



Pupil Premium Report

2021- 2022

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	Will Adams Centre
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Karen Bennett, Headteacher
Pupil premium lead	Emma Winn-Gordon
Governor / Trustee lead	Kim Gunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,830
Recovery premium funding allocation this academic year	£0
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	£24,830

Part A: Pupil premium strategy plan

Statement of intent

The Will Adams Centre meets the needs of the most vulnerable and disengaged learners in Medway and makes use of the pupil premium to supplement and enhance the funding required to make significant impact on the students' life chances, achievements and opportunities.

Medway is one of the most socio-economically deprived areas in the country. A commitment to high aspirations for all, improving outcomes, increasing student engagement and achievement (regardless of social status and educational background) underpins all we do.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Through observations and conversations with pupils and their families we have found that many of our students require support with their social, emotional and mental health needs. These needs must be met before pupils can access and engage with learning.
2	Through information from their previous schools, attendance was and continues to be a concern for a number of disadvantaged students. This affects access to and continuity in learning.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and discussions with pupils and families demonstrate that engagement and progress, especially in core subjects, have been adversely affected by the pandemic.
5	
6	

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
Improved attainment for disadvantaged pupils in all subjects, but particularly the core subjects, relative to their starting points as identified through baseline assessments.	Improved progress and outcomes performances as demonstrated by our end of year assessment data and external results at the end of our strategy in 2024/25.
Improved attendance across all year groups.	Year on year improved attendance figures for individual pupils and year groups. Reduction in persistent absentees. Both figures better than national averages for PRUs.
Individuals to have on going support from a variety of sources (school counsellor, school staff and external agencies) for their social, emotional and mental health needs.	Behaviour tracker and monitoring tools show reduction in anti-social incidents. Individuals request fewer appointments with the school counsellor. Individuals are more confident in social and learning situations, showing empathy and tolerance towards others.
Disadvantaged pupils to develop greater confidence and independence to help them engage more with the wider community and prepare for adulthood. Pupils will be involved with Will Adams staff and outside organisations.	Pupils engage with adults to access learning opportunities resulting in improved progress and achievement. Pupils have been offered and make use of opportunities to participate in activities beyond the PRU, e.g Forest School, Work Experience, visits to theatres. NEET numbers reduce as pupils have the confidence and skills to apply for appropriate college, apprenticeship and employment opportunities.

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.

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

Budgeted cost: **£960**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sam Learning Database to support online learning for all students	<p>For pupils with SEND, technology can be a useful tool to support teaching and to help to deliver the curriculum.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>To allow students to access online resources and tasks to support remote learning across a range of subjects, including English, Maths and Science, as well as a range of vocational subjects, Art and Sport Science.</p>	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£23,870**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from a qualified school counsellor and, if required, other agencies to support the students' social, emotional and mental health	To address psychological and emotional needs of students in order to improve peer and staff relationships through individual sessions and group workshops; to encourage learning in an emotionally stable environment; to assess the fundamental, basic needs of all students to ensure that their learning is not affected by psychological, emotional and/or physical needs; to provide in-house support for staff at the point of need; to liaise with CAMHS regarding specific needs.	1 and 2

	There can be a long wait for support at CAHMS, therefore this service is vital.	
Pupil refocus curriculum, that will include Boxing sessions.	To engage students in a range of curriculum- support activities which aim to re-engage individuals with their learning and improve skills for learning.	1 and 2
Pupil re-engagement activities, looking at capital culture and encouraging students to re-engage with their learning.	A range of rewards and trips (both subject-specific and extra-curricular) to support and improve student engagement and attendance. Transitional support for routes after Will Adams.	3

Total budgeted cost: £24, 830

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.

Due to the effect of the global pandemic it was apparent through observation and discussions with both students and their parents that the school counsellor was an important asset to the school. Both the student and their parents used this resource and it continues to be an important part of Will Adams, as the effects on students well being and mental health is apparent.

The disruption of lost learning was clear for a both past and present students. Most of the students attending Will Adams have a number of months, even years of education due to behaviour and exclusions. Sam Learning and google classrooms allowed for students to have access to blended learning.

The students were unable to benefit from targeted interventions and specialist teaching due to them not being in school because of the pandemic. This is evident across the whole country and the full effect of the pandemic on the students education and well-being is being more apparent.

Externally provided programmes

Programme	Provider
Boxing Programme	Olympic Boxing

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.