and other vulnerable students. This year was particularly difficult due to Covid.

Kate Schofield was our designated teacher for Pupil Premium students and Inka Mannisto was the CiC co-ordinator for Central Hub Brighton. Both attend PEP meetings where individual funding for students may be discussed and designated.

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| Strategy | Intended impact | Cost | Effectiveness and VFM |
| 50% purchase of a new mini bus (match fund with school) to enable bus runs, educational and PE trips and visits | Improved attendance. Enhanced cultural activities | £4,997.00 | Without the mini-bus, we would have fewer offsite opportunities |
| Mini bus run each day at no cost | Improved attendance | £1000 | Not all students who were offered this took advantage of it |
| Bus passes or taxis for students who do not meet LA criteria | Improved attendance | Included above |  |
| Additional HLTA pastoral staff | More time for 1:1 mentoring, interventions etc so that student achievement improves. Allows staff capacity to give higher level of attention when required including attending TAF meetings, liaising with families, meeting off-site so that issues can be addressed and students feel happier and achieve more | £32,242 |  |
| HLTA releasing specialist staff to do 1:1 for some students | Used particularly for Year 11 who were very low level learners so that they can take public exams and be prepared for the next steps in their education (NEET reduction) | Included in the above | Students all gained at least one qualification |
| Free breakfast and lunch for all who need this | Improved concentration and well-being | £200 |  |
| Educational visits at no cost to students | Better cultural capital and experiences | £1,000 |  |
| Educational visits offered to off-site students | As above and to be inclusive | Included in costing above | Very little take up on this |
| Free or very cheap uniform and leavers’ hoodies for those who want or need these | Ensuring students feel they belong if they want to wear the uniform = better emotional well being | £346 |  |
| Staff available at start and end of day for students who arrive early or stay late | Safety and well-being. Chance to play and to speak to staff | £500 |  |
| Chrome books purchased | Improved access to ICT and curriculum (helps with literacy) and better outcomes | £2,000 | We had already allocated this for Chrome books and this was increased through Covid funding and Chromebooks made available to all eligible students. Some made better use of these than others |
| Miscellaneous support of Maslow’s hierarchy of need. | Sanitary provision | £140 |  |
| TOTAL |  | £42,425 |  |

**Impact**

Without the use of PP monies as above, our students would receive a less rounded and less supported day which would be detrimental to their mental health, attendance and life experiences.