

**Pupil Premium Plus Grant:**  
**Expenditure Report for LAC pupils at Somervale School 2020 – 21**

**Number of LAC pupils and PPG+ received:**

**LAC pupils at Somervale during 2020 – 21:** 8 (Some of these students ceased to be LAC and became 'formally LAC' during the academic year)

**LAC pupils eligible for PPG during the year:** 8

**Previously LAC pupils at Somervale during 2020-21:** 3 (Initially at the start of the academic year) / this had increased to 6 by the end of the academic year.

**Previously LAC pupils eligible for PPG during the year:** 3 initially at the start of the year

**PP+ Grant for LAC 2020 – 21**

(PP+ claimed by school for academic year)

*During the academic year the following money was claimed through PEP meetings to support the needs of LAC students:*

**£6964.25**

**Nature of Support 2020 – 21:**

- Developing social, emotional & mental health needs (SEMH)
- Raising achievement
- Increasing participation
- Improving outcomes

Support is agreed at each individual LAC pupil's Personal Education Plan meeting (PEP) as part of a personalised learning package, in co-ordination with school, social services and carer. These PEP meetings take place at least every 6 months.

Details of individual spending and impact is listed on the individual PEP forms for each young person.

**Raising achievement:**

1:1 additional tuition in English, maths & science  
at KS3 and KS4 for identified LAC pupils  
Revision Guides for KS4 students **£4391.25**

**Increasing participation:**

Pupil Premium+ additional contributions towards:  
Music tuition, extracurricular activities, educational trips & visits,  
Duke of Edinburgh Award Scheme and additional resources **£400**

**Improving outcomes / developing SEMH needs:**

1:1 Therapeutic counselling / mentoring  
for identified KS3 and KS4 pupils  
Additional support from EP (assessments)  
and behaviour support consultant

**£2173.00**

**Total** **£6964.25**

**Measuring the impact of Pupil Premium Plus Grant spending:**

Where students receive support for improving outcomes / developing SEMH needs through therapeutic counselling and mentoring, questionnaires such as the Rosenberg Self- Esteem scale, nFER Nelson Emotional Literacy Intervention and Assessment and the Strengths and Difficulties questionnaire are carried out at the start and end of the assessments.

Academic outcomes are tracked through regular data points throughout the year.

**KS4 Data- Year 11:**

In 2020-21 there was 1 LAC student. This student had only been in care for a short amount of time and ceased to be LAC mid-way through the academic year.

**Data:**

	2018-19	2019-20	2020-21
P8	1.42	0.03	-0.64
Open P8	2.29	1.39	-0.44
Eng P8	0.79	-0.64	-0.25
Maths P8	0.48	-0.99	-1.27
EBacc P8	1.61	-0.20	-0.69

**Discussion of results:**

There was only 1 LAC student in Y11 (2020-21)

Despite being invited in to work 1:1 with a key member of staff during the lockdown period the student did not attend school. During this time the student became formally LAC and following this they stopped attending school, which meant that they had not completed a number of assessments. A number of actions were put in place to support improved attendance but the reduction in attendance impacted on the results the student achieved.

**Year 10 data (2020-21)****Based on ML data (Progress Point 3):**

<b>Data</b>	<b>P8</b>
Progress 8	2.05
Open Progress 8	1.99
English Progress 8	0.84
Maths Progress 8	2.81
EBACC Progress 8	2.40

**Year 9 data (2020-21)- Progress Point 3**

At progress point 3 LAC students were 50% on / above track with their end of key stage. (One student had just arrived and so did not yet have targets and therefore progress could not be counted)

**Year 8 data (2020-21)- Progress Point 3**

At progress point 3 LAC students were 75% on / above track with their end of key stage targets.

**Attendance:**

- Levels of attendance for LAC students at the end of term 5 were 60.6%
- LAC attendance was affected as students were 'c' coded if they did not attend school during the lockdown period. All students who were LAC or formally LAC were invited in to school during the lockdown periods, but many chose to work at home/
- Each student who did not attend school received weekly phone calls and attendance at live lessons was tracked to ensure engagement in live learning and completion of work. Weekly reports were shared with both the virtual school and social worker of each student.

Term	LAC Attendance /%	Cohort Attendance/ %
1	78.6	93.9
2	76.9	93.5
3	57.5	92.0
4	57.4	92.1
5	60.6	92.4