

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	66%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Janine Dix
Pupil premium lead	Janine Dix
Governor / Trustee lead	Esteem MAT Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,137.50
Recovery premium funding allocation this academic year	£29,000
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	£79,137.50

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 and Maths - PP pupils to achieve expected grades in line with their peers
2	Low reading and spelling ages on entry, owing to gaps attributed to permanent exclusion and a lack of previous 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	Poor historical attendance and low starting points
6	Providing support of LAC pupils to maintain consistency with frequent home moves
7	Resilience and coaching to develop wellbeing and continue when times are difficult

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	<p>Outcomes for disadvantaged pupils in English and Maths are in line with those of their peers.</p> <p>PP pupils achieve the number of outcomes in line with their peers.</p> <p><i>Measured by: PP academic outcomes compared to peers in Summer 2023,</i></p>
To create a literacy-rich learning environment that promotes reading and aids subject-specific learning	<p>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 make progress towards age-expected levels.</p> <p><i>Measured by: progress made in spelling and reading from pupil starting point using NGRT and NGST tests, pupils voice, learning walks, application of phonics/phonics tracking, entry and exit scores, % uptake and participation with interventions</i></p>
To provide accurate assessment of gaps in knowledge on entry to the academy so that target setting is aspirational and interventions can be planned for	<p>All pupils will have a suite of baseline assessments on entry, including reading, spelling, maths and English using BKSB. Pupils will have clear targets set and will make progress towards their targets. Pupils will be involved in their learning journey.</p> <p><i>Measured by: PP baseline assessment data and target setting in DCpro, half termly progress analysis, summer 2023 exam results and outcomes,</i></p>
To provide greater opportunities and awareness, through purposeful learning experiences and ensure that pupils can fully engage in activities with required resources	<p>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.</p> <p><i>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</i></p>
Improved attendance of pupils	<p>Pupil attendance is above the national average for AP and persistent absenteeism is below that of the national average for APs. PP pupils will have attendance in line with their peers. Most pupils make positive progress against their starting point or historical attendance data.</p> <p><i>Measured by: PP attendance figures and persistent absenteeism, attendance progress data using school.</i></p>
All pupils, including those who are LAC are able to access the curriculum onsite and at home	<p>LAC pupils to have access to ICT where required so that they can access education from home taking into account possible instability in living arrangements and frequent moves. Century and BKSB Learning to support online learning.</p>

Pupils will have access to resilience sessions and have the opportunity to engage in physical exercise to improve wellbeing	Pupils will engage in lessons about resilience and appropriate behaviours. Pupils will engage in an activity that improves their fitness and wellbeing and have a positive experience in doing this whilst also developing their own personal resilience. <i>Engagement in boxing session once per week. Pupil feedback reviews.</i> <i>Engagement in Think for the Future lessons once per week</i>
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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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will develop their pedagogical knowledge	EEF Recommendation 'Improving literacy in Secondary Schools' – School leaders can help teachers by ensuring training relating to literacy prioritises subject specificity over general approaches. Pedagogy CPD from the Educational Psychology service.	1, 2, 3
Staff T&L lead responsibility post	Support and guidance for teachers and STLAs around strategies, pedagogy and assessment of the quality of planning and marking & feedback	1, 3, 3
Assessment of pupil baseline levels, gaps and target setting	Teachers are able to use assessment of and for learning to measure progress if pupils have the systems to complete baseline assessments. This supports teaching and learning through high quality implementation,	2, 3
Technology to support engagement in teaching and learning	Teachers are able to use assessment of and for learning to measure progress if pupils have the ICT facilities to complete baseline assessments. Implementation high quality.	2, 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the number of STLAs trained in Read Write Inc Fast Track phonics	EEF Recommendation with regards phonics: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the	2, 3

	<p>explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	
BKSB to assess core skills	Teachers are able to use assessment of and for learning to measure progress if pupils have the systems to complete baseline assessments. This supports teaching and learning through high quality implementation. BKSB will provide teachers with a strategy to assess gaps so that there can be targeted support for pupils to work at their level.	1, 2, 3
Literacy activities embedded into the academy day	EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1, 2, 3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and resilience lessons and activities for pupils	<p>Recognised frameworks and curriculum for support and emotional regulation to encourage engagement.</p> <p>EEF '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 behaviours.</p> <p>Pupils who have improved resilience will be better able to learn and engage in education.</p> <p>Pupils will engage in boxing and TFTF weekly lessons</p>	3, 7
Attendance: <ul style="list-style-type: none"> • Breakfast provision for pupils • Rewards 	Meeting the most basic needs and removing simple barriers to attendance, engagement and participation are a cornerstone of any pastoral approach. Encouragement and praise for improved attendance.	4, 5, 6
Ensuring that pupils have the clothing and equipment they need to access school	Providing PPE for work experience and arts/forest education School uniform provision	4
Supporting LAC pupils	Ensuring that education can be maintained with frequent instability in living arrangements with a blended learning offer with access to a laptop	6

Total budgeted cost: £79,500

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 2021 to 2022 academic year.

Measuring Impact

Last year we spent the majority of our pupil premium funding on supporting the development of wider strategies to support our most vulnerable pupils to develop their behaviour, social and emotional regulations to increase their ability to engage in education after COVID. 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 Think for the Future behaviour and resilience mentoring and a commissioned boxing company to increase physical activity whilst developing self-control and restraint.

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 academy. For year 11 leavers in the previous two years, the percentage of pupils leaving for a positive destination has been 92% and 94% respectively. From the 2021-22 year 11 cohort, 97% of pupils (29/30) have a planned destination for post 16.

Positive Destinations: 97%

PP Positive Destinations: 100%

Summer 2022 Outcomes for Year 11 pupils:

	Exceeding Expected Progress			Making Expected Progress		
	ALL	PP	Gap	ALL	PP	Gap
English	37%	18%	-19%	85%	73%	-12%
Maths	43%	17%	-26%	79%	50%	-29%

47% the 2021-22 Year 11 cohort were pupil premium pupils.

	Number of Pupils	English & Maths Achieved	English	Maths	Average number of GCSEs	Average number of outcomes
Total year group	30	24 (80%)	26 (87%)	25 (83%)	3.5	4.0
PP	14	8 (57%)	10 (71%)	9 (64%)	3.1	3.4
Non PP	16	16 (100%)	16 (100%)	16 (100%)	3.9	4.6

Attendance for the academy was above that of the national average for AP academies and PRUs (52%), V's our 60.23%. PP pupils entered the academy with a 3% lower attendance on average than their peers and 56% made improvements on their attendance compared to 48% of their non- PP peers.

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	