



Pupil Premium Interventions- Impact Statement for 2024-25

The school received £74,387 for the financial year 2024-25 for 54 pupils eligible for PPG + 7 Post Looked After students

Intervention	School view of its effectiveness in relation to raising attainment in the core subjects	School view of its effectiveness in relation to positive outcomes in other areas (Please state)
HOME/SCHOOL LIAISON SUPPORT AND ADDITIONAL OASIS INTERVENTION A non-class based Home/School Liaison Officer (3 days a week) provides a range of support to meet the pastoral needs of our vulnerable pupils and their families within our nurture base, Oasis. We also have a Learning Support Assistant who provides support to pupils 2 days a week within our nurture base. These roles support PPG families, safeguarding and behaviour issues within the school. SN 2 days per week £18,285 MA 2 days a week £12,630	Our data shows that the majority of our pupils make good or better progress in core subjects. As the use of additional 1:1 enables our pupils to settle quickly into school routines and to form positive relationships with key adults, this intervention can be viewed as a contributing factor. <u>English</u> Students in receipt of PPG made slightly less progress than non-PPG students with 89% and 94% respectively, reaching or exceeding their targets. Boys in receipt of PPG made slightly less progress than non-PPG boys with 86% and 95% respectively, reaching or exceeding their targets. Girls in receipt of PPG made slightly more progress than non-PPG Girls with 95% and 90% respectively, reaching or exceeding their targets. <u>Maths</u> Students in receipt of PPG made slightly less progress than non-PPG students with 88% and 97% respectively, reaching or exceeding their targets. Boys in receipt of PPG made similar progress to non-PPG Boys with 91% and 95% respectively, reaching or exceeding their targets. Girls in receipt of PPG made less progress than non-PPG Girls with 82% and 100% respectively, reaching or exceeding their targets.	It is not uncommon for students to come to St. Nick's having met with the following challenges: • Accessing reduced timetables in primary school • Heavily supported on a 1:1 basis at primary school • Low self-esteem as a learner • Never having felt 'part' of their peer group Our nurture base intervention helps to improve attendance, time in class and time able to access whole class teaching. For example, a year 8 child who only attended attend primary school for 1 hour a day during year 6, achieved 91% attendance in year 7 with us. In Oasis, students also work on their language and communication difficulties, this helps them to access and understand more fully all areas of the school curriculum, including drama, music and Art. Most of all, our nurture group helps to support emotional development and build student confidence through team building activities and social skill interventions. The students become much more confident as learners and talk openly about their enjoyment of school for the first time in their life.

Accreditations The majority of students in receipt of PPG passed and gained their predicted accreditations.

	Number of students entered	Number of students passing predicted grade	Percentage of students passes
Entry Level Maths	13	13	100%
Entry Level English	12	10	83%
Level 1 Maths	3	2	67%
Level 2 Maths	1	1	100%
Level 1 English	5	5	100%
Level 2 English	1	1	100%
Entry Level Science	11	10	91%
Entry Level PE	14	12	86%
IDEA Bronze (ICT)	11	10	91%
BTEC L1 Cooking	10	10	100%
BTEC L2 Cooking	11	11	100%
Art & Design GCSE	8	8	100%

COUNSELLOR – 2 DAYS A WEEK 1:1 support provided for students in need of counselling for a range of issues linked to their social, emotional and mental health needs. £16,695	1:1 counselling for our most vulnerable students helps to raise attendance and engagement in lessons. This means the number of lessons that they access rises as a direct reduction of negative behaviours and non-engagement and ultimately impacts on progress. <u>English</u> Students in receipt of PPG made slightly less progress than non-PPG students with 89% and 94% respectively, reaching or exceeding their targets. Boys in receipt of PPG made slightly less progress than non-PPG boys with 86% and 95% respectively, reaching or exceeding their targets. Girls in receipt of PPG made slightly more progress than non-PPG Girls with 95% and 90% respectively, reaching or exceeding their targets <u>Maths</u> Students in receipt of PPG made slightly less progress than non-PPG students with 88% and 97% respectively, reaching or exceeding their targets. Boys in receipt of PPG made similar progress to non-PPG Boys with 91% and 95% respectively, reaching or exceeding their targets. Girls in receipt of PPG made less progress than non-PPG Girls with 82% and 100% respectively, reaching or exceeding their targets.	This intervention helps to reduce time out of class, the use of Restrictive Physical Intervention and contributes to reduction in aggressive and negative behaviour. This also helps reinforce positive relationships and friendships with their peers and adults in the school, which they may have struggled with in the past.
---	---	--

Accreditations The majority of students in receipt of PPG passed and gained their predicted accreditations

	Number of students entered	Number of students passing predicted grade	Percentage of students passes
Entry Level Maths	13	13	100%
Entry Level English	12	10	83%
Level 1 Maths	3	2	67%
Level 2 Maths	1	1	100%
Level 1 English	5	5	100%
Level 2 English	1	1	100%
Entry Level Science	11	10	91%
Entry Level PE	14	12	86%
iDEA Bronze (ICT)	11	10	91%
BTEC L1 Cooking	10	10	100%
BTEC L2 Cooking	11	11	100%
Art & Design GCSE	8	8	100%

EXTRA-CURRICULAR ACTIVITIES Additional support is offered to students both before and after school so that they can access enrichment opportunities through a range of clubs e.g. sports, ICT, cookery £1,550 cost of staffing	Our usual curriculum offer provides a range of experiences and opportunities for our students who learn best from actively 'doing' in their learning. This curriculum offer is therefore further enhanced with the provision of our after school clubs where students can engage in activities that may not be part of the learning during timetabled hours e.g. hair and beauty. In providing these opportunities, we believe that: • our students can gain new skills which can be transferred into classroom learning • students might discover a new passion that they would like to pursue post-16 at college and gives them motivation to be successful in their KS4 accreditations to achieve this	Enrichment opportunities offer our students a range of experiences that they may not have access to otherwise due to their socio-economic status. They may well discover skills and talents that they did not know they had or develop a passion or interest in an activity that becomes a new hobby or pastime and allows them opportunities to meet new people and face new experiences.
Post Looked After students (7 students) Time with Mrs Nash/1:1 Drop in sessions ½ hr weekly. £2,438 Targeted LSA support half an hour weekly for 7 students £1325 Ruth Miskin Phonics resources and training to support reading £1900	<u>LAC (LAC at end of year)</u> 3 of the 4 LAC students (75%) met or exceeded their end of year targets in Maths compared to where 91% of the 94 non-LAC students All of the 4 LAC students (100%) met or exceeded their end of year targets in English compared to where 90% of the 94 non-LAC students <u>LAC (incl. Post LAC)</u> 9 of the 11 LAC (incl. Post LAC) students (82%) met or exceeded their end of year targets in English compared to where 90% of the 94 non-LAC. 8 of the 11 LAC (incl. Post LAC) students (73%) met or exceeded their end of year targets in Maths compared to 91% of the 94 non-LAC (incl. Post LAC) students <u>Progress in reading for those receiving Phonics intervention</u> Our new phonics intervention is working well for Students in receipt of PPG. 20 of the 23 students who received Read Write Inc Phonics intervention 3 X weekly from January reached or exceeded their Reading targets for the year.	Additional provision helps to bridge the gap between our Post Looked After students and non-Post Looked After students, who maybe didn't have the smoothest start to their schooling. Social time and outdoor activities away from school with their peers helps them work on sharing, team work and using the skills they have learnt in real life situations. This enables children to access core subject learning and contributes to the good or better progress that our students make. Concrete maths resources help our students to understand core basic number skills and embed learning to support in other curriculum areas. Phonic resources and training to support all staff to identify and support interventions for our pre and lower readers. Targeted support from LSA's help with engagement in lessons and supporting students who struggle in social breaks such as breaktime and lunchtime providing a quiet space with adult supervision.
LSA OR EXTRA PASTORAL SUPPORT. COST OF TIME AND SUPERVISION	An increasing number of children are presenting high levels of social or emotional distress that interfere with both their learning and the learning of others. Planned sessions with LSA both in the classroom	All LSA's in school have had training on Therapeutic Thinking, this impacts on the student's ability to regulate and understand emotions. As a result, there is a reduction over

Half an hour per week targeted support for 54 students (This could be support in class or during social times) £17,883	and outside can improve emotional understanding, thus impacting on their ability to access and their progress within core subjects. Therapeutic Thinking and Zones of Regulation is used across the whole school as a way for students to understand their emotions and regulate their behaviours, this supports learning in core subjects as they are more engaged in learning.	time for the need for restraint, in incidences of aggressive and negative behaviour. Children are also better able to access all areas of the school curriculum with support to help them settle, help manage their anxiety/ anger, understand instructions and organise their learning by understanding the difference between Pro Social and Anti-Social behaviours. Targeted support from LSA's help with engagement in lessons and supporting students who struggle in social breaks such as breaktime and lunchtime providing a quiet space with adult supervision.
ANIMALS This includes Insurance, vet bills, food, bedding, class pets, cages, vaccinations, maintenance of pens, dog bed etc £1790	An increasing number of children are presenting high levels of emotional distress that interfere with both their learning and the learning of others. Time with the animals helps students regulate their anxiety/ stress by holding, stroking or walking and caring for the animals.	Loki our trained therapy dog and chickens, rabbits and Guinea Pigs give students a chance to take care of, and spend time with, the animals when they are struggling with daily life. They also learn the important skills of how to care and look after a pet.

Total expenditure £74,496