

Pupil premium strategy statement

1. Summary information					
School	Children's Support Service				
Academic Year	2018/19	Total PP budget	£41, 370 (2017.18)	- £23,320 (2016.17)	2018.19 tbc
Total number of pupils	198 + 47	Number of pupils eligible for PP	85 Sept 18	Date for next internal review of this strategy	Jan 2019

2a. Current attainment (Summer 2018)					
Achieving expected progress or above				Pupils eligible for PP	Pupils not eligible for PP
Primary					
	English		maths		
	Expected	Expected and above	Expected	Expected and above	
PPG	Reading 62.5% Writing 25%	Reading 50% Writing 25%	50%	50%	
Non PPG	Reading 50% Writing 50%	Reading 50% Writing 50%	66.7%	66.7%	
KS3 English				79%	92%
KS4 English				81%	86%
KS3 Maths				73%	94%
KS4 Maths				71%	79%

2b. Current attainment (Summer 2018)			
Above expected progress only		Pupils eligible for PP	Pupils not eligible for PP
Primary			
KS3 English		28%	54%
KS4 English		43%	36%
KS3 Maths		39%	44%
KS4 Maths		19%	24%

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.	Previous poor attainment against age related expectations – especially in literacy and numeracy
B.	Poor attendance; long distance to travel in centres; eligibility for transport
C.	Social factors – negative influences e.g drugs, CSE, gangs, offending behaviours
D.	Disruptive behaviour; poor self-regulation
E.	Low self-esteem; low self-confidence
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Use of public transport; long distances to travel - wide 'catchment' area covered; eligibility for transport
B.	Poor home learning environments
C.	Lack of positive relationships and school experience
D.	High levels of social and economic deprivation
E.	Low aspirations and expectations of what pupils could achieve

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved levels of literacy and numeracy	Pupils eligible for PP will exceed expected progress against rest of pupils; RA and SA and NA for PP will show improvement over time
B.	Improved attendance rates	Pupils eligible for PP will maintain 80+% attendance
C.	Improved reintegration rates for pupils	Increase the number of PP reintegrations in KS3 to above 85%
D.	Improved family engagement	Parental feedback data; home visits Family learning events – e.g CSE, new assessment, awards evenings

3. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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
A. Improved literacy and numeracy skills – in particular KS3	<p>Ensure system for secure and accurate baseline assessment – RA/SA/NA</p> <p>Deliver intervention programmes to targeted pupils</p> <p>Provide a range of accreditations in order to engage all levels of learners.</p>	<p>Accurate baselines are key to identifying levels of need.</p> <p>Invest PP funding into longer term change which will help all pupils.</p> <p>Improve work relating learning skills and post 16 opportunities</p>	<p>Ensure accurate starting points/initial assessments recorded; use moderation exercises to quality assure</p> <p>Ensure staff are trained and fully informed in all intervention</p> <p>Instruct an annual curriculum review in light of new and available accreditations</p>	<p>SLT Senco</p> <p>HODs</p>	Feb 19
A. Improve progress of pupil premium pupils including higher attainers	<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>Offer range of taster days/career options</p>	<p>Group often overlooked and highlighted as an outcome from lesson observations and LA review/Ofsted</p> <p>Meets with vision of service to provide meaningful outcomes and ensure all pupils reach their potential</p> <p>Improves post 16 plans and life opportunities</p> <p>Students are aware of possibilities and have the correct information on which to make career and post 16 choices.</p>	<p>Targeted additional adult support where needed</p> <p>In house CPD to share good practice</p> <p>Gain feedback from students – pupil voice</p> <p>Track post 16 destinations and sustainability of them</p>	<p>Senco HODs SLT</p>	Feb 19
Total budgeted cost					£10,000

ii. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improve literacy and numeracy skills	<p>At least one member of staff in each team trained in all intervention programmes</p> <p>Support from SEN team and newly appointed SENPs</p> <p>Intervention session identified on TT</p>	<p>Some pupils need targeted support to catch up. They often have a history of poor attainment and no-engagement. Targeted support for literacy and numeracy to be delivered by a well trained and experienced practitioner (developing staff effectively)</p> <p>All staff will have easy access to resources</p>	<p>Ensure initial assessment completed</p> <p>Ensure data from referring school collected</p> <p>Adapt timetable to accommodate intervention sessions</p> <p>Track progress</p> <p>Feedback from staff</p>	<p>Senco</p> <p>SLT</p> <p>SENPs</p>	Feb 19
A. Improve progress pupil premium pupils including higher attainers	<p>Post 16 college placement support – visits, applications forms, etc</p> <p>Track high attaining PP pupils as a unique group</p> <p>Develop evidence of higher challenge in the classroom – CPD sessions to address</p> <p>Embed effective feedback across all year groups – collect student evaluations on teaching and learning</p>	<p>We want to continually raise aspirations for all our pupils - for all pupils to reach their full potential.</p> <p>Holding all staff to account through not accepting low or variable performance.</p> <p>Introduce aspiration interventions for HA pupils including visit to University/colleges.</p> <p>A need to develop metacognition and self- regulation strategies</p>	<p>Training for all staff on providing challenge in the classroom – regardless of starting points.</p> <p>Question prompts to be given to all staff to use in lessons</p> <p>Embed effective feedback across all year groups</p> <p>Ensure effective assessment in place</p> <p>Offer extensions to subject offers to those who can access</p>	<p>SLT</p> <p>HODs</p>	Feb 19

D. Increased PP family engagement	Ongoing support from experienced Engagement mentor team Develop role of the Personal Tutor Provide uniform/resources to support reintegrations to school Provide increased	School provides strong social and emotional support, including through working with families. High %age are vulnerable, with social and emotional difficulties. Negative social influences e.g high activity of gangs	Targeted pupil support daily from Engagement mentors/Personal tutors Breakfast clubs Social learning opportunities e.g with adult role models Celebrate family attendance at review meetings/award ceremonies	EM	Feb 19
Total budgeted cost					£15.000
iii. Other approaches					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
B .Increased attendance rates for PP pupils	Consider all timetables and arrangement of Alt Ed to meet need and interest and raise engagement Maintain regular contact with families Refer to partner agencies where needed. Support/extend transport options – pay for transport where acting as a significant barrier	NFER research (Ofsted 2016 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families. NFER research states addressing behaviour and attendance is one of the most effective ways of supporting disadvantaged pupils. Improved attendance offers more chance for improved attainment There is a change of eligibility criteria from the LA	Engagement mentors track attendance Implement reward schemes to directly respond to good or improved attendance Free breakfast club/breaktime snacks for all pupils Collection service for families in need Assistance with transport costs and uniform - for reintegrations Ensure all referrals recorded and monitored Transport paid for if seen as significant barrier/travel training provided	EM All SLT	Feb 2019
D. Increased PP family engagement with learning	Use of social media/mobiles to communicate events Termly family learning events Support with transport	We value provision of strong social and emotional support for children and through working with their families	Engagement Mentors to maintain high profile Signposting to available support Ongoing feedback from parents Free uniform to all reintegrating pupils Variety of educational visits – subsidised for PP pupils Attendance is above 85%	SLT	Feb 2019

C. Increase reintegration rates and successes	Target PA Carry out home visits Work closely with local schools Set regular review meetings Provide appropriate equipment/uniform	We aim for all KS3 to return to an appropriate placement We aim for all KS4 to have confirmed post 16 destinations	Use Engagement mentors to support Meet with all referring schools/discuss at BAPs Track reintegration rates and post 16 destinations	EM	Feb 2019
Total budgeted cost					£15,000

4. Additional detail

- 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 15% of current pupils have an EHCP (although this fluctuates, and can increase to 20%)
- Approximately 13% of PPG also have an EHCP
- Engagement mentors work in all areas of the service

5. Review of expenditure																				
Previous Academic Year		2017/2018	£41, 370																	
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. In 2016/2017 this did not rise above 68%.</p> <p>2016/17</p> <table border="0"> <tr><td>KS3 English</td><td>56%</td></tr> <tr><td>KS4 English</td><td>57%</td></tr> <tr><td>KS3 Maths</td><td>61%</td></tr> <tr><td>KS4 Maths</td><td>58%</td></tr> </table> <p>2017/18</p> <table border="0"> <tr><td>KS3 English</td><td>79%</td></tr> <tr><td>KS4 English</td><td>81%</td></tr> <tr><td>KS3 Maths</td><td>73%</td></tr> <tr><td>KS4 Maths</td><td>71%</td></tr> </table>	KS3 English	56%	KS4 English	57%	KS3 Maths	61%	KS4 Maths	58%	KS3 English	79%	KS4 English	81%	KS3 Maths	73%	KS4 Maths	71%	<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
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A. Improve progress pupil premium pupils including higher attainers	<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>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>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>	£1600																

	Identify as area for professional development for Assistant Senco		The change of staffing structure re SEN has delayed any further professional training, so this should continue next year.	
<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>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 	Invest in training from NASEN	Staff trained across the service and developed additional skills and knowledge	Change of staff means those trained specifically in interventions do not always remain within the team.	£3500
	Support cost of Assistant Senco	Students engaging in Catch up made accelerated progress 84% made progress in reading	All support staff have engaged with NASEN training to upskill	
	CPD sessions – delivered by Senco/Assistant senco	Sessions well received with positive impact. Staff feel more skilled and informed	Roll out training to all teaching staff	£1000
	CSS TA conference held to support strategies on supporting students	Improved line management of TA staff	Positive feedback from staff who attended	
	NASEN training for all support staff	More robust PMR and targets which address supporting the learning of pupils	Additional support is required at 'ground' level to spread the delivery of SEN support	£3000
	Appointment of SEN practioners within support team			
ii. Targeted support				
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 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 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 52% NEET from Essex PRU data	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. 84% reintegration rate	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	Take more risks in providing challenging and enriching experiences e.g overnight trips	£6,970