

North East Derbyshire Support Centre

Pupil Premium Report 2020-2021



For 2020-21 North East Derbyshire Support Centre received a Pupil Premium Grant Allocation of £48,725.

By way of overall strategy, it is the intention of the pupil premium plan that there is no attainment gap between disadvantaged pupils and their peers.

Activity	Detail	Intended Impact	Cost
Toe by Toe/Dyslexia Support	Purchase of Toe-by-Toe books for individually identified students. Support for specifically identified young people.	<ul style="list-style-type: none"> Improvement to reading and writing for those pupils targeted for support 	475
Breakfast	<p>Breakfast provision for all students to improve concentration levels and provide a sociable time to meet with staff and other students.</p> <p>Supported by Moma breakfast club – providing 6 months of porridge for all pupils</p>	<ul style="list-style-type: none"> Facilitates a positive and inclusive start to the school day, that prepares all students for learning. Disadvantaged young people are supported by the inclusivity of breakfast and the social time in which it takes place. 	1000
Uniform	Provision of uniform for disadvantaged students as the need arises.	<ul style="list-style-type: none"> Pressure and anxiety alleviated from disadvantaged young people and their families. 	600
Warm/outdoor clothing/PPE	Provision of warm/outdoor clothing for disadvantaged students as need arises, for trips/outdoor education/PE and forest schools	<ul style="list-style-type: none"> Inclusivity for disadvantaged students. Access to offsite activities which support curriculum and further pupil progress 	700
Trips and Visits	Subsidising of school trips as the need arises.	<ul style="list-style-type: none"> Inclusivity for disadvantaged students. Access to offsite activities which support curriculum and further pupil progress 	1000
Learning Mentor	<p>Monitors attendance and supports students on offsite placements. Provides occasional travel to support students new to a provision.</p> <p>Monitors those disadvantaged pupils at risk of becoming NEET and advises accordingly, provides intervention and support</p>	<ul style="list-style-type: none"> Provides support for young people transitioning to support centre programmes, including providing initial travel support. Pupils have a positive and interrupted start to their provision The attendance of disadvantaged pupils improves, resulting in improving school attendance Pupils leave the school in Year 11 for a positive destination; % of positive destinations is better than that of the average for the AP sector 	17000
Curriculum Enhancement - Outdoor Education	To provide resources to enhance own alternative provision and to develop forest school/outdoor education programme	<ul style="list-style-type: none"> Enhancement to curriculum; alternative in-house curriculum opportunities are created for those most vulnerable 	450
Bespoke curriculum provision	Using AP to provide a personalised curriculum/programme of activities	<ul style="list-style-type: none"> Disadvantaged pupils have access to inclusive, personalised education packages through engagement with off-site AP providers Behaviour of disadvantaged pupils improves with fewer behavioural incidents and fixed-term 	27000

		<p>exclusions</p> <ul style="list-style-type: none"> • Emotional needs, issues around anxiety, health, are addressed through bespoke programmes 	
Key Worker resources	Enhance key worker sessions for disadvantaged young people	<ul style="list-style-type: none"> • Key worker sessions for disadvantaged pupils set specific SMART targets for behaviour • Pupils make progress towards their targets over the academic year and engage more fully with learning 	500

Measuring Impact

Last year we spent our pupil premium funding on supporting the wellbeing and safety of our most vulnerable pupils, to ensure that they had equal and uninterrupted access to education. As a strategy, pupil premium funding is used at NEDSC to support emotional resilience, to re-engage and support young people through bespoke curricula that best meets the needs that could not be met in mainstream. Additionally, funding was spent on specific interventions for pupil premium students who required a more sophisticated level of intervention, and where intervention for literacy and numeracy had been identified as a need.

A key performance indicator for pupils at NEDSC is the extent to which young people move on to a positive destination when they leave the school. For year 11 leavers in the past two years, the percentage of pupils leaving for a positive destination has been 92% and 94% respectively.

Positive Destinations: **tbc**

Summer 2021 Outcomes for Year 11 pupils:

	Exceeding Expected Progress			Making Expected Progress		
	ALL	PP	Gap	ALL	PP	Gap
English	26.1%	14.3%	-11.8%	87.0%	85.7%	-1.3%
Maths	26.1%	30.8%	4.7%	78.3%	84.6%	6.3%

A significant proportion of the 2020-21 Year 11 cohort were pupil premium students (52%).

In Maths, disadvantaged young people outperformed their peers. The percentage of pupil premium students making expected progress and those exceeded expected progress is greater than the progress made of the cohort, 6.3% for expected progress and 4.7% for exceeding expected progress.

English was a priority area for targeted pupil premium spending, with some specific projects addressing pre-existing gaps between disadvantaged pupils and their peers. There is a marginal attainment gap in expected progress between disadvantaged young people and their peers, reducing from -11% in 2018 to -1.3% in 2021. Whilst there is still a gap between disadvantaged pupils and their peers when it comes to exceeding expected progress, this too has seen a reduction from -13% in 2018 to -11.8% in 2021.