Pupil premium strategy statement

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	Stevenage Education Support Centre
Number of pupils in school	26
Proportion (%) of pupil premium eligible pupils	13 (50%)
Date this statement was published	01/09/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Mr D Nearney
Pupil premium lead	Mr J Anderson
Governor / Trustee lead	Mrs Flawn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12, 415
Recovery premium funding allocation this academic year	£1, 500
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	£13, 915

Part A: Pupil premium strategy plan

Statement of intent

The Stevenage Education Support Centre has high aspirations for all students and the challenge for our Pupil Premium students is to reach the targets set by the school. All our students in the Centre are capable of reaching their goals and we work hard on ensuring that this is the case for our pupil premium students as well. We ensure their aspirations are the same as those around them. In a small Centre, with a diverse range of needs, any interventions have to be cost effective with high impact. Due to the nature of the Centre some interventions are specific to the needs of certain students. Other initiatives are Centre wide but are intended to have maximum impact on those who don't have the opportunity that others in the community are exposed to.

Challenges

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

Challenge number	Detail of challenge
1	Equality for all students, implementing and allowing them to access quality first teaching
2	Missing cultural capital experiences
3	Gaps in knowledge due to missed learning during lockdown
4	Ensuring all students have positive mental well-being to allow them to make maximum progress across all subjects
5	Low literacy and numeracy scores on entry

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
Outcomes of pupil premium students allow them to go on to their career progression (next steps) to FE, apprenticeships or employment.	Destinations data and all disadvantages students are able to access high quality work experience and careers mentoring.
Attendance for pupil premium is on par with the rest of the school.	Attendance data
Positive mental well-being to allow students to make maximum progress across all subjects	Pupil premium students with poor mental health are targeted for support
Students with low reading comprehension are targeted so they can comprehend subject specific texts with challenging terminology.	Subject data, ERIC data and reading age

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: £6, 239

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that there is a good classroom experience for all students including pupil premium students INSET to staff addressing disadvantage in the classroom The National College Subscription for up to date CPD	The best available evidence indicates that excellent teaching is the most important lever schools have to improve pupil attainment. Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3
Ensure that all disadvantaged students are given relevant cultural capital allowing them to assess the whole curriculum The Centre Cultural Passport	Cultural capital is the accumulation of knowledge, skills, behaviours and experiences that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence. Cultural capital represents the key ingredients that a student will draw upon to be successful in society, their career and the world of work. https://teacherofsci.com/cultural-capital-in-education/	1, 2, 3, 4

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

Budgeted cost: £4, 285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that there is a whole Centre focus on positive mental health and well-being so students are able to make progress Working with the NHS on a pilot scheme assessing Mental Health in Schools	Children and young people are more likely to have poor mental health if they experience some form of adversity, such as living in poverty, parental separation or financial crisis, where there is a problem with the way their family functions or whose parents already have poor mental health. https://www.local.gov.uk/about/campaigns/bright-futures/bright-futures-camhs/child-and-adolescent-mental-health-and	3, 4
A whole Centre approach to improve reading comprehension Our ERIC (Everyone Reads In the Centre) Programme runs daily in the Centre All students have laptops to access reading programme	Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. Although the main focus is on reading, comprehension strategies have been successfully used. Reading aloud is valuable insofar as it improves students' reading fluency, which is strongly associated with comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading	3, 5

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

Budgeted cost: £19, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeting students with Trauma We have an ongoing programme with Coaching Direct that looks at Cognitive Behavioural Therapy	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3, 4, 5
Peer Mentor Programme We introduce our Programme with ELSA on 30 November 2021	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring#closeSignup	3, 5

Total budgeted cost: £30, 024

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.

Our internal assessments during 2020/21 indicated that disadvantaged student academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most students' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, and Centre remained open to all students all of the time (67% attendance).

Externally provided programmes

Programme	Provider
Therapy Workshops	NESSie, Royston, Hertfordshire, SG8 7JH
Therapeutic Support for SEND	Therapeutic Hooves
Self-esteem Boxing Programme	Anna?
Sailing Voyage	Cirdan Sailing Trust
Music Therapy Mentor Programme	Paul Fairy
Cognitive Behavioural Therapy	Coaching Direct Organisation Ltd
Peer Mentoring Programme	Education, Learning, Skills and Achievement (ELSA) – Hitchin, Hertfordshire