

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	North Herts Education Support Centre
Number of pupils in school	28
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	01 September 2021
Date on which it will be reviewed	01 September 2022
Statement authorised by	Mr D Nearney
Pupil premium lead	Mrs D Donovan
Governor / Trustee lead	Mrs Flawn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,463
Recovery premium funding allocation this academic year	£1,500
Pupil premium funding carried forward from previous years	£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	£20,963

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged students.
- ✓ For all disadvantaged students in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the students
- Ensuring that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed
- When making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Management Committee consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is on a high standard.
- Small class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a Teaching Assistant to each class - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained staff or external agencies
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Equality for all students, implementing and allowing them to access quality 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 their career progression (next steps) to FE, apprenticeships or employment	Destinations data and all disadvantaged 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 data
Reduce gaps in learning for pupil premium students to be on par with the rest of the school	Analysis of progress data where students with gaps are identified for 1:1 support

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: £4,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that there is good classroom experience for all students, including pupil premium students</p> <p>INSET to staff addressing disadvantage in the classroom. CPD opportunities for all staff.</p>	<p>Excellent teaching is the most important lever schools have to improve student attainment. SEND students have the greatest need for excellent teaching. The attainment gap between students with SEND and their peers are twice as big as the gap between students eligible for free school meals and their peers. However, students with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 2, 3
<p>Ensure that all disadvantaged students are given relevant cultural capital allowing them to access the whole curriculum</p>	<p>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 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.</p>	1, 2, 3, 4

The Centre Cultural Passport	https://teacherofsci.com/cultural-capital-in-education/	
Ensure recruitment of high quality support staff	Recruitment of a qualified teacher as a Teaching Assistant ensure high quality of support in classrooms. High quality 1:1 tutoring by this member of staff.	1,2,5

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

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring (first £9744 NTP funded) L5 Instructor/ TA (remainder of salary £13802)</p> <p>3 students to receive 1:1 catch up provision from NTP</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five students together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Identified pupil premium students will access NTP tutoring for Maths and English with SEN children accessing 1:1 provision to narrow the gaps.</p>	1,3,4,5
<p>Ensure that there is a whole Centre focus on positive mental health and well-being so students are able to make progress</p> <p>Working with the NHS on a pilot scheme assessing Mental Health in Schools</p>	<p>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.</p> <p>https://www.local.gov.uk/about/campaigns/bright-futures/bright-futures-camhs/child-and-adolescent-mental-health-and</p>	1, 3, 4

Ensure students benefit from a trained Mental Health professional	Mental Health Lead identified students with poor mental health and as a trained professional, she is working on a 1:1 basis with students through the Drawing & Talking Programme.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family champion worker to complete First Day Call and support families to raise attendance / punctuality.</i> (£2,750 per annum)	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> • Make parents/carers aware of approaches and programmes which aim to develop skills such as literacy or IT skills; • general approaches which encourage parents/carers to support their children with, for example good attendance and behaviour; • the involvement of parents in their children's learning activities by inviting them to half-termly awards ceremonies. 	1, 4
<i>Mentors to support children who are having difficulty accessing learning through behavioural issues, to support their management of their own behaviour.</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve student's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	4

Total budgeted cost: £17,187

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 - 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.

Externally provided programmes

Therapy Workshops	NESSie, Royston, Hertfordshire, SG8 7JH
Therapeutic Support for SEND Therapeuti	Therapeutic Hooves
Self-esteem Boxing Programme	Anna
Cognitive Behavioural	Therapy Coaching Direct Organisation Ltd
Peer Mentoring Programme	Education, Learning, Skills and Achievement (ELSA) – Hitchin, Hertfordshire
Horse Riding	RDA, Graveley, Hertfordshire