

# Lever Park Pupil Premium Strategy Statement

This statement details our centre's use of pupil premium (and recovery premium for the 2022 to 2023 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	Lever Park
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	75%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	13th October 2022
Date on which it will be reviewed	30 <sup>th</sup> September 2023
Statement authorised by	Matthew Taylor
Pupil premium lead	Matthew Taylor
Governor lead	Heather Carr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,070
Recovery premium funding allocation this academic year	£18,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61070

# Part A: Pupil premium strategy plan

## Statement of intent

At Lever Park, we work with secondary aged children who have a full ECHP with social and emotional needs. The majority of our pupils have had limited or no mainstream education, attendance, engagement, positive post 16 destinations with social and academical progress are our core aims.

Our ultimate objective is to help pupils acquire the knowledge, understanding and skills they will need to be successfully re-engage with education and learning.

We will use of pupil premium strategy to work with individual pupils and identify gaps in learning to ensure that each child has the skills that they need to help overcome barriers to success. Finally, we will help co-ordinate services to ensure that children and families are accessing the support they need.

We provide a wide curriculum offer beginning ensuring the children receive the best quality teaching and appropriate timetable. We provide a Nurture offer, blended engage and outreach programme as well as the core offer of the phase 1 and 2 programme.

Our intent is to comply with our duties in both the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014 by ensuring our provision is accessible for those with disabilities or SEN, including those children with SEMH needs.

## Challenges

Pupils are placed into Lever Park because they are struggling to access or engage in education, have specific needs and or diagnosis. Research (Department for Education, 2018 – Mental health and behaviour in schools) shows that children are more likely to present with social, emotional and mental health (SEMH) needs if they are experiencing a number of risk factors. These risk factors are cumulative and act as a barrier to pupils accessing education and making good progress. For children at Lever Park, these risk factors/barriers may include:

Challenge number	Detail of challenge
1	Children entering the Academy have missed a significant amount of schooling through erratic attendance, exclusion and time out of class. Time in class may also not have been spent in an appropriate setting. This leads to children often having inconsistent academic profiles and gaps in learning.
2	Low cognitive ability and learning disabilities – access to an appropriate curriculum and timetable
3	Specific development delay or neurodiversity
4	Communication difficulties
5	Physical illness

6	Low self-esteem
7	Overt parental conflict including domestic violence
8	Family breakdown (including where children are taken into care or adopted)
9	Inconsistent or unclear discipline
10	Hostile and rejecting relationships
11	Physical, sexual, emotional abuse, or neglect
12	Parental psychiatric illness
13	Parental criminality, alcoholism or personality disorder
14	Death and loss – including loss of friendship
15	Breakdown in or lack of positive relationships
16	Peer pressure
17	Socio-economic disadvantage
18	Homelessness
19	Discrimination
20	online abuse, sexual exploitation and the influences of extremism leading to radicalisation

***It must be noted that this is not an exhaustive list.***

## 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
Improved pupil engagement with education	At least 90% of pupils meet their academic PST's each term.
Improved pupil attendance	At least 90% hit their personal success target weekly.
Improved pupil behaviour	Fixed-term exclusions continue to decline. Number of Sessions of exclusions continue to decline. Each child has a reducing amount of lost learning time due to challenging behaviour. Fixed term exclusions to be sanctioned if appropriate (have known impact on pupil)

## 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 (CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Precision teaching</b> Each teacher receives CPD from MAPA trainer annually. ASD specialism training. Speech and Language training.	EEF report high impact for both 1:1 tuition and the effective use of feedback. The CPD on Management of actual violence and prevention plus precision teaching aims to improve this provision.	1,2,3,4
<b>Reading support</b> Each class teacher receives support to support the use of reading comprehension strategies within the structure of our curriculum	EEF report very high impact on the use of reading comprehension strategies.	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Accurate assessment of learning needs</b> Educational psychology assessment	EEF report high impact of 1:1 tuition and very high impact for oral learning interventions. Children often enter arriving the centre with undiagnosed communication and/or learning needs. This work will improve the quality and targeted approach of our 1:1 and small group work.  1-1 tutor led programme progression and outcomes.	2,3,4
<b>Literacy and Numeracy</b>	EEF report high impact for basic primary programmes. Many children	1,2

Individualised reading, phonics, literacy and numeracy programmes	arrive at Lever Park having missed a lot of basic primary work and this addresses that need.	
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## Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Engage and Outreach programme</b></p> <p>Implementation strategy to Engage and reach the most complex, violent, substance dependant and phobic</p> <p>X4 staff, building and transport</p>	<p>Implementing an appropriate curriculum and timetable to meet needs of complex children</p> <p>Growth in leadership and capacity to implement programme.</p> <p>For children presenting with SEMH needs, the DfE (2018:15) cite effective Child Protection and Early Help processes as being significant protective factors in mitigating the challenges listed above.</p> <p>The EEF reports a moderate impact for improved parental engagement. The pastoral mentor dedicates time to building good quality relationships with parents.</p>	1-20
<p><b>Trust counsellor</b></p> <p>The Trust counsellor supports parents through our parents' group and the 'Who's in Charge' programme which is aimed at those who get physically hurt by their children. The counsellor also works with individual parents and children if this is identified as needed.</p>	<p>The EEF report moderate impact for parental engagement. Our Trust counsellor runs parent groups, the Who's in Charge programme and provides 1:1 counselling and support to some parents. In our view, her expertise has significantly supported changes in the dynamic in some households with positive effects on outcomes for children.</p> <p>The DfE (2018) cite having at least good parent-child relationship with clear consistent discipline as being a mitigating factor to the challenging listed above.</p>	5-16
<p><b>Uniform</b></p> <p>We believe that the rapid cessation in challenging behaviour that we see is supported by the sense of welcome,</p>	<p>For children presenting with SEMH needs, the DfE (2018:15) cite a sense of belonging as a significant protective factor in mitigating the challenges listed above. We believe that presenting children with school uniform on arrival contribute</p>	6,15,17

<p>acceptance and belonging that pupils/families feel as they arrive at the centre. We believe that the way we show pupils/families around the centre and present them with their uniform is part of that. We run a reward system which recognises the number of consecutive days of positive behaviour a child has achieved. We reward with reward the children with positive outcomes daily weekly termly. Each step is important on the road to building a positive identity.</p>	<p>significantly to that sense of belonging.</p>	
<p><b>Breakfast</b> When pupils arrive in the centre each morning, we provide them with something to eat. This is a time when the children and staff in each room come together and chat. It promotes a sense of community and belonging within the centre as well as ensuring that every child starts the day with something to eat. We then provide the children with fruit during the day.</p>	<p>As above, for children presenting with SEMH needs, the DfE (2018:15) cite a sense of belonging as a significant protective factor in mitigating the challenges listed above. We believe that pupils eating together on arrival each morning promotes that sense of belonging. It also promotes positive friendships and good pupil/staff relationships. Both are cited by the DfE (2018) as being important protective factors mitigating the challenges listed above.</p>	<p>15,17</p>
<p><b>Enrichment programme</b></p>	<p>Social development, cultural awareness and entitlement to family experiences is paramount to the holistic development of our pupils. We run a full programme, modelled on the DOE over 6 half terms. This provides the pupils with a rich and varied opportunity of experiences and opportunities. Enrichment programme: By half term 1 Physical 2 Community</p>	<p>1,2,4,6,8,15,16,17,18,19,20</p>

	3 Cultural 4 The Ats 5 Skills for life 6 Enrichment social award	
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**Total budgeted cost: £80,000**

## 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 2021 to 2022 academic year.

The Pupil Premium funding we received in 2021-2022 was used to provide:

- 1) Outreach and engage programme, funding individual timetables and curriculum opportunities to support the most complex cases, to engage in a positive learning environment.
- 2) Enrichment programme, pupils had the opportunity to experience a wide selection of activities to develop cultural awareness, life opportunities and British values.
- 3) Maths and English Catch up

Covid did have a significant impact on Pupils attendance and progression. To note, the success of the already embedded outreach programme was a foundation that grew across school during lockdown. Parents and pupils were supported well with all issues faced during the epidemic. Educational and safeguarding support for the whole of the school was based upon the principles of the Outreach and engage programme.