



Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	153 / 175 <small>Data correct as at 06.11.24</small>
Proportion (%) of pupil premium eligible pupils	73% <small>As per Sept 24 allocation</small>
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	15th November 2024
Date on which it will be reviewed	14th November 2024
Statement authorised by	<i>Victoria O'Farrell</i>
Pupil premium lead	Vic O'Farrell
Governor / Trustee lead	



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,110 (2024-25)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£90,110 As per Sept 24 allocation



Part A: Pupil premium strategy plan

Statement of intent

The purpose of our Pupil Premium Strategy is to support each student in their academic, spiritual, moral, cultural, social, emotional and physical development. We recognise that many of our students experience a variety of challenges that present barriers, which can impact upon their ability to achieve their potential.

Educational Diversity has an approach which aims to identify, understand, nurture and meet the various needs of our students, so as to develop resilient learners who are confident to engage, thrive and flourish. Every effort is made to build positive relationships and to give young people the sense of belonging to our community. From this, their self esteem improves, impacting upon their engagement with learning. We believe that every young person has a strength to be harnessed, even if they themselves have not yet identified it.

We recognise that some of the barriers for our school community include: attendance to school, financial hardship, poor literacy skills, low aspirations, mental ill-health, undiagnosed and unmet SEND including Speech Language and Communication Needs (SLCN)

Our aim is to re-engage students in their learning and prepare them for the future so that they can achieve the best that they can, progress into meaningful further education, employment or training and make a positive contribution to society.

The key principles of this plan are to:

- Cultivate positive relationships so that all students engage with their learning and believe they can achieve
- Improve our students' literacy skills
- Improve our students' attendance
- Improve opportunities so that all students widen their experiences and enrich their lives
- Improve life chances so that when our students leave school they are successful

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and literacy skills</p> <ul style="list-style-type: none"> ● Language and literacy skills are low, with a high percentage of our cohort working at Stanine 1, 2 or 3 in reading. ● A high proportion of our students have a speech, language and communication need, which influences their ability to comprehend and access learning. ● A high proportion of children join Educational Diversity with undiagnosed or unmet learning needs which in turn reduces academic progress.
2	Attendance rates of pupils

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	<ul style="list-style-type: none"> • Attendance and punctuality rates are low, therefore reducing access to school hours and learning opportunities. • Due to the high level of mental health needs, including suicidal ideation and CASHER NHS referrals, an increase in the need for reduced timetables has been required, impacting on access to learning opportunities. • Due to a need to manage and support the high risk behaviours of individuals, there is a need to provide a bespoke curriculum that meets their holistic needs. • Students in KS4 can struggle with their motivation, impacting upon their attendance and engagement.
3	<p>Social skills and emotional resilience</p> <ul style="list-style-type: none"> • Many young people join Educational Diversity with prior negative experiences of education and learning. This impacts on their confidence, attitude and engagement in learning. • A significant number of children engage in anti-social and offending behaviour in the community. This increases risks of criminalisation and negative and potentially harmful 'survival skills'. This impacts on the child holistically. • A high proportion of our cohort experience some form of SEMH needs. SEMH issues for pupils can have a detrimental impact on their academic progress and that of their peers. Many lack confidence in themselves and their ability and do not have the resilience to cope with setbacks and face new challenges. • An increasing number of children have mental health needs that escalate to hospitalisation. There is a risk of developing negative and harmful coping strategies, impacting on their confidence and resilience.
4	<p>Motivation to engage in positive learning and behaviours</p> <ul style="list-style-type: none"> • A significant number of children engage in anti-social and offending behaviour in the community. This increases risks of criminalisation and negative and potentially harmful 'survival skills'. This impacts holistically, including motivation to attend and engage in learning. • Students can struggle with their motivation, impacting upon their attendance and engagement. • Many students have low aspirations.
5	<p>Undiagnosed / unmet SEND</p> <ul style="list-style-type: none"> • A high proportion of children who arrive in Educational Diversity have undiagnosed and / or unmet needs which in turn reduces academic progress, engagement and impacts on their emotional wellbeing and resilience.
6	<p>Aspiration (risk of NEET)</p> <ul style="list-style-type: none"> • Pupils often arrive with low aspirations and limited engagement in learning, which increases their risk of not being prepared for post-16 and becoming NEET. Between 17-20% of our Y11 leavers become NEET.

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.

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Intended outcome	Success criteria
<p>Almproved language and literacy skills</p>	<p>Increased NGRT scores Improved English GCSE / Functional Skills results for Y11 students Evidence of progress in reading, writing and oracy at KS1/ KS2 / KS3</p>
<p>Improved attendance, include improved individual attendance</p>	<p>Increased attendance rates as a whole school, broken down by provision and individual students:</p> <ul style="list-style-type: none"> ● Pegasus KS 1/2/3/4, Athena KS3/4, HHM, Specialist & Alternative, REACH/LINK KS2 ● Reduced number of progression plans with more students gradually accessing full time provision
<p>Increase in emotional and social resilience</p>	<p>Improved levels of wellbeing and resilience demonstrated by:</p> <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations ● Improved PASS scores and Boxall Profile outcomes ● Increased participation in enrichment activities
<p>Motivation and engagement in learning and positive behaviours</p>	<p>Improved motivation and engagement demonstrated by:</p> <ul style="list-style-type: none"> ● Analysis of behaviour data (DTs, suspensions etc.) ● Qualitative data from student voice, lesson observations ● Improved PASS scores ● Engagement in broadening curriculum offer (catering, sports, enrichment, extra curricular clubs) ● Pop-ins to monitor typicality of behaviours
<p>Greater use of diagnostic tools to plan strategies and interventions for SEND pupils</p>	<p>SEND needs to be identified and supported consistently, evidenced within ILPs. To include:</p> <ul style="list-style-type: none"> ● Diagnostic assessments on induction (NGRT, GL Suite, BKSB) ● Wider implementation of Boxall Profiles ● SAL needs identified and strategies implemented ● Dyslexia screening ● Access arrangements to identify needs for KS4 examinations
<p>Increase in EET</p>	<p>Successful transition of Y11s to Y12 with reducing % becoming NEET.</p>



Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing self-regulation skills in all pupils, to include whole staff CPD on Trauma Informed Practices and Strategies for Behaviour	Teaching and learning across the school uses evidence based pedagogy to ensure gaps in progress and attainment close. EEF - Metacognition & self-regulated learning guidance report highlights the evidence of this approach to improve learning behaviours What is a Trauma Informed School? highlights the evidence of this approach to support and improve learning behaviours	1,3,4
NRGT assessments used to identify stanine 1&2 pupils for universal interventions Use of ReadWriteInc. assessment tools and resources for phonics screening and support Disciplinary literacy CPD across the whole school to improve literacy skills across all subjects Embedding of daily reading Literacy focus included in all subjects	Literacy is key to learning all subjects across the curriculum. The EEF Improving Literacy in Secondary Schools guidance report highlights the impact of using a disciplinary literacy approach to improving wider skills in literacy, outside of the subject of English. ReadWriteInc- Ruth Miskin is a well researched developed programme that suits our context. We were part of the well researched and developed Key Stage 3 Literacy Project - Right to Succeed . We look to continue with the impactful strategies.	1
Consistent use of SLCN strategies / interventions used in all classrooms SAL CPD by external provider	The Bercow report, 10 years on (2018) highlights the importance of identifying and meeting SLCN in schools to improve access to learning. It also makes a strong connection between SLCN and presenting behaviours.	1, 5



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

Budgeted cost: £ *[insert amount]*

ReadWrite Inc.

SALT

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions, including: <ul style="list-style-type: none"> • IDL (International Dyslexia Learning) • ReadWriteInc 	Improved NGRT scores and teacher assessments Reading comprehension strategies have a positive impact on ability to understand text, especially when interventions are delivered over a shorter timespan (see EEF reading comprehension strategies) IDL was developed and based on research as an approach to improve literacy outcomes for dyslexic learners. Summary of research and case studies can be found here .	1, 5
Additional days of EP time utilised to identify areas of SEND and support. CPD for SENDCO to include: <ul style="list-style-type: none"> • Access Arrangements course • New to SENDCO • SENDCO Network 	There is often a larger attainment gap between children with SEND than their peers (EEF SEND guidance report). Having a holistic understanding of pupils' needs is essential if they can be supported effectively.	1, 5
Suite of diagnostic assessments completed upon induction (including GL Assessments, SLCN, Boxall). Staff allocated to complete induction baseline assessments	as above	1, 5
Commission SALT x 2 days per week to provide specialist SLCN assessments and consultations to inform and support interventions for students	The Bercow report, 10 years on (2018) highlights the importance of identifying and meeting SLCN in schools to improve access to learning. It also makes a strong connection between SLCN and presenting behaviours.	1, 5



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

Budgeted cost: £ *[insert amount]*

CPI training

NRG

When the Adults Change

Boxall Profiles

Duke of Edinburgh

Breakfast supplies/ family support (uniform, food and toiletries)

Rewards

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 'soft landings' and breakfast clubs	Maslow's hierarchy of needs in relation to learning - if the basic physiological needs are not met (such as food, shelter), it is not possible to focus on anything else, including learning.	2
Embed rewards systems used to promote good attendance and behaviour	A research report by the DfE found that, in a study on 'Behaviour Management Systems in Schools Rated Outstanding', 100% of all schools utilised reward systems as a proven method of encouraging positive behaviour. Our Relationships and Behaviour Policy outlines the different rewards we offer. We have applied the DfE https://www.gov.uk/government/publications/working-together-to-improve-school-attendance to write our new Attendance Policy.	2
Safety Intervention: Instructor training and Training for all staff	Safety Interventions with Crisis Intervention Prevention Institute This approach to responding to risk behaviours is based on trauma-informed and emotionally intelligent approaches. Our evidence in ED has demonstrated safer, calmer environments since the introduction of this training model.	3, 4
Boxall Profile assessments used to identify and support the social and emotional development needs of students	There is strong evidence (see commissioned research by nurtureuk) to suggest that embedding the 6 principles of nurture, including the use of nurture groups, increases the social and emotional development in children and young people. The Boxall Profile is an important factor in assessing social and emotional skills.	1, 2, 3

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<p>Staff training with When the Adults Change, Everything Changes</p>	<p>WTAC promotes the development of powerfully positive relationships that nurture aspirations, develop deep trust and support the highest standards of behaviour. WTAC is deep rooted in relational practice and offers bespoke programmes and online courses to help transform settings. https://www.whentheadultschangecom/</p>	<p>1, 2, 3</p>
<p>All children have opportunity to participate in OAA:</p> <ul style="list-style-type: none"> ● NRG activities ● Duke of Edinburgh 	<p>The English Outdoor Council identifies the benefits of OAA for young people, to include improving confidence, self esteem and resilience.</p>	<p>3, 4, 6</p>
<p>Support available in a bespoke response to need (e.g. uniform, equipment, food parcels, etc)</p>	<p>Child poverty was a big problem prior to the pandemic but has become increasingly worse since. As a result, there is a need to be aware of how support can be provided to help tackle this issue in schools, using the pupil premium. The Children Society highlights why it is an issue.</p>	<p>3, 4</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Intended outcome	Success criteria	Progress narrative	RAG
Improved language and literacy skills	<ul style="list-style-type: none"> • Increased NGRT scores • Improved English GCSE / Functional Skills results for Y11 students 	<p>NRGT Progress:</p> <p>The students that took 2 tests over a 12 month period from summer 21 to summer 22 made an SAS change of 2.4. Although this is not the significant change of 3 SAS points it shows that there is good progress in reading being made as a whole school at Educational Diversity. There were less students in Stanine 1 & 2 at the end of the 12</p>	AMBER

- Evidence of progress in reading, writing and oracy at KS2 / KS3

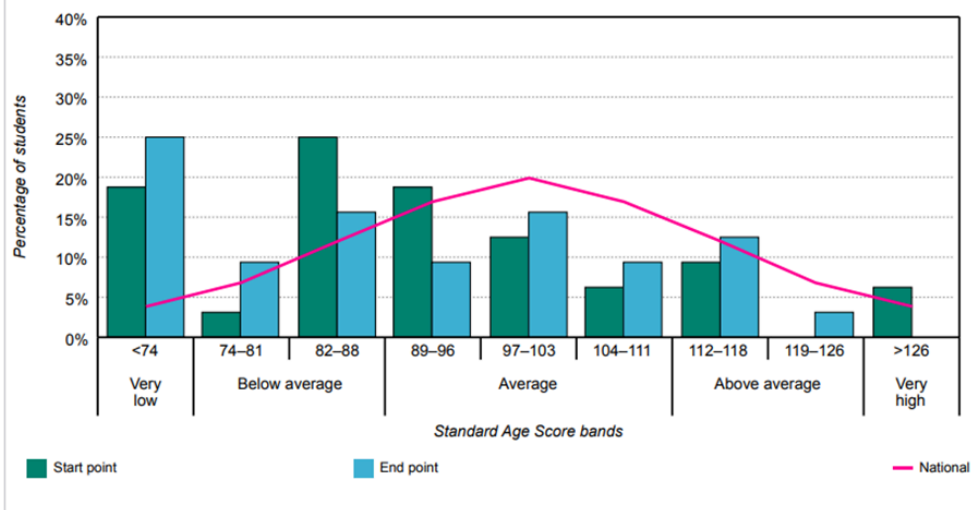
months and more students in Stanine 8, which is really pleasing. More students also fell into the average range for reading ability. However, those students on FSM have lower scores than their non FSM peers.

Analysis of group scores (all students)

The table and bar chart below show the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National	-	-	100.0	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	32	Start	92.3	19%	3%	25%	19%	13%	6%	9%	0%	6%
		End	90.9	25%	9%	16%	9%	16%	9%	13%	3%	0%

Distribution of scores (all students) compared with the national sample



KS4 English Outcomes:

	All students	FSM/ non	PP/ non PP
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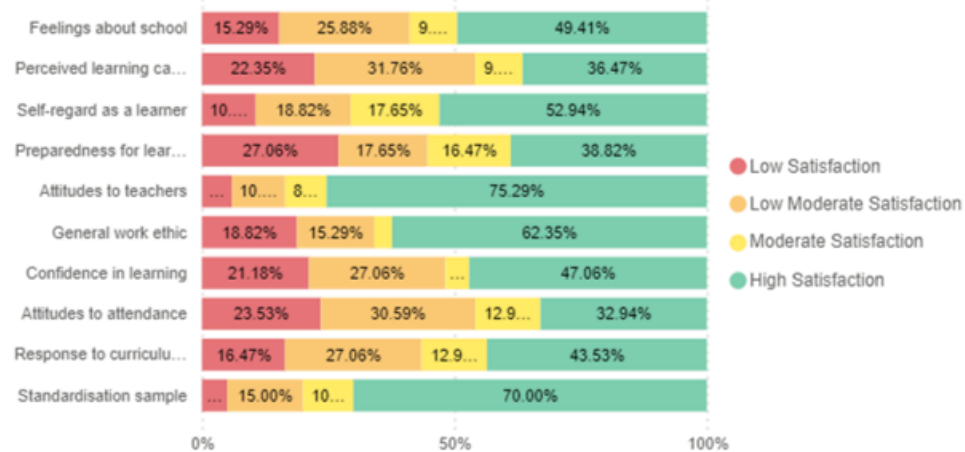
			(39)	FSM (25/14)	(28/11)	
		Proportion of students leaving with a qualification in English	76.9%	88% / 57.1%	85.7% / 54.5%	
		Proportion of students who were gaining a higher grade in English 4-9 or equivalent	33.6%	36% / 28.6%	32.1% / 36.4%	
GCSE English Targets Versus Actual						
		Below	Met		Exceeded	
		<i>ATHENA - 10/13 77%</i> <i>PEGASUS - 2/7 27%</i> <i>SPEC + ALT - N/A</i>	<i>ATHENA - 1/13 8%</i> <i>PEGASUS - 3/7 46%</i> <i>SPEC + ALT - N/A</i>		<i>ATHENA - 2/13 15%</i> <i>PEGASUS - 2/7 27%</i> <i>SPEC + ALT - N/A</i>	
Functional Skills English Targets Versus Actual						
		Below	Met		Exceeded	
		<i>ATHENA - 4/13 31%</i> <i>PEGASUS - 2/10 20%</i> <i>SPEC + ALT - 1/3 33%</i>	<i>ATHENA - 4/13 31%</i> <i>PEGASUS - 7/10 70%</i> <i>SPEC + ALT - 1/3 33%</i>		<i>ATHENA - 5/13 38%</i> <i>PEGASUS - 1/10 10%</i> <i>SPEC + ALT - 1/3 33%</i>	
Improved attendance	Increased attendance rates as a whole school and broken down by provision:	Attendance for 23/24 Whole school 44.39 Pupil Premium 42.81				RED



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	<ul style="list-style-type: none"> • Pegasus KS2/3/4, Athena KS3/4, HHM, Specialist & Alternative, Chrysalis KS2/3 • Reduced number of progression plans with more students accessing full time provision 	<p>Average Attendance Pupil Premium Cohort:</p> <p>PP average attendance across the year 2023-24 was 42.81% (whole school 43.39%)</p> <p>HT1- 47.6% (whole school 49.6%)</p> <p>HT2- 49.5% (whole school 46.5%)</p> <p>HT3- 43.9% (whole school 46.5%)</p> <p>HT4- 42.7% (whole school 44.7%)</p> <p>HT5- 45.9% (whole school 42.5%)</p> <p>HT6- 35.7% (whole school 39.4%)</p>	
<p>Increase in emotional and social resilience</p>	<p>Improved levels of wellbeing and resilience demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Improved PASS scores and Boxall Profile outcomes, resilience trackers • Increased participation in enrichment activities 	<p>PASS Factors:</p> <p>Factor 1: Feelings About School — develop feelings to combat loneliness and encourage integration in school e.g.</p> <p>Factor 2: Perceived Learning Capability — increase sense of success in recent learning activities and challenges</p> <p>Factor 3: Self Regard — boost longer term deeper sense of self-worth as a learner</p> <p>Factor 4: Preparedness for Learning — develop student study skills and self-knowledge in learning techniques</p> <p>Factor 5: Attitudes to Teachers — build warm and supportive relationships with pupils</p> <p>Factor 6: General Work Ethic — target and support aspiration, purpose and direction in life</p> <p>Factor 7: Confidence in Learning — apply techniques to improve learner resilience and "stickability"</p> <p>Factor 8: Attitudes to Attendance — increase student motivation and desire to attend school</p> <p>Factor 9: Response to Curriculum Demands — increase relevance and motivational content of curriculum delivery</p> <p>Whole school PASS data:</p>	<p>GREEN</p>

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Group PASS report

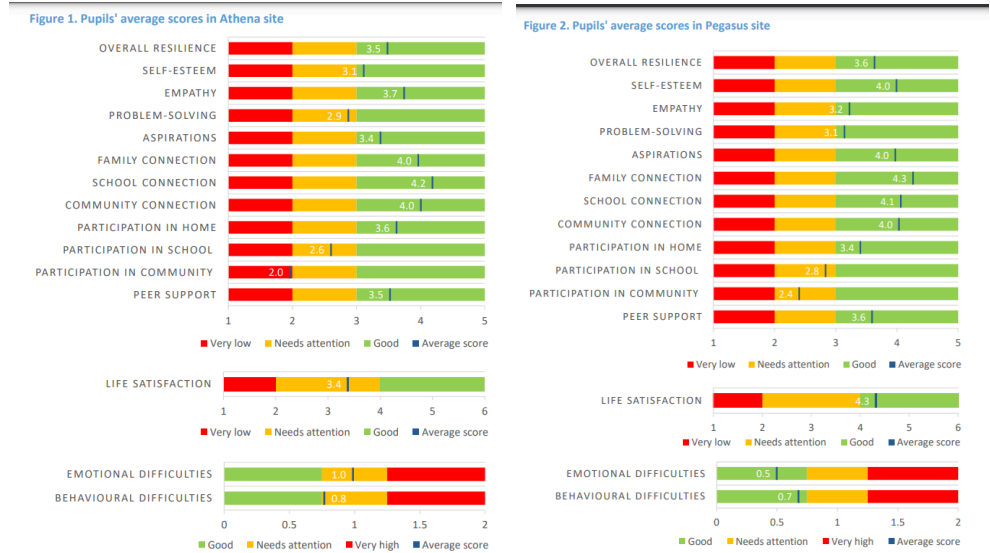
Cohort Analysis

Factor:	1	2	3	4	5	6	7	8	9
All students	33.7	24.0	33.6	30.6	73.7	36.3	30.7	25.9	29.2
Pupil Premium	33.7	24.0	33.6	30.6	73.7	60.1	39.9	25.9	29.2

In general the biggest areas of concern for Educational Diversity are Perceived Learning Capability, Preparedness for Learning and Attitudes to Attendance. As students attending a PRU, our students often have had a negative experience at their previous school for various reasons and therefore their attitudes towards themselves and school are lower. Although still low, the students in year 9 appear to perceive their capability higher than those in years 7 and 8; this is likely because those students have been at the school longer and have had a chance to build relationships and access the expertise of the staff for a longer period of time. Often our year 7 students join us towards the end of the year so their views are likely to be based on their previous provision rather than Educational Diversity. As our population is so transient there is a mix of students that have been at Educational Diversity for a long period of time and those that have just joined the school and therefore their answers

will reflect their previous provision. Students at Educational Diversity have always produced the highest scores in Attitudes to Teachers and we pride ourselves on the fact that the staff build excellent relationships with the students and in turn this builds their confidence in their abilities and will make them want to attend school. It is worth noting that numbers in these cohorts are extremely small in comparison to our mainstream colleagues.

Better Start Survey Results from Resilience Revolution:



There are high scores in most areas on the Resilience Framework, with low scores in participation in the community and participation in school. We are addressing these areas by exploring approaches to student council and pupil voice, as well as community activity through our enrichment and enterprise activities.

Motivation and engagement in learning

Improved motivation and engagement demonstrated by:

- Implementation of Class Charts
- Qualitative data from student voice, lesson observations

Classcharts has not been implemented.

Enrichment activities:

We have a full programme of enrichment activities on offer for KS3 students on Friday. These include NRG (outdoor Education), Brian Rose Boxing, Nathan Parker Poetry Workshops, catering, creativity, sporting activities and educational visits.

AMBER


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and positive behaviours	<ul style="list-style-type: none"> ● Improved PASS scores ● Engagement in broadening curriculum offer (catering, workshop, sports, OAA, extra curricular clubs) ● Teacher observation of increased metacognitive and self-regulation skills across all subjects 	<p>KS4 students enjoy activities at the end of the day on 3 days of the week. These include performing arts, sports, catering and creativity.</p> <p>We are also offering more Educational Visits and have registered for Duke of Edinburgh Awards delivery.</p> <p>Zones of Regulation has been implemented across the school. In some areas it is embedded practice but this is inconsistent.</p>	
Greater use of diagnostic tools to plan strategies and interventions for SEND pupils	<p>SEND needs identified and supported consistently, evidenced within ILPs. To include:</p> <ul style="list-style-type: none"> ● Diagnostic assessments on induction (GL Suite, YARC, SLCN) ● Implementation of Provision Map software ● Wider implementation of Boxall Profiles ● Dyslexia screening ● Access arrangements to identify exam concessions for KS4 	<ul style="list-style-type: none"> ● Pupils are assessed on induction using NRGT, GL assessments, BKSB (KS4) and Progress Tests in Maths, English and Science (KS3). ● If testing suggests that a child may have reading and writing difficulties, dyslexia screening may be carried out. ● After 6 weeks staff may complete an SLCN Identification of Need form and a referral is made to the speech and language therapist where necessary. If further assessment is necessary then further testing may be carried out by the SALT.. ● One Page Profiles for all students are started at induction and results of assessments are communicated through these as well as at staff briefings. One Page Profiles are regularly reviewed to ensure that they are up-to-date and used appropriately to support the student. ● Boxall profiles are completed by Educational Diversity staff. The Boxall profiles are updated and targets given on the One Page Profile 3 times a year. All staff have completed online Boxall Profile training. ● Access Arrangements are evidenced and applied for by the SEND team. 	
Increase in EET	Successful transition of Y11s to Y12 with less than 15% becoming NEET.	<p>The percentages for the Year 12 destinations:</p> <p>Blackpool and The Fylde College: 38%</p> <p>Myerscough College: 3%</p> <p>Out of Area (including Looked After, secure placement and left area): 10%</p> <p>NEET with Platform support: 23%</p>	Green

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		<p>Teenage parent/mum-to-be: 5%</p> <p>Blackpool Sixth Form: 3%</p> <p>Roscon: 3%</p> <p>Employed Full-Time: 3%</p> <p>NEET: 7%</p> <p>Prince's Trust: 3%</p> <p>Unknown: 3%</p> <p>Also those accessing The Platform often have other support needs that could cause an issue for accessing EET, FYI S Monkman being an example.</p>	
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
na	na

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
na
The impact of that spending on service pupil premium eligible pupils
na



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.