Educational Diversity Premium Strategy Statement 2021-22

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	Educational Diversity
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	39 (44.83%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Management Committee
Pupil premium lead	Ali Bellaby / Victoria O'Farrell
Governor / Trustee lead	Dayle Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,065
Recovery premium funding allocation this academic year	£24,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£158,715

Part A: Pupil premium strategy plan

Statement of intent

The purpose of this 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 and achieve. 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:
- Foster 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 achieve
- 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	Language and literacy skills • 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
	- Attendance and punctuality rates are low, therefore reducing access to school hours and learning opportunities. - The legacy of Covid-19 lockdown has continued to impact upon the attendance of our children and on the marginal gains that had been achieved prior to the lockdowns. - Due to the increase of higher level 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. - Increasing attendance for children accessing home tuition due to complexity of needs (medical / social) is challenging. - Students attending KS4 Pegasus can struggle with their motivation, impacting upon their attendance and engagement.
3	Social skills and emotional resilience
	- Many young people join Educational Diversity with 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 holistically. 100% 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. - A significant 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	Motivation to engage in positive learning and behaviours
	- 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	Undiagnosed / unmet SEND
	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	Aspiration (risk of NEET)
	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.

Intended outcome	Success criteria
Improved language and literacy skills	Increased NGRT scores Improved English GCSE / Functional Skills results for Y11 students Evidence of progress in reading, writing and oracy at KS2 / KS3
Improved attendance	Increased attendance rates as a whole school and broken down by provision: ● 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
Increase in emotional and social resilience	Improved levels of wellbeing and resilience demonstrated by: ● 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
Motivation and engagement in learning and positive behaviours	Improved motivation and engagement demonstrated by: ● Implementation of Class Charts ● Qualitative data from student voice, lesson observations ● 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
Greater use of diagnostic tools to plan strategies and interventions for SEND pupils	SEND needs identified and supported consistently, evidenced within ILPs. To include: ● 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
Increase in EET	Successful transition of Y11s to Y12 with less than 15% becoming NEET.

Activity in this academic year (2021-22)

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: £4582.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all pupils, to include whole staff CPD	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	1,3,4
Disciplinary literacy CPD across the whole school to improve literacy skills across all subjects Introduction of daily reading Literacy objectives 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.	1
Renew Communication Friendly Status. This will include: Consistent use of SLCN strategies / interventions used in all classrooms Learning environments are communication friendly, supporting children with SLCN Elklan CPD	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
Develop and appoint a curriculum leader in science (NPQ middle leader course)	The EEF guidance report on Effective Professional Development notes that there is a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Improving STEM opportunities will raise interest and aspirations in this area. STEM education is regarded as a priority nationally and internationally (.gov report on benefits of STEM education).	4,6

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

Budgeted cost: £113,241.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions, including: ● Accelerated Reader ● IDL (International Dyslexia Learning) ● Lexinic / Lexonic Leap	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
20 additional days of EP time utilised to identify areas of SEND and support. CPD for SENDCOs to include: Dyslexia course and Access Arrangements course, improving 'in-house' identification of needs	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
0.4 SENDCO targeting KS4 0.4 SENDCO targeting KS2-3 Employ additional SEND Support (1 day per week) to increase number of students assessed and supported by SENDCO, improving outcomes (reading, writing, SLCN, numeracy) and confidence in learning	As above	5
Suite of diagnostic assessments completed upon induction (including GL Assessments, SLCN, Boxall). Staff time to complete induction baseline assessments	As above	1,5
Commission a SALT x 1.5 days per week to provide specialist SLCN assessments and consultations to inform and support interventions for students Communication Champions facilitate SLCN screening for all students, ensuring strategies are in place	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

Boxall Online CPD to ensure staff are skilled to use, interpret and plan interventions for young people.	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, 3, 4
Purchase and implement Provision Map software to ensure continuity of practice, monitoring, tracking and measuring impact of interventions used to support SEND.	Provision Maps are tried and tested by NASEN as an effective resource as a comprehensive tool which enables effective and efficient management of provision.	5

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

Budgeted cost: £ *40,891.20*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review rewards systems used to promote good attendance	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	2
Reinstate 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
MAPA / Safety Intervention Instructor training (3 x additional instructors) and Training for targeted staff (approx 30)	MAPA / Safety Interventions (and Educational Diversity) is affiliated with the BILD Restraint Reduction Network. 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.	1,3,4
Theory & Practice of Nurture Groups CPD for strategic leader (x 1)	As above Strategic leadership of nurturing school activities supports consistent provision of nurture groups	3, 4, 5
Subscription for Boxall online (from Jan 2023)	As above	3, 5

All children have opportunity to participate in OAA: ● Annual residential ● NRG activities ● Duke of Edinburgh	The English Outdoor Council identifies the benefits of OAA for young people, to include improving confidence, self esteem and resilience.	3, 4, 6
Assisted Animal Therapy for targeted individuals	NICE have published a wealth of research papers identifying the benefits of AAT for young people experiencing trauma and / or poor mental health. For individuals there is a local programme that can provide a bespoke offer of specialist therapeutic intervention using AAT.	3,4,6
Provision of equine therapy for targeted individuals	As above	3,4,6
Hardship fund available in a bespoke response to need (e.g. uniform, equipment, food parcels, etc)	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.	3,4

Total budgeted cost: £158,715

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 to 2021 academic year.

A	Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this.
	• PASS assessments showed on average, little change in scores overall, despite the school closures due to CV-19. This suggests that whilst improvements were made, things didn't get worse, which is an improved picture compared to national data. However, we have seen a rise in the number of individuals requiring additional mental health support either via school or the NHS. • A reduction in fixed term exclusions and significant incidents was clear, which could be attributed to working in bubbles upon return from lockdown for much of the year, minimising the need for socialising across the school (which is a known area many of our students struggle with).
B	To further improve the teaching and learning across the service to ensure that the gaps for children in progress and attainment continue to close.
	• KS3 Literacy results have highlighted that the attainment gap between disadvantaged groups (e.g. in stanine 1&2 for reading) have not improved but nor have they declined. This is a positive compared to national average results. • Despite lockdown, 72.91% of all students either increased their reading ages or remained the same. • Introduction of a Recovery Curriculum and remote learning supported students to re-engage with education following the lockdown. • Where needed, two of Our Children received booster literacy and numeracy intervention enabling them to achieve recognised qualifications in Y11. • Y11 Pupil Outcomes for 2020/21 show that there is still an attainment gap compared to non-pupil premium students, however the gap has not increased, despite the disrupted learning due to Covid-19.
C	All children will have an identified primary need that is reflective of their true functioning. This will replace their presenting need which will then become a secondary need.
	• Successful appointment of an additional SENDCO has supported internal assessments, however CV-19 hindered the pace of the assessments completed. • Increasingly consistent diagnostic assessments upon induction and throughout the year have led to learning needs being identified early. Further support is needed, including more targeted use of EP time and other specialists. • Renewed Individual Learning Plans have enabled students to have their learning needs reviewed termly, enabling need to be supported and met within all lessons.
D	A broad and balanced curriculum will be offered that will meet the needs of individual children and within which they will access qualifications based around their area(s) of strength. This includes those children on the gifted and talented register.
	• The development of the catering curriculum has been hindered due to CV-19. This will continue into this academic year. • Bespoke curriculum offer in place for 17 students, supporting vocational approach • Construction classroom at pegasus - timetabled sessions for all students on site, although was hindered due to CV-19 has restarted well for KS2-4 during 2021/22.
E	Raised attendance rates across the whole service.

	• CV-19 impacted upon attendance yet despite this, figures were only slightly reduced from 60.9% (2019/20) to 58.75 % (2020/21). However, this is still extremely low and an area we continue to prioritise.
F	The extra-curricular offer is broad and balanced. Children attend these with enthusiasm and commitment. Extra focus this time period will be on physical and dietary improvement.
	• Plans in place for health & fitness club (linked to BFC) and music lessons stopped due to CV-19 • When school opened in bubbles, individual staff offered lunchtime extra curricular activities within their bubbles (such as sewing, computer gaming) • 11 students from Athena were able to successfully engage in D of E, working towards Bronze award. • Residential trips cancelled due to CV-19 but regular single day OAA have continued with Athena nurture group and 1 Pegasus group (NRG) when school has been open.
G	A decrease seen in the number of anti-social behaviour and criminal activities, as reported through a multi-agency approach.
	• Sadly we saw an increase in anti-social behaviour during 2020/21, particularly with our Y11 cohort. We attribute this to the influences of outside community issues, such as CCE and County Lines for a small number of individuals, that was exacerbated during the lockdown period.

Externally provided programmes

N/A

Programme	Provider

Service pupil premium funding (optional)

N/A

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Other activities we're implementing that supports all children, including those eligible for pupil premium, includes:

- Pathways for All programme - we are engaging with the wider community, including local schools, colleges, employers and businesses to raise aspirations, promote and support preparation for post-16 education. We have employed Engagement Coaches who work with all Y11 students, helping them prepare for college, apprenticeships or work, continuing to support them as they transition into Y12.
- We have a variety of 'Super Learning Days' planned throughout the school year, focusing on key areas so as to provide experiences, opportunities and to raise aspirations for pupils of all ages. Topics include: STEM, Enterprise, Sports, Careers.
- We are utilising the National Tutoring Programme to target students for literacy, numeracy, maths, English and science. We have deployed our own staff to deliver carefully planned targeted interventions based on in-depth analysis of assessment data which has highlighted priority areas of need. This programme is bespoke to individuals and is reviewed half termly, ensuring that all children who need it, receive an appropriate intervention. Progress is carefully monitored and tracked throughout the year.
- Having recently achieved the National Nurturing School Award, we are continuing work in this area to promote the social and emotional skills of our pupils. This involves increasing the number of Boxall Profile assessments and meaningfully using them to plan supportive interventions. Some pupils, including 'Our Children', pupils with an EHCP and pupils accessing nurture groups are accessing targeted interventions as a result of their Boxall Profile assessments. These are reviewed termly and progress is tracked.