

Pupil Premium

Pupil Premium money is allocated by the government to help schools support children from low income families and children in care. The amount of additional funding schools receive is based on the number of children who are entitled to receive free school meals* or are looked after children.

** Since September 2012 this includes children who have received free school meals at any time over the past six years.*

Nationally, students who have free school meals (FSM) and children who are looked after or have previously been looked after (LAC/post-LAC), achieve less compared to other students. Pupil Premium money has been given to schools to help support those children and ensure they are achieving in line with all children.

- 2020 -21: £955 per student and £2345 per LAC/post-LAC
- 2019 -20: £935 per student and £2300 per LAC/post-LAC
- 2018 -19: £935 per student and £2300 per LAC/post-LAC

Do You Qualify?

Your child may be able to get FSM if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment & Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16 190)
- Working Tax Credit run-on-paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - Your household income must be less than £7 400 a year (after tax and not including any benefits you get)

Children, who are paid these benefits directly, instead of through a parent or guardian, can also get FSM.

If your child is eligible for FSM, they will remain eligible until they finish the phase of schooling (primary or secondary) they are in on **31st March 2022**.

Before deciding on how to spend this additional funding we considered the research carried out by the Education Endowment Fund (EEF) which suggests that the following interventions have the most impact:

Behaviour Interventions

Reading comprehension strategies

Small group tuition

Social & Emotional Support.

Potential barriers to learning at DESC.

All pupils have complex learning needs and have had varied experiences dependent on their background. Each individual pupil has unique circumstances but most have significant difficulties with social interaction and communication, which, presents as the most significant barrier to learning at DESC.

Historically, many of our pupils have achieved satisfactory progress at key stage 1 and 2 in line with expectations for their age. At key stage 3 however many pupils struggle with transition and make little progress. This impacts on their level of engagement and long term achievements. Pupils begin DESC with a lack of experience of independent learning and often transition having spent a proportion of time isolated from their peers in their mainstream school due to the nature of their individual need.

Pupil's potential disengagement with reading and writing due to specific learning and behavioural needs may well present as a barrier to attainment, however, DESC has a strong focus on reading & writing along with specific interventions across the curriculum which promotes engagement.

Independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond DESC and the local community.

Pupil's vulnerability when faced with complex social dilemmas, such as the use of social media, could present as a barrier. Pupil's social and emotional well-being is of vital importance to staff to ensure safety and engagement, this could be a potential barrier to future attainment if issues are not addressed immediately.

Attendance and punctuality are crucial for continued progress but may well present as a barrier due to difficult family circumstances. The diverse range of need encourages teachers to be dynamic and flexible with their support. Collaborative working is essential to ensure that all staff can fully address the individual need of each pupil, this is reliant on parental engagement throughout pupil's time at DESC. Parents are encouraged to support the centre and become involved in all aspects of our service

What do we spend the money on?

Pupil Premium pupils are tracked, monitored and are a regular focus of staff meetings, which helps facilitate effective discussions with the whole staff team. During these meetings, we identify potential strategies and discuss individual pupil's barriers to future attainment and what additional support is needed.

Total spend

Financial year	PP Funding
2018-2019	£31,614
2019-2020	£21,366
2020-2021	£25,636

BREAKDOWN OF HOW THE FUNDING FOR 2019 - 20 WAS SPENT

IN 2019-20 WE RECEIVED £21,366

Below is a breakdown of how we used the money

Intervention	Amount
Counselling	£5,550.00
Pupils reengaged with learning through new programme of Alternative Provision in Hair & Beauty, Construction and Mechanics.	£1,260.00
Intensive YC Herts One to one support careers support	£675.00
Intensive literacy/numeracy interventions	£63.69
Travel	£25.00
Intervention	£13,394.10
Total	£ 20,967.79

Key strategies/impact

Attendance has a 17% increase on PP attendance in the year 2019-2020 from their previous school setting.

Fixed term exclusions for PP pupils is significantly lower than national.

All PP pupils in alternative provision gained a qualification, which would not have been gained if we had not supported their learning in this way.

Destination data 98% PP pupils sustained education, employment and training. This is higher than the national average of 93%. Questionnaires showed how 90% of PP pupils felt supported and well informed about their next steps.

No negative behaviour logs for uniform on our CPOMS system due to 100% of our PP pupils receiving discounted prices.

All PP pupils are offered weekly counselling sessions for the duration of their time at DESC. Outcomes and impact are measured weekly using the coreYP, this allows us to track the improvements in learner's mental health and resilience.

We see CoreYP scores decrease by an average of 6 points from start to end of therapy.

100% of all PP pupils entered for vocational courses achieved a pass

The below table shows a breakdown of our 2019 -2020 cohort in English and Maths

	English			Maths			Both	
	Cohort	9 to 4 No. %	9 to 1 No. %	Cohort	9 to 4 No. %	9 to 1 No. %	9 to 4 No. %	9 to 1 No. %
All	22	8 36%	18 82%	22	8 36%	17 77%	4 18%	17 77%
Male	12	3 25%	9 75%	12	6 50%	9 75%	3 25%	9 75%
Female	10	5 50%	9 90%	10	2 20%	8 80%	1 10%	8 80%
Pupil Premium	12	5 50%	9 75%	12	2 17%	8 67%	2 17%	8 67%
Non Pupil Premium	10	3 25%	9 90%	10	6 60%	9 90%	2 20%	9 90%

BREAKDOWN OF HOW THE FUNDING FOR 2020 – 21 WAS SPENT

IN 2020-21 WE RECEIVED £25,636

Below is a breakdown of how we used the money

Intervention	Amount
Counselling	£4120.00
Pupils reengaged with learning through new programme of Alternative Provision in Hair & Beauty, Construction and Mechanics.	£8,556.00
Intensive YC Herts One to one support careers support	£1,500.00
Intensive literacy/numeracy interventions	£139.48
Travel	£880.00
Uniform	£180.00
Intervention (Inco/Attendance/Daisy and Staffing)	£10264.52
Total	£15,195.48

Key strategies/impact to be updated July 2021.

Areas for development 2021 – 2022

Pupil Premium Champion/Co-ordinator to identify high priority PP pupils after data capture and share information with subject leaders.

Peer mentoring to improve outcomes for pupils.

Rewards – encourage pupils to achieve in lessons and in centre life (including attendance).

Continue to enhance staff awareness of accountability for pupil premium outcomes.

To further develop staff planning and strategies to improve pupil premium performance.

To continue to ensure the strongest possible teaching and learner occurs in English and Maths for our most vulnerable pupils.

To continue to remove barriers to learning and provide resources where appropriate (Revision Guides, Internet Access and IT)

To continue to support positive mental health and resilience in our most vulnerable pupils.