

Pupil premium strategy statement

1. Summary information					
School	Children's Support Service				
Academic Year	2019/20	Total PP budget	£54,845 (2019.20)	£64,935 (2018.19)	
Total number of pupils	198 + 47	Number of pupils eligible for PP	84 (Sept 19)	Date for next internal review of this strategy	Jan 2020

2. Current attainment (Summer 2019)				
Achieving expected progress or above			Pupils eligible for PP	Pupils not eligible for PP
Primary				
	English	maths		
	Expected and above	Expected and above		
PPG	70%	65%		
Non PPG	72%	61%		
KS3 English			69%	66%
KS4 English			55%	67%
KS3 Maths			54%	77%
KS4 Maths			55%	53%
KS4 English Level 2/GCSE			100%	100%
KS4 Maths Level 2/GCSE			86%	90%

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor language and communication skills; reading skills and classroom skills
B.	Staff understanding of use of PP funding; identification of need and use of differentiation
C.	Disruptive behaviour; poor self-regulation
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Poor attendance rates; due to high reliance on use of public transport; long distances to travel - wide 'catchment' area covered; eligibility for transport
E.	Lack of positive relationships, role models and school experience
F.	Social factors - negative influences e.g drugs, CSE, gangs, offending behaviours

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading skills, extended vocabulary skills and understanding and oral skills.	Pupils eligible for PP will exceed expected rates of progress for RA, SA and vocabulary performance (BPVS) Subject specific vocabulary improves in classroom participation Students meet or exceed expected KS4 results - in particular Maths and Science Engagement in lesson is evident
B.	Staff are fully informed on PP and pupil needs and lessons meet with need of all pupils.	Planning, teaching and assessment will reflect PP need. All staff utilise the key information on the Pupil Passport, using key strategies. PP pupils will make exceeded progress against non-PP. First quality teaching is evident in all lessons.
C.	Pupils' behaviour is in line with school expectations and pupils manage/co-regulate their behaviour well.	PP pupils maintain a higher level of positive behaviour points against negative behaviour points FTE exclusions rates remain low against all pupils. Pupil code of conduct is followed e.g hand in phones Staff operate with Trauma Perceived Practice.
D.	Attendance to centres, and to lessons, is good and in line with expectations.	Attendance of PP pupils meets or exceeds the attendance target of 86% Parents are engaged in supportive measures to improve attendance. Pupils respond well to rewards and praise.

		Travel arrangements are supported wherever possible e.g travel training, allocation of a taxi, etc..
E.	Pupils engage with all learning and provision and build positive relationships	Pupils carry roles of responsibility in school e.g part of school council Friendships are built, successful land maintained Access to enrichment activities Access to character building activities e.g Duke of Edinburgh Reintegration rates are high and above current target of 50% All pupils have a Post 16 destinations and/or a destination plan. Staff demonstrate Trauma Perceived Practice.
F.	Pupils engage in low risk behaviours and stay safe	Pupils are fully informed of safeguarding procedures and engage in interventions from wider support services Pupils demonstrate 'safe' behaviours Low rates of FTE Low rates of YOT involvement Good attendance

3. Planned expenditure					
Academic year		2019/20			
Action plan					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Improved reading skills, extended vocabulary skills and understanding and oral skills.	Utilise skills and expertise of SENCO Assess all pupils with BSVP Apply reading assessments Raise subject specific language skills through quality first teaching	Pupils present with having low skills in reading, vocabulary and speech and language communication. Poor language skills are a barrier to communication and self-expression/regulation	Ensure assessments are completed on entry and shared with all staff. Direct all class teachers to promote specific language skills/vocabulary Observe lessons, with a focus of language skills – check quality of teaching	Senco Teachers	

	Use additional resources eg. TRUGS Train key staff in Lego Therapy		Offer additional interventions to bridge the gap.	SENP	
Total budgeted cost					£ 4750
Contribution to Senco salary					£37, 500
Staff are fully informed on PP and pupil needs and lessons meet with need of all pupils.	Use Pupil Passports to ensure all key information is shared with all staff. Use Pupil Passports to update pupil information Use provision guidance in meeting needs of pupils Us staff meetings to identify pupil need and share good practice Enhance resources for engagement e.g ICT	High number of pupils present as having additional need. Communication is not always clear on changes to PP status	Ensure PP pupils are identified on entry and information is shared with all staff. Heads of Departments to raise profile of PP pupils and closely to monitor progress and attendance. Observe lessons for first quality teaching and strategies for profile of PP. Progress of PP pupils is tracked against Non PP pupils and shows a diminishing of the gap. Additional learning resources are purchased where needed (inc school uniform)	Head of Centre Heads of Departments Teachers	
Total budgeted cost					£ 1125
Pupils' behaviour is in line with school expectations and pupils manage/co-regulate their behaviour well.	Pupil code of Conduct is embedded. Trauma Perceptive Practice is delivered to all staff. Football Beyond Borders and other 'mentoring' programmes utilised. Equine Therapy	All pupils arrive with a challenging behaviour profile, which contributes to a barrier to education and progress.	All staff to support the pupil code of conduct. All parents/carers to be made aware of expectations. TPP to be delivered to all staff throughout the year, to support a nurturing and exclusive ethos within the school. Attendance tracked for intervention programmes	All staff Deputy Head PE staff	

	Behaviour is tracked and monitored on a daily basis. Track BATS assessment against point of entry. Track Reintegrations back to school.		Track all reintegrations/post 16 plans	All teaching staff	
Total budgeted cost					£ 3570
Attendance to centres, and to lessons, is good and in line with expectations.	Attendance is tracked PP against Non PP Travel arrangements are supported – taxis requested where appropriate	Travel issues can be a barrier to attendance – pupils travel from significant distances	Track attendance of all pupils Implement travel training where needed. Target low attendance for additional transport support. Call parent/carers in for school based meetings where needed.	Heads of centres	
Total budgeted cost					£ 2300
Pupils engage with all learning and provision and build positive relationships	Provide access to enrichment activities Use praise and rewards to promote positive choices Ensure curriculum offer is broad and supports character and resilience.	Reasons for referral include non-engagement, challenging behaviours and poor social relationships.	Deliver annual Curriculum Reviews for all subject areas.		
Total budgeted cost					£ 2700
Pupils engage in low risk behaviours and stay safe	Provide additional support re risk management, risk taking behaviours, mentoring, Mentor commissioned to work with targeted pupils	Pupils present a number of high risk behaviours, including gang activity.			

Total budgeted cost	£ 2900
Total budgeted cost	£54, 845

4. Additional detail	
<ul style="list-style-type: none"> • CSS takes in pupils from a wide geographical area across the south quadrant of Essex • The pupils are predominantly white British • There are currently 85 PPG students – this number fluctuates with the traffic of students in and out of the service • CSS, as a PRU, is not informed in advance of expected PPG amount • Approximately 20% of current pupils have an EHCP • Approximately 13% of PPG also have an EHCP • Engagement mentors work in all areas of the service 	

5. Review of expenditure from previous academic year				
Previous Academic Year		2018/2019	£64,935	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved literacy and numeracy skills	<p>Deliver intervention programmes to targeted pupils</p> <p>Extend delivery of SEN with appointment of SEN practitioners in key areas of the service</p>	<p>Intervention programmes now co-ordinated by newly appointed SENPs. Baseline assessments identify targeted pupils.</p> <p>SEN delivery is more strategically delivered, with each centre/team having direct support from the Senco through the SENPs.</p> <p>PP Students making expected or above progress is 70+% in English and Maths across both key stages.</p> <p>All curriculum areas have addressed/included reading skills in their offer.</p>	<p>SENPs are working well across the centres. There is good collaboration and sharing of good practice. There is some discussion of the value of NA (numeracy age) but despite its limitations, it does give a good indication of progress in core skills.</p> <p>Resources need supplementing and more staff need training on delivery of interventions.</p>	% of salaries

		<p>79% PP have improved their reading age compared to 88% non PP pupils</p> <p>100% PP have improved their spelling age compared to 81% non PP pupils</p> <p>68% PP have improved their numeracy age compared to 69% non PP pupils</p>		
<p>A. Improve progress pupil premium pupils including higher attainers</p>	<p>Provide challenge in classrooms</p> <p>Extend online resources</p> <p>Use CDP sessions to share good practice</p> <p>Collate student feedback on lesson evaluations to feed into planning</p> <p>Identify as area for professional development for Assistant Senco</p>	<p>Observations from teaching staff have indicated an improvement in challenge presented to pupils.</p> <p>All subject areas have reviewed their curriculum offer, in view of ensuring a breadth of challenge and support.</p> <p>There has been more rigour with book monitoring, with challenge and differentiation as a focus.</p> <p>87% pupils had a confirmed plan/destination (June 19)</p>	<p>Although a CPD programme is now fully embedded in each centre, further training could be offered on challenge in the classroom.</p> <p>Student feedback is not strong in the evidence from lessons/books. This feedback has been shared with staff and is a target for the majority of departments.</p> <p>The change of staffing structure re SEN has delayed any further professional training, so this should continue next year.</p>	<p>£1600</p>

<p>To boost their literacy and numeracy where appropriate, in ways that will engage them</p> <ul style="list-style-type: none"> • helping them to engage positively in lessons 	<p>Invest in training from NASEN</p>	<p>Staff trained across the service and developed additional skills and knowledge</p>	<p>Change of staff means those trained specifically in interventions do not always remain within the team.</p>	<p>£3500</p>
<p>To develop the skills of all staff in addressing gaps in student attainment by:</p> <ul style="list-style-type: none"> • Improve staff understanding of how students learn • Extend their knowledge of effective use of interventions 	<p>Support cost of Assistant Senco</p>	<p>Students engaging in Catch up made accelerated progress 84% made progress in reading</p>	<p>All support staff have engaged with NASEN training to upskill</p>	<p>£1000</p>
	<p>CPD sessions – delivered by Senco/Assistant senco</p>	<p>Sessions well received with positive impact. Staff feel more skilled and informed</p>	<p>Roll out training to all teaching staff</p>	
	<p>CSS TA conference held to support strategies on supporting students</p>	<p>Improved line management of TA staff</p>	<p>Positive feedback from staff who attended</p>	
	<p>NASEN training for all support staff</p> <p>Appointment of SEN practitioners within support team</p>	<p>More robust PMR and targets which address supporting the learning of pupils</p>	<p>Additional support is required at ‘ground’ level to spread the delivery of SEN support</p>	<p>£3000</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Provide extra support they need to sustain work related learning placements	Mentoring sessions Counselling sessions Character building interventions Purchase equipment/uniform	High percentage of WRL placements maintained - 86% Year 11 pupils achieved an Alt Ed Qualification Director of local Alt Ed is a member of the Management Committee Purchase of equipment addressed 'personal' barriers to engagement 2016.17 17% NEET PPG	Support for Alt Ed placements remains a key part of our provision. It provides unique, work relating learning opportunities which support post 16 plans and reduce NEET	£21,000
• Ensuring they have access to IAG supporting their progression planning	Use Southend IAG service to support pupils	13% NEET overall 15% NEET for PPG 87% had a college or work based placement	IAG is integral to progression planning Now moving towards RoQA award Mock interviews worked well	£3500 £500
• preparing them for reintegration into mainstream school (KS2/3)	Provide all uniform needed/equipment	Students do not feel segregated Looking right sets them off on a positive path and supports successful reintegrations. 61% reintegration rate – all pupils 65% reintegration rate for PP pupils	Continue to provide this support Continue to look for ways to support families with financial difficulties/support learning	£300

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Provide opportunities to raise their self-esteem and confidence, social skills and behaviour.	Various interventions and enrichment activities providing character building opportunities e. Fire Break intervention	Positive impact on success of reintegrations – offer of places as well as success of placement Positive feedback from pupils (JO) Positive view of service and of pupils using appropriate use of social media – improved engagement with families 61% reintegration rate – all pupils 65% reintegration rate for PP pupils Low FTE rates – 5%	Take more risks in providing challenging and enriching experiences e.g overnight trips	£6,970

