Pupil premium strategy statement 2021-2022

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	North East Derbyshire Support Centre
Number of pupils in school	100 (PAN)
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Matt Morris / Michael Lucas
Pupil premium lead	Stephen Schmidt
Governor / Trustee lead	Geoff Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,915
Recovery premium funding allocation this academic year	£15,950
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	£69,865

Part A: Pupil premium strategy plan

Statement of intent

- *Key principle of equality of opportunity for disadvantaged pupils, throughout the curriculum, ensuring:*
  - *that pupil premium funding helps disadvantaged pupils to access a suitable curriculum, with opportunities for progress relative to their starting points, AND*
  - *that the curriculum prepares pupils for the next stage of transition, this could be a return to mainstream, a new curriculum pathway or a positive post-16 destination, AND*
  - *that pupils have secured the age-expected numeracy and literacy skills when they reach key transition points*
- *Fundamentally, to further improve outcomes in English, and with respect to reading and spelling ages*
- *To provide a wider skillset, helping young people to develop their social and communication skills*

Challenges

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

Challenge number	Detail of challenge
1	Progress in English – whilst outcomes are generally good and in line with peers, disadvantaged pupils perform better in maths
2	Low reading and spelling ages on entry, owing to gaps attributed to permanent exclusion, a lack of engagement
3	Engagement and academic gaps for pupils following permanent exclusion
4	Equality of access owing to personal and family circumstances, including access to appropriate clothing and resources for school
5	Providing support and building emotional resilience of LAC pupil

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 outcomes – specifically that disadvantaged pupils make progress relative to their peers AND progress to a positive destination immediately on completion	Outcomes for disadvantaged pupils in English and across the subject range are in line with those of peers in all subjects, and English achieves to the same standard as Maths. PP positive destination data is also in line with non-PP peers. *Measured by: PP academic outcomes compared to peers in Summer 2022, learning walks, destinations data Sept 2022*
To create a literacy-rich learning environment that promotes reading and aids subject-specific learning	All pupils will become confident communicators and pupils will increase their spelling and reading ages. Where there are knowledge and/or skills gaps, pupils will rapidly recover to an age-expected level. *Measured by: progress made in spelling and reading from pupil starting point using NGRT and NGST tests, pupils voice, learning walks*
For all young people to develop the strategies for reading, encouraging them to develop a love of reading	All young people read regularly on own, to each other and to adults. All adults are role models and model good practice with regard to reading. *Measured by: reading and spelling assessments based on starting points, application of phonics/phonics tracking, entry and exit scores, % uptake and participation with interventions.*
To provide greater opportunities and awareness, through purposeful learning experiences	All children will access a variety of suitable and relevant learning experiences that enhance the curriculum and expose young people to a wider view of the world. This may be achieved through external trips and visits, visiting speakers, work experience and discreet learning on global and topical issues. *Measured by: Quality of curriculum offer, parental and pupil voice, student council feedback, % of pupils engaging with offsite activities and work experience, QA of work experience*
Improved attendance and engagement of all pupils	Pupil attendance is above the national average for AP and persistent absenteeism is below that of the national average for APs. Most pupils make positive progress against their starting point or historical attendance data. *Measured by: PP attendance figures and persistent absenteeism, attendance progress data using school Progress 4 methodology.*
All pupils, including those who are LAC are able to access the curriculum onsite and at home	LAC pupil currently does not have ICT access from home. Century Learning to be launched in Feb '22 to support GCSEs.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum support for all subjects including English – raising attainment of disadvantaged pupils (through raising overall progress outcomes): • Collaboration and access to on-site and online masterclass/cross-MAT groups • Release of English staff to plan collaboratively with mainstream colleagues • Implementation of Century Learning platform • Purchase and implement White Rose Maths (£320 & £120)	EEF Recommendation 1 from 'Improving literacy in Secondary Schools' – School leaders can help teachers by ensuring training relating to literacy prioritises subject specificity over general approaches.	1, 2
All teachers of English (current/new), literacy and phonics are trained and use the Literacy/Phonics Schemes, adapt the new Academy scheme of learning, collaborate cross site and classrooms are rich with key learning and vocabulary to support pupil progress	EEF Recommendation 2 from 'Improving literacy in Secondary Schools'	1, 2

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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the number of HLTAs trained in Read Write Inc Fast Track phonics	EEF Recommendation 1 from 'Improving literacy in Secondary Schools' – that all teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.	2
Increased 1:1 provision for reading interventions other than phonics – with the intention that pupils have more 1:1 time reading, as opposed to group reading	EEF Recommendation 7 from 'Improving literacy in Secondary Schools'	2
Purchase Rapid Reader to support reading progression and access to titles/comprehension development – term 3 and September '22	EEF Recommendation 7 from 'Improving literacy in Secondary Schools'	2, 3

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch and apply Thrive Training with staff including: - Leader of Thrive - Adolescent Thrive practitioner	Recognised frameworks and curriculum for support and emotional regulation.	4, 5

- Primary Thrive practitioner		
Behaviour and support specific training for staff: • ACEs – Jan '22 • Commando Joes – 1 day per week at High Peak (£11.5k) • TFTF mentor TBC (£10k) • Zones of Regulation – Summer '22	Recognised frameworks and curriculum for support and emotional regulation linked to Thrive training.	3, 6
Development of in-school therapeutic approaches: • Drawing and Talking - TBC • Art – March '22 TBC • Lego – March '22 (£120 and £150 for lego) • Music – TBC • Dance TBC • Boxing and fitness specialised training £4k	Recognised interventions for young people with challenging needs, behavioural challenges, and/or in need of emotional regulation	3
Attendance: • Ensuring that pupils have the clothing and equipment they need to access school – hardship fund £1k • Breakfast provision for pupils £3k • Trips and experiences (£5k) • Rewards and recognition (£1k)	Meeting the most basic needs and removing simple barriers to attendance, engagement and participation are a cornerstone of any pastoral approach. EEF Recommendation 4 from 'Improving behaviour in Schools' identifies how simple routines consistently applied have an impact. Whilst this is a behaviour recommendation, it translates to attendance, as some attendance issues are learned behaiovurs.	3, 4, 5
Supporting LAC pupil and building emotional resilience:	Recognised frameworks and curriculum for support and emotional regulation.	6

- additional THRIVE practitioners TBC
- Technology support £1k

Total budgeted cost: £69,500

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.

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: **94%** PP Positive Destinations: **94%** **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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	
n/a	