

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 and emotional support.

Potential barriers to learning at DESC

All young people at DESC have complex social, emotional and behavioural as well as learning needs and have had varied experiences individual to their circumstances. The main presenting issues are significant difficulties with social interaction and communication.

Historically, many of our learners have achieved satisfactory progress at Key Stages 1 and 2 in line with expectations for their age. At Key Stage 3 however many learners struggle with transition and make little progress. This impacts on their ability to engage and connect with learning which hinders their achievement into Key Stage 4. Learners arrive at DESC with a negative experience of school and low self-esteem. They have had little experience of independent learning and/or working alongside their peers due to isolation and exclusion.

Learners' potential disengagement with reading and writing due to specific learning and behavioural needs also presents as a barrier to attainment. However, at DESC detailed and thorough baselining and diagnostic testing ensures that specific targeted interventions identify and narrow the gaps.

Independence, confidence, resilience and the ability to problem solve in everyday situations requires input and support in every aspect of the curriculum to ensure that learners are fully prepared for life beyond DESC and in the wider community.

Learners' vulnerability when faced with complex social dilemmas, such as the use of social media, also presents as a barrier. Their social and emotional well-being is of vital importance as is their mental health to ensure their safety and security as well as enable their engagement. If left unaddressed this would be a potential barrier to future attainment and outcomes.

Attendance and punctuality are crucial for continued progress but may well present as a barrier due to difficult family and home life circumstances. The diverse range of need and deprivation requires our staff to be dynamic, creative and flexible with their support. Collaborative working is essential to ensure that all staff can collectively address the individual needs of each learner which is also reliant on parental engagement throughout the young person's time at DESC. Parents and carers are actively 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 in staff and pupil progress meetings, which helps facilitate effective discussions with the whole staff team. During these meetings, we identify potential strategies and discuss individual learner'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 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 an average 17% increase on PP attendance in the year 2019-2020 from their previous school setting.

Fixed term exclusions data 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 shows 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 Core YP assessment tool which allows us to track the improvements in learner's mental health and resilience.

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

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

? % off PP pupils in English and Maths groups made accelerated progress.

KEY STAGE 4 PERFORMANCE 2020	ALL PUPILS	DISADVANTAGED	ALL OTHER PUPILS
English Literature GCSE			
English Language GCSE			
English Functional Skills			
Maths GCSE			
Maths Functional Skills			
ICT			
Science			
Art			
BTEC Sport			
BTEC Construction			
Cooking			
Princes Trust			
Business Studies			
LIFE			
City & Guilds Plastering			
BTEC Multi skills Construction			

BTEC Childcare			
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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 FUNDING FOR 2020 – 21

IN 2020-21 WE RECEIVED £25,636

Below is a breakdown of how we are projecting our spend

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 careers support	£1,500.00
Intensive literacy/numeracy interventions	£139.48
Travel	£880.00
Uniform	£180.00
Interventions	£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.