

SVC PUPIL PREMIUM OBJECTIVES 2020-21 (financial years 2020-21, 2021-22)

Barriers to learning for PPG eligible pupils (What the data tells us)	Desired outcomes
Poor attendance Pupil attendance is typically at PRU average or below.	Pupils attend school regularly and/or show improvement from their attendance baseline. PRU attendance is well above PRU national average attendance (67.5%). A significant number of pupils achieve attendance above 90%, following appropriate interventions.
Lack of an appropriate, personalised engaging curriculum Some pupils are disengaged from education due to poor past experiences or misconceptions. Pupils' attendance and engagement improves when their curriculum offer is personalised and 'creative'.	Each provision is able to provide access to a wide range of experiences and opportunities, to stimulate creativity and engagement. There is sufficient acknowledgement of academic, therapeutic and vocational pathways within the curriculum. Pupils respond positively to the curriculum by attending regularly and making good academic and social/emotional progress.
Lack of therapeutic support Pupils are unable to fully participate in learning due to their poor emotional state. Edukit evidences low scores for emotional wellbeing.	Staff are able to use translate learning from CPD into classroom practice. Pupils are able to access therapeutic support as part of their personalised offer – this may be delivered in their provision. There is a range of support to address a variety of needs.
Unidentified/unaddressed learning needs Typically approx. 12% pupils with EHCPs – this is not indicative of observed needs.	Teaching teams receive CPD that enables them to understand and cater for pupils with a range of SEND. Needs are identified at the point of induction and necessary interventions planned and delivered, in a timely manner. Lessons are differentiated at the point of planning. Access arrangements are well matched to the typical day-to-day adjustments made for pupils. BfL Keyworkers are used effectively to support pupils.
Poor progress in English/ low literacy levels Good or better pupil progress in English is typically below the desired 75%.	Pupils low literacy levels are addressed – this improves the quality of teaching and learning for all pupils
Poor ability to demonstrate appropriate behaviour for learning The majority of the cohort work towards behaviour matrix scores above 8.	There are clear behaviour expectations and pupils show an increased ability to demonstrate appropriate behaviour. Pupils are well prepared for transition (mainstream school or post-16).
Lack of access to home learning resources Some pupils lack the IT facilities to support	There is equality of access to IT (hardware and software) to enable all pupils to continue learning outside of the classroom. Where the home situation is not conducive to home learning, the provision is in a position to provide extended learning space.
In addition: — Fund targeted support and activities as determined during PEP reviews and other professional meetings, e.g. individual tuition, practical/vocational activities, etc. <u>All support to be agreed by SLT, SENCo, pupil and parent/carer and social care (where appropriate).</u>	

These objectives align with those for:

- DfE Catch Up Funding
- DfE year 11 funding for Alternative Providers (autumn term 2020 only)