

# Summerfield Education Centre – Pupil Premium Strategy Statement

2021/2022

## **Background and Introduction**

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2014, the premium will be worth £935 at Secondary, and £1320 at Primary, this funding goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent? According to the DfE *“It is for schools to decide how the Pupil Premium, allocated to schools per pupil, is spent, since they are best placed to assess what educational provision be made for the individual pupils within their responsibility.”* (Source DfE Website)

## **Why is there a pupil premium?**

Students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. In 2009-10 GCSE statistics showed that around a third of students who have been on Free School Meals in the previous six years achieved five or more A\* - C grades, compared to more than two thirds of their fellow students.

## **How many students at Summerfield Pupil Referral Unit are eligible for the Pupil Premium?**

Currently 72% students at Summerfield Pupil Referral Unit are eligible.

Please find below our most recent report on how we spend Pupil Premium.

## **Pupil Premium Income for Summerfield Education Centre 2021/22**

Initial Allocation	£18,145
In year adjustment	
LA in year adjustment	£Nil
LAC in year provision	£Nil
<b>Total Pupil Premium Income</b>	<b>£18,145</b>

For parents/carers who are unsure of their child’s eligibility for free school meals, please contact the school and we will be able to assist you and provide you with the correct form.

We would encourage our eligible parents/carers to apply for free school meals as it not only provides the student with a midday meal but helps the school to fund additional support for individual learners, providing any additional curriculum or targeted support necessary to ensure that those eligible students achieve to their full potential.

## **1. Summary Information for 2021-22**

**School:** Summerfield Education Centre

**Academic Year:** 2021-22

**Total Pupil Premium budget:** £18,145

**Date of most recent Pupil Premium Review:** January 2021

**Date for next internal review of this strategy:** January 2022

**Total number of students in Years 7 to 11:** 24 as at November 2021 (Cohort transient)

**Total number of students in receipt of Pupil Premium funding:** 19 as at November 2021 (Cohort transient)

## **2. Barriers to future attainment (for students in receipt of Pupil Premium funding)**

1. Pupils arrive at Summerfield having missed education due to poor attendance and/or frequent fixed term exclusions, this results in poor attainment and progress in core subjects
2. Pupils literacy skills are evident in both girls and boys – reading levels below their chronological age.
3. Attendance is poor.
4. Poorer levels of aspiration and engagement
5. Potentially less access to resources outside of the home when compared to other students

### **3. Action plan for 2021-22 Overview**

The Action Plan for 2021-22 is building on the foundations laid down by our Action Plan of 2020-2021. Although we have made progress, as with all schools Covid 19 has been a huge factor for us this Year. Therefore, our plan needs further embedding and the targets are remaining the same for 2021-22. They are based on the following:

- We will closely monitor the attainment and progression of all students in receipt of pupil premium funding throughout the academic year
- We will provide additional support and tuition to students in receipt of pupil premium funding, particularly in English and Maths
- We will strive to focus on improving standards of literacy and numeracy via Accelerated Reading.
- We will aim to improve the attendance of students in receipt of pupil premium funding by utilising additional support from CSAWS and our own Academic and Restorative Mentors
- We will strive to improve the behaviour and well-being of pupils in receipt of pupil premium funding by embedding the Restorative Justice programme.

#### 4. Planned expenditure 2021-22

The three headings below enable the school to demonstrate how we are using Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies

##### i. Quality of teaching for all

<b>Desired Outcome</b>	<b>INTENT Chosen action / approach</b>	<b>IMPLEMENTATION What is the evidence and rationale for this choice?</b>	<b>IMPACT How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation</b>
All students in receipt of Pupil Premium funding are actively engaged in their learning and making 90% are making progress in all subjects	Quality assurance / Behaviour for learning policies / Teaching and learning whole school training and strategies	All students are able to access and be engaged in lessons. Teachers are able to meet individual needs and accommodate different abilities within the classroom	CPD, learning walks, book scrutiny	SLT/Middle Leaders	June 2022 and December 2022 as part of the school's quality assurance programme
All students in receipt of Pupil Premium funding are actively engaged in their learning and 90% are making good progress in all subjects	Feedback	Students receiving meaningful feedback and are able to recognise strengths and areas for development enabling them to make appropriate adjustments to achieve a goal	CPD, learning walks, book scrutiny -	SLT/Middle Leaders	June 2022 and December 2022 as part of the school's quality assurance programme
All students in receipt of Pupil Premium funding have access to high quality resources, particularly in English, mathematics and Science	Additional resources to ensure that individual students have full access to required texts, text books and equipment	Students have access to high quality equipment and resources which enables them to take an active part in their learning	Teachers will request funds to purchase additional resources, providing evidence of how the request will benefit students	Teachers in English, mathematics and Science	June 2022
Total budgeted Cost					£5,045.00

**ii. Targeted support**

<b>Desired Outcome</b>	<b>INTENT Chosen action / approach</b>	<b>IMPLEMENTATION What is the evidence and rationale for this choice?</b>	<b>IMPACT How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation</b>
90% of students in receipt of Pupil Premium funding progress in English and Maths	Students will receive additional in English and Maths in lessons	Additional support will enable support to be provided to meet the individual needs of the students, including to stretch and challenge the most able students	Learning walks, closely monitoring progress following data collections	Middle Leaders	Every Term and reported to Management Committee
90% of students in receipt of Pupil Premium funding to make good progress in English and mathematics	Selected students to be given additional curriculum time in English and mathematics	Students will be able to access additional support as required to cater for their individual learning needs	Teachers will use internal data reports to target specific students	Teachers and Middle Leaders	Every Term and reported to Management Committee
90% of students in receipt of Pupil Premium funding to have improved behaviour to enhance their Independent learning within the classroom	Behaviour Mentors to support pupils with the restorative justice programme	The existing attainment and achievement differences between students and their peers	Closely monitoring progress following data collections	Assistant Headteacher and Behaviour Mentors	Every Term and reported to Management Committee
95% of students improve their literacy and numeracy skills	Whole school numeracy and literacy strategies through Accelerated Reading.	Internal data suggests that poorer literacy skills is a barrier to learning	Closely monitoring progress following data collections, book scrutiny	SLT / Middle Leaders	Every Term and reported to Management Committee
<b>Total budgeted Cost</b>					<b>£4,069.00</b>

### iii. Other approaches

<b>Desired Outcome</b>	<b>INTENT Chosen action / approach</b>	<b>IMPLEMENTATION What is the evidence and rationale for this choice?</b>	<b>IMPACT How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation</b>
Improve the attendance of students in receipt of Pupil Premium funding so that 90% are achieving 85% or above attendance.	Additional <b>CSAWS</b> support to work with families and mentor students and whose attendance is a cause for concern	All data suggest that good attendance is a crucial factor in making good progress	Attendance officer will meet regularly with SLT	SLT / <b>CSAWS</b>	Monthly meetings between <b>CSAWS</b> and SLT
Ability to more closely monitor the progress of KS3 students in receipt of Pupil Premium funding so that 90% make at least 1 sub levels of progress per half term.	Use baseline and progress tests in all years to monitor progress	Using baseline testing will enable progress to be more easily measured and individual support to be put into place	Teachers will utilise data and reports following the tests to inform and better target intervention strategies	SLT / Middle Leaders	Throughout the year on release of reports following internal data collections
All students in receipt of Pupil Premium funding are able to take a full part in all areas of the curriculum and extra-curricular activities in order to reduce behaviour incidents by 20%	Financial support is given on an individual basis for uniform, cost of trips linked to educational outcomes and some extracurricular activities.	Students do not miss out on opportunities and experiences due to hardship. Students' emotional wellbeing is not negatively affected by uniform costs, enabling them to focus on their academic performance	Requests will be considered on an individual basis	SLT	June 2022

- Please note: **CSAWS** – This Company supports the school by providing an Educational Welfare Officer to work with our Attendance Officer in encouraging excellent attendance.

<b>Desired Outcome</b>	<b>INTENT Chosen action / approach</b>	<b>IMPLEMENTATION What is the evidence and rationale for this choice?</b>	<b>IMPACT How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review the implementation</b>
All students in receipt of Pupil Premium funding to receive appropriate support and mentoring as and when required in order to reduce behavioural incidents by 20%	Each student to have access to a member of Learning Mentor External counsellor available for identified students	Learning Mentors will be able to help and support the individual needs of the student(s) they are supporting. Mental and emotional health issues and stress can have a negative impact on a student's well-being and ability to learn	Support log to be kept in School Pod, closely monitoring progress following data collections	SLT	Every half Term and reported to Management Committee
Breakfast made available to students in receipt of Pupil Premium funding to improve their attendance to 85% or above.	Provide a free breakfast in school for students	Research has shown that students who have a nutritional breakfast in the morning perform better academically	Liaise with catering to monitor uptake	SLT	Every half Term and reported to Management Committee
Alternative provision for students in receipt of Pupil Premium funding to ensure that at least 90% access Post 16 provision.	A personalised curriculum is provided, when required, either on or off site to support students to achieve their post 16 progression requirements	Experience has shown that certain students will benefit from an alternative personalised curriculum	No students to be identified as NEET  All students to successfully transfer into post 16 provision	SLT	July 2022
<b>Total budgeted Cost</b>					<b>£8,469.00</b>

Contingency Fund	For further interventions or support that may be required over the course of the academic year.	£562.00
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The impact of the pupil premium in 2021-22 will be measured through quality assurance and by analysing the 2022 examination results. 2022 examination performance will be referenced against prior examination performance and national results.

## 5. Review of expenditure 2020/21

### i. Quality of teaching for all

<b>INTENT</b> Pupil Premium funding used for:	<b>IMPLEMENTATION</b> Brief summary of the intervention or action:	<b>IMPACT</b> Specific Intended Outcomes	<b>Lessons Learned</b>	<b>Cost of Intervention Strategy</b>
All students in receipt of Pupil Premium funding are actively engaged in their learning and making 90% progress in all subjects	All students are able to access and be engaged in lessons. Teachers are able to meet individual needs and accommodate different abilities within the classroom	<p>KS4 English – Summer 1 to 9 2020 – 71% 2021 – 94% 23% increase</p> <p>KS4 Maths 1 to 9 2020 – 100% 2021 – 100% 17% increase</p> <p>KS3 English Summer 2021 – 58%</p> <p>KS3 Maths 2021 – 83%</p>	<p>Pupils have benefitted from Quality First Teaching – both English and Maths have increased the number of pupils making progress from their baseline assessments by at least 1 level or above this was particularly evident at KS4 – Having Mock Exams extremely beneficial. (Ongoing)</p> <p>CPD in differentiation that was delivered impacted on the outcomes for pupils at KS4 (Ongoing)</p> <p>Based on 1 sub level of progress per half term – Covid 19 caused issues in both Spring 1 and Autumn 2 – Tighter controls on remote learning if Lockdown occurs – Academic and Restorative Mentor follow ups. Intervention tabs with attached work produced. (Ongoing)</p>	
All students in receipt of Pupil Premium funding are actively engaged in their learning and 90% are making good progress in all subjects	Students receiving meaningful feedback and are able to recognise strengths and areas for development enabling them to make appropriate adjustments to achieve a goal	<p>English – KS4 Summer 2019 – 50% 2020 – 71% 2021 – 94%</p> <p>Maths – KS4 2019 – 83% 2020 – 100% 2021 – 100%</p> <p>KS3 English Autumn 2 2019 - 45% Spring 1 - 18%</p>	Teachers using the STAR marking strategy providing meaningful feedback has enabled pupils to reflect on their learning in order to improve their work. (Ongoing)	

		<p>Autumn 1 – 80%</p> <p>Autumn 2 – 40%</p> <p>Summer 2 – 58%</p> <p>KS3 Maths</p> <p>Autumn 2 2019</p> <p>Spring 1 2020 45%</p> <p>Autumn 1 2020 - 100%</p> <p>Autumn 2 - 20%</p> <p>Summer 2 – 83%</p>		
<p>All students in receipt of Pupil Premium funding have access to high quality resources, particularly in English, mathematics and Science</p>	<p>Students have access to high quality equipment and resources which enables them to take an active part in their learning</p>	<p>English –</p> <p>Summer 2019 – 50%</p> <p>2020 – 71%</p> <p>2021 – 94%</p> <p>23% increase</p> <p>Maths</p> <p>2019 – 83%</p> <p>2020 – 100%</p> <p>2021 – 100%</p> <p>KS3 English</p> <p>Autumn 2 2019 - 45%</p> <p>Spring 1 - 18%</p> <p>Autumn 1 – 80%</p> <p>Autumn 2 – 40%</p> <p>Summer 2 – 58%</p> <p>KS3 Maths</p> <p>Autumn 2 2019</p> <p>Spring 1 2020 45%</p> <p>Autumn 1 2020 - 100%</p>	<p>ICT work packages e.g. Collins Science package has enabled pupils to access revision quizzes, lessons and tests online, which has supported pupil learning.</p> <p>Covid 19 impact on KS3 progress. Now we are becoming more proficient in using Microsoft Teams – Moving forward introduce – Virtual Learning Walks by SLT, attaching work produced electronically by pupils to the intervention tabs. (Ongoing)</p>	

		Autumn 2 - 20% Summer 2 – 83%		
Total budgeted Cost				£10,090.00

## ii. Targeted support

<b>INTENT</b> Pupil Premium funding used for:	<b>IMPLEMENTATION</b> Brief Summary of the intervention or action:	<b>IMPACT</b> Specific Intended Outcomes:	<b>Lessons Learned</b>	<b>Cost of Intervention Strategy.</b>
90% of students in receipt of Pupil Premium funding progress in English and Maths	Additional support will enable support to be provided to meet the individual needs of the students, including to stretch and challenge the most able students	<p>English – KS4 Summer 2019 – 50% 2020 – 71% 2021 – 94% 23% increase</p> <p>Maths –KS4 2019 – 83% 2020 – 100% 2021 – 100%</p> <p>KS3 English Autumn 2 2019 - 45% Spring 1 - 18%</p>	<p>KS4 Mock Exams helped to focus the pupils. 'Know more and remember more' mantra beginning to impact in lessons especially for KS4. (Ongoing)</p> <p>KS3 progress has been variable, this is largely to do with the impact of Covid 19, where we have had lockdown or Tier 4 this has shown a decrease in progress.</p>	

		<p>Autumn 1 – 80%</p> <p>Autumn 2 – 40%</p> <p>Summer 2 – 58%</p> <p>KS3 Maths</p> <p>Autumn 2 2019</p> <p>Spring 1 2020 45%</p> <p>Autumn 1 2020 - 100%</p> <p>Autumn 2 - 20%</p> <p>Summer 2 – 83%</p>	<p>Now we are becoming more proficient in using Microsoft Teams – Moving forward introduce – Virtual Learning Walks by SLT, attaching work produced electronically by pupils to the intervention tabs. (Ongoing)</p>	
<p>90% of students in receipt of Pupil Premium funding to make good progress in English and mathematics</p>	<p>Students will be able to access additional support as required to cater for their individual learning needs</p>	<p>English – KS4</p> <p>Summer 2019 – 50%</p> <p>2020 – 71%</p> <p>2021 – 94%</p> <p>23% increase</p> <p>Maths –KS4</p> <p>2019 – 83%</p> <p>2020 – 100%</p> <p>2021 – 100%</p> <p>KS3 English</p> <p>Autumn 2 2019 - 45%</p> <p>Spring 1 - 18%</p> <p>Autumn 1 – 80%</p> <p>Autumn 2 – 40%</p> <p>Summer 2 – 58%</p> <p>KS3 Maths</p> <p>Autumn 2 2019</p> <p>Spring 1 2020 45%</p>	<p>Pupils have access to an Academic and Restorative Mentor, who was chasing up learning during the lockdown period. (Ongoing)</p> <p>Moving forward we have now included an allocated Academic and Restorative Mentor in all in school and remote sessions. (Ongoing)</p> <p>Introduce Teaching and Learning Lead ‘Work Trawl’ on intervention tab. (Ongoing)</p>	

		Autumn 1 2020 - 100% Autumn 2 - 20% Summer 2 – 83%		
90% of students in receipt of Pupil Premium funding to have improved behaviour to enhance their Independent learning within the classroom	The existing attainment and achievement differences between students and their peers	2019 674 – Autumn 1 - 2019 1160 – Autumn 2 2019 1195 – Spring 1 2020 560 – Spring 2 2020 216 – Autumn 1 2020 289 – Autumn 2 2021 – Autumn 1 30	Pupil behaviour has improved – slight increase in Autumn 2 2020 due to integration of new pupils. – Moving forward – using the ARC as an integration base for new pupils for a slower integration.	
95% of students improve their literacy and numeracy skills	Internal data suggests that poorer literacy skills is a barrier to learning	English – KS4 Summer 2019 – 50% 2020 – 71% 2021 – 94% 23% increase  KS3 English Autumn 2 2019 - 45% Spring 1 - 18% Autumn 1 – 80% Autumn 2 – 40% Summer 2 – 58%	<ul style="list-style-type: none"> <li>•Students were due to be retested on AR in the final week of this term, although enforced shut-down due to Covid has meant that it is delayed until after the Christmas holidays</li> <li>•Impact of the programme will be measured twofold: via summative testing on the Accelerated Reader programme; and through progress tracking in English, in line with the Centre’s assessment policy</li> <li>•For ease of data analysis in the future, sessions will be logged as follows: on the SchoolPod 1:1 Interventions tab, in students’ individual folders, and on the Accelerated Reader programme online</li> </ul>	
Total budgeted Cost				£7863.00

### iii. Other approaches

<b>INTENT</b> <b>Pupil Premium funding used for:</b>	<b>IMPLEMENTATION</b> <b>Brief summary of the intervention or action:</b>	<b>IMPACT</b> <b>Specific Intended Outcomes</b>	<b>Lessons Learned</b>	<b>Cost of intervention or Strategy</b>
<p>Improve the attendance of students in receipt of Pupil Premium funding so that 90% are achieving 85% or above attendance.</p>	<p>All data suggest that good attendance is a crucial factor in making good progress</p>	<p>Sept - Dec 2019: PP Attendance - 58.9%</p> <p>Sept - Dec 2020: PP Attendance - 74%</p> <p>Jan – June 2021 PP Attendance – 65.4%</p>	<p>Attendance is improving in the Centre – Using a member of staff and the mini-bus to collect and return pupils has proved advantageous and will be continued.</p> <p>The new curriculum is starting to have an impact on improving attendance. (Ongoing)</p>	
<p>Ability to more closely monitor the progress of KS3 students in receipt of Pupil Premium funding so that 90% make at least 1 sub levels of progress per half term.</p>	<p>Using baseline testing will enable progress to be more easily measured and individual support to be put into place</p>	<p>English – KS4 Summer 2019 – 50% 2020 – 71% 2021 – 94% 23% increase</p> <p>Maths –KS4 2019 – 83% 2020 – 100% 2021 – 100%</p> <p>KS3 English Autumn 2 2019 - 45% Spring 1 - 18% Autumn 1 – 80% Autumn 2 – 40% Summer 2 – 58%</p> <p>KS3 Maths Autumn 2 2019</p>	<p>Making sure that both summative and formative assessments are taking place.</p> <p>Ensuring Mock Exams take place</p> <p>Deputy Headteacher tracking and monitoring progress of pupils and organising interventions. (Ongoing)</p> <p>All interventions logged on School Pod management system to ensure there is a clear indication of what intervention has taking place and the outcome – Intent, Implementation and Impact. (Ongoing)</p>	

		<p>Spring 1 2020 45%</p> <p>Autumn 1 2020 - 100%</p> <p>Autumn 2 - 20%</p> <p>Summer 2 – 83%</p>		
<p>All students in receipt of Pupil Premium funding are able to take a full part in all areas of the curriculum and extra-curricular activities in order to reduce behaviour incidents by 20%</p>	<p>Students do not miss out on opportunities and experiences due to hardship. Students' emotional wellbeing is not negatively affected by uniform costs, enabling them to focus on their academic performance</p>	<p>674 – Autumn 1 - 2019</p> <p>1160 – Autumn 2 2019</p> <p>1195 – Spring 1 2020</p> <p>560 – Spring 2 2020</p> <p>216 – Autumn 1 2020</p> <p>289 – Autumn 2 2020</p> <p>30 – Autumn 1 2021</p>	<p>Strong pastoral team – including senior Academic and Restorative Mentors engaging with parents/carers (Ongoing)</p> <p>Academic and Restorative Centre has had an enormous impact for those struggling. (Ongoing)</p>	

- Please note: CSAWS – This Company supports the school by providing an Educational Welfare Officer to work with our Attendance Officer in encouraging excellent attendance.

<b>INTENT</b> <b>Pupil Premium funding used for:</b>	<b>IMPLEMENTATION</b> <b>Brief Summary of the intervention or action:</b>	<b>IMPACT</b> <b>Specific intended outcomes:</b>	<b>Lessons Learned</b>	<b>Cost of intervention or strategy</b>
All students in receipt of Pupil Premium funding to receive appropriate support and mentoring as and when required in order to reduce behavioural incidents by 20%	Learning Mentors will be able to help and support the individual needs of the student(s) they are supporting. Mental and emotional health issues and stress can have a negative impact on a student's well-being and ability to learn	674 – Autumn 1 - 2019 1160 – Autumn 2 2019 1195 – Spring 1 2020  560 – Spring 2 2020  216 – Autumn 1 2020 289 – Autumn 2 2020 30 – Autumn 1 2021	Strong pastoral team – including senior Academic and Restorative Mentors engaging with parents/carers (Ongoing)  Academic and Restorative Centre has had an enormous impact for those struggling. (Ongoing)	
Breakfast boost made available to students in receipt of Pupil Premium funding to improve their attendance to 85% or above.	Research has shown that students who have a nutritional healthy snack in the morning perform better academically	Sept - Dec 2019: PP Attendance - 58.9%  Sept - Dec 2020: PP Attendance - 74%  January – June 2021 PP Attendance 65.4%	Covid 19 has meant changes – due to staggered starts, this has now changed to a nutritional break mid morning. (Ongoing)	
Alternative provision for students in receipt of Pupil Premium funding to ensure that at least 90% access Post 16 provision.	Experience has shown that certain students will benefit from an alternative personalised curriculum	Gatsby Benchmarks all met except 5  2019/20 Post 16 Tracking Team – 12 out of 13 pupils engaged.  2020/21 Post 16 Tracking Team – 15 out of 17 pupils engaged.  Independent Careers Advisor visits  In-house Careers Advisor – studying for Level 7 Careers	Target of Gatsby Benchmark 5 (Can't achieve for 3 years as data required – however, this is being set up)  Careers must continue to be high priority for Summerfield to ensure pupils do not become NEET.	

		<p>qualification at University</p> <p>‘Leaders are taking appropriate action to ensure that all pupils have access to independent careers advice and guidance.’ LA Review 16 January 2020</p> <p>Ofsted June 2021 ‘Careers Education is strong. Pupils receive one to one careers advice and undertake work experience placements. They are well prepared for their next steps.</p>		
Total budgeted Cost				£13,000.00

## Additional Information

A high proportion of our students in receipt of Pupil Premium funding have an unidentified or identified SEN, it can be very challenging for students in receipt of Pupil Premium funding to make similar progress to other students. Nationally students with an identified SEN or disability make considerably less progress than other students; for example, in 2018 the progress score nationally for students an identified SEN or disability was -0.61 compared to +0.07 for all students nationally without an identified SEN or disability.

### Pupil Premium pupils with identified SEN

Year	7	8	9	10	11
2017/2018	% of PP pupils with SEN 75%	% of PP pupils with SEN 80%	% of PP pupils with SEN 70%	% of PP Pupils with SEN 83%	% of PP Pupils with SEN 80%
2018/2019	% of PP Pupils with SEN 75%	% of PP pupils with SEN 85%	% of PP Pupils with SEN 72%	% of PP Pupils with SEN 83%	% of PP Pupils with SEN 92%
2019/2020	% of PP Pupils with SEN 0	% of PP pupils with SEN 100%	% of PP Pupils with SEN 75%	% of PP Pupils with SEN 80%	% of PP Pupils with SEN 48%
2020/2021	% of PP Pupils with SEN - 0	% of PP pupils with SEN – 66%	% of PP Pupils with SEN 100%	% of PP Pupils with SEN 85%	% of PP Pupils with SEN 100%

