

Pupil premium strategy / self- evaluation 2019-2020

1. Summary information					
School	Educational Diversity				
Academic Year	2019-2020	Total PP budget	£128,330	Date of most recent PP Review	
Total number of pupils	239	Number of pupils eligible for PP	86	Date for next internal review of this strategy	April 2020

2. Current attainment	
	Pupils eligible for PP = 54 [63 % of year group] Number taken from DfE List Jan 2019
% achieving 5 grades 9-4 or equivalent inc. EM (2017/18) (formerly A*-C)	2%
% achieving 5 grades 9-1 or equivalent (formerly A*-G)	28%
% achieving 5 or more qualifications	43%
% achieving at least 1 qualification	100%
% achieving 1 GCSE grade	31%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Social, emotional and mental health issues for pupils which are having a detrimental effect on their academic progress and that of their peers.
B.	English and Maths baseline assessments are often low, impacting upon confidence in learning and future aspirations.
C.	A high proportion of learners have undiagnosed and unmet learning needs which in turn reduces the academic progress.
D.	Appropriate access to a wide curriculum that plays to strengths and interests of a disadvantaged cohort.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

E.	Attendance rates for learners are low therefore reducing their school hours and learning opportunities.	
F.	Inability to access extra-curricular and enrichment activities.	
G.	Anti-social and offending behaviour outside school hours means an increased risk of criminalization. This impacts holistically.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Measurably improved confidence and mental health/wellbeing in learners. Improved behaviour across the service, and more access to learning as a result of this.	Fewer behaviour incidents (including the use of physical intervention). More positive relationships seen between peers. Improvements evident through attitudinal assessment including PASS.
B.	To further improve the teaching and learning across the service to ensure that the gaps for learners in progress and attainment continue to close.	Tracking data and results will show improvement. When improvement is not seen, interventions are put into place and the impact of these monitored appropriately.
C.	All learners 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.	Tracking data and results will show consistent progress from relative starting point. Clear identification of need and strategies in place on Individual Learning Plans.
D.	A broad and balanced curriculum will be offered that will meet the needs of individual learners and within which they will access qualifications based around their area(s) of strength. This includes those learners on the gifted and talented register.	Improved engagement and attendance at provision. Gained qualifications in a broader range of areas.
E.	Raised attendance rates across the whole service.	Attendance data and individual attendance targets will reflect improvement.
F.	The extra-curricular offer is broad and balanced. Learners attend these with enthusiasm and commitment.	Measured by attendance and engagement in each group.
G.	A decrease seen in the number of anti-social behaviour and criminal activities, as reported through a multi-agency approach.	Tracking data around PVP reports and those pupil referred to YOT will show this decrease.

5. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identified staff learn prevention and de-escalation strategies through MAPA training (foundation and advanced)	Measurably improved confidence and mental health/wellbeing in learners. Improved behaviour across the service, and more access to learning as a result of this.	The whole cohort of learners within Ed Diversity have variable difficulties of a social, emotional and mental health nature. It is imperative that all staff are trained in behaviour management and also physical intervention should the use be necessary as a last resort.	Regular training of staff and instructors (refresher). Quality control through Crisis Prevention Institute.	AB/AD	April 2020
Learners access daily activities focusing on resilience strategies and emotional well-being.	Measurably improved confidence and mental health/wellbeing in learners. Improved behaviour across the service, and more access to learning as a result of this.	Systematic work around resilience continues to be carried out across the service. Resilience questionnaires and the GL Pass data show progress but still suggest this is an area of priority. By continuing to carry out resilience exercises in tutor time and at other pertinent times in the school day (cross-curricular) we can ensure that learners' resilience improves.	Tutor time is timetabled for every class. Resilience data through PASS and questionnaires show improvement. Resilience Champion oversees implementation of activities.	AM/AB	January 2020
New Behaviour Policy embedded across service. This	Measurably improved confidence and mental health/wellbeing in learners. Improved	The previous Behaviour Policy needed review and overhaul. The new Policy has been positively	Evaluation of training/CPD. Dissemination of individual CPD across the service. Learning	AB	April 2020

underpins access to the National Curriculum. Whole staff training on implementation and other areas including Trauma Informed Practice and Restorative Practice.	behaviour across the service, and more access to learning as a result of this.	received and key changes have made a positive impact from the start. This must now be embedded, along with regular staff training and CPD around the areas mentioned.	walks and lesson observations will show the daily implementation of the policy.		
1:1 booster sessions targeting basic skills (focus on Year 11 initially).	To further improve the teaching and learning across the service to ensure that the gaps for learners in progress and attainment continue to close.	Learners who underachieve have made good progress historically when they have received 'top-up' sessions in the areas of weakness. They also respond positively to 1:1 sessions as they feel more able to express any misunderstandings.	Book scrutiny Lesson observations Data scrutiny around targeted learners. Termly tracking meetings	English Lead Maths Lead HS	April 2020
Staff training on new Literacy strategy. Within this, training around Literacy interventions to be introduced across the service.	To further improve the teaching and learning across the service to ensure that the gaps for learners in progress and attainment continue to close.	The LA wide Literacy strategy has already seen many successes. This is now in the process of being embedded across Ed Diversity. Learners in the lower stanines have been identified and interventions including Lexonic Leap and Accelerated Leader and test studies have shown significant improvement in relatively short periods of time.	Attainment data will reflect improvement in Literacy across the whole cohort. Those targeted for interventions will show significant progress. Learning walks and lesson observations will provide evidence for Literacy across the curriculum. A greater enjoyment of reading will be evident across the service.	English Lead HS	April 2020
Access and employment of	To further improve the teaching and learning across the service to ensure that the gaps for	Due to the many changes and improvements being made throughout education and specifically with regards to	The acquisition of a highly experienced and specialist consultant will positively impact the service as a whole. The	GF SLT	April 2020

school improvement advisor	learners in progress and attainment continue to close. Raised attendance rates across the whole service.	Alternative Provision, it is essential to have a full understanding and awareness of these and use them to the advantage of the service.	consultant will work closely with SLT and the Management Committee to create systemic improvement.		
Reasonable adjustments made for learners with additional needs (not learners with an EHCP)	To further improve the teaching and learning across the service to ensure that the gaps for learners in progress and attainment continue to close.	Depending on the type of additional need, learners often need additional resources to access learning to the best of their ability. These could be practical resources, or human resources.	Improved access to lessons, leading to improved outcomes. Learning walks and lesson observations will show a high level of differentiation in classes through the use of these adjustments. Any adjustments will be documented on ILPs.	AD	April 2020
Bespoke/tailored curriculum offer.	A broad and balanced curriculum will be offered that will meet the needs of individual learners and within which they will access qualifications based around their area(s) of strength. This includes those learners on the gifted and talented register.	Not all our learners respond to a classroom model. to classroom activities. Providing bespoke curriculum packages that may include: Google Classroom, Work Experience, Alternative Provision, Outdoor Education and Functional Skills will promote a culture of individuality and future planning for some of our most complex learners.	Robust supervision of the Specialist and Alternative co-ordinator. The building and maintaining of good working relationships with external providers is key. Identification of learners struggling within centres must be accompanied by detailed information sharing between providers and the home centre.	HS MM	January 2020
Total budgeted cost					£74,620

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Multi-agency safeguarding/ attendance meetings continue to be held weekly.</p>	<p>Raised attendance rates across the whole service.</p>	<p>Behaviour Managers, Safeguarding Leads, PWO, YOT & School Nurse meet once a week in order to discuss the issues surrounding the learners who are causing concern around attendance. This informs all agencies involved of any significant issues and they are able to problem solve in order to increase a learner's attendance. These meetings also provide a holistic view of the learner and their family.</p>	<p>Weekly safeguarding meetings are timetabled in for each centre, chaired by the Behaviour Manager. Positive impact upon attendance rates seen.</p>	<p>GF HS Behaviour Managers</p>	<p>January 2020</p>
<p>Individual attendance targets set. These are ambitious but achievable.</p>	<p>Raised attendance rates across the whole service.</p>	<p>Attainment cannot be improved if learners are not physically in school. Attendance must be addressed and is a key step in overall improvement.</p>	<p>In the previous year, attendance targets were set with learners' input. These will now be set by staff and be based around a 10-15% increase from their previous attendance rate. Learners and families will know their target.</p>	<p>HS GF</p>	<p>April 2020</p>
<p>Employment of Speech and Language Therapist</p>	<p>All learners 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.</p>	<p>A significant number of learners in Ed Diversity have diagnosed or undiagnosed SLCN. This impacts upon them holistically. The continued service of The Speech Bubble has allowed us to make a difference in this area to the whole cohort of learners. We wish for this to continue.</p>	<p>Speech Therapist is available to advise on universal, targeted and specific work. Communication Champions in place in each centre to implement. The Communication Friendly status acquired is upheld across the service at all times.</p>	<p>Speech Bubble AD WC</p>	<p>April 2020</p>
<p>Procurement of additional</p>	<p>All learners will have an identified primary need that is reflective of their</p>	<p>Whilst a number of assessments can be carried out in-house, sometimes the most complex</p>	<p>Increased number of requests for statutory assessments.</p>	<p>AD</p>	<p>April 2020</p>

Educational Psychology hours	true functioning. This will replace their presenting need which will then become a secondary need.	learners need the support of an Educational Psychologist. Ed Diversity is in receipt of core allocated time, but this is not sufficient.	Higher identification of need, and suggested strategies to feed into ILPs. Strong links with EP and new operational SENDCo team.		
Improved offer of extra curricular activities	The extra-curricular offer is broad and balanced. Learners attend these with enthusiasm and commitment.	There are a significant number of learners in Ed Diversity who excel in areas outside the curriculum. Providing them with opportunities to find these areas of strength is essential and will positively impact on aspirations.	Music lessons through Blackpool Music Service set up and offered to all pupils showing interest in this area. Celebration events in calendar for end of year to showcase progress. Staff members will highlight their areas of interest with a view to setting up a 'club'.	Lead Teachers	April 2020
Access to Outdoor and Adventurous Curriculum	A broad and balanced curriculum will be offered that will meet the needs of individual learners and within which they will access qualifications based around their area(s) of strength. This includes those learners on the gifted and talented register.	Over the past 9 years, Ed Diversity has accessed weekly residential visits to the Lake District. These have made outstanding impact upon attendees, even signposting to other opportunities including Duke of Edinburgh Awards.	January 2020 - Water Park visit Higher number of learners accessing D of E award. D of E lead staff member identified and linking with LA co-ordinator.	D of E staff AD	April 2020
Total budgeted cost					£27,700
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Meaningful reward system in place.	Measurably improved confidence and mental health/wellbeing in learners. Improved behaviour across the service, and more access to learning as a result of this.	Essential in celebrating academic and holistic achievements and developing a growth mindset in vulnerable learners.	Reward trips organised Voucher reward purchased. All trips scrutinised by EVC prior to taking place.	Lead Teachers HS	April 2020
Access to National virtual events including Anti-Bullying Week and Mental Health Week.	Measurably improved confidence and mental health/wellbeing in learners. Improved behaviour across the service, and more access to learning as a result of this.	Participation in such events serves to raise the profile of key issues across the service that our learners face.	Events timetabled into whole service calendar and planned by identified staff	AD/AB	April 2020
Employment of PCSO	A decrease seen in the number of anti-social behaviour and criminal activities, as reported through a multi-agency approach.	Strong relationships with external agencies are extremely important to build and maintain. Regular communication and updates through meetings, emails, phone calls etc. means information can be shared effectively and efficiently. This allows for early intervention when issues may arise for our learners.	Links between Ed Diversity and Police. On-hand support for crisis intervention and prevention. Pastoral Meetings held termly.	AD	April 2020
Hardship fund	Measurably improved confidence and mental health/wellbeing in learners. Improved behaviour across the service, and more	One of the barriers commonly seen across the service is the absence of essential items needed to access school daily.	Fund to be accessed by pupils/families in need of items such as clothing, transport etc.	AD Lead Teachers	April 2020

	access to learning as a result of this.		Clear pathway to access this fund.		
Total budgeted cost					£26,010

6. Review of expenditure

Previous Academic Year	2018-2019
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i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Staff CPD around Behaviour Management, Transactional Analysis, Restorative Practice (RP). Revisit MAPA de-escalation strategies through refresher cycle.	Reduction in behaviour incidents	<p>Following significant staff consultation, the Behaviour Policy has been reviewed and significant changes to this have been made. Centre training sessions around this have been delivered by the AHT.</p> <p>31 staff are now MAPA trained and identified staff are due to complete the Advanced training.</p> <p>A decrease in the number of behavioural incidents was seen prior to October 2018, but due to an increase in the complexity of the current cohort this has not been sustained.</p>	Whilst there continues to be a reduction in incidents requiring physical intervention across the service, it remains pertinent to reduce further. Dependent on cohort needs, this will fluctuate but the underlying ethos of our new Behaviour Policy must be upheld and adhered to at all times.	
Mental toughness and resilience work within tutor time	Reduction in behaviour incidents	The staff member with responsibility and oversight of Mental Toughness has worked tirelessly this year to embed this into Ed Diversity life. Careful baseline assessments are carried out on entry, and then regularly reviewed in line with the assessment schedule. Weekly activities are sent out to all staff to ensure consistency across the service.	'Resilience' will replace 'Mental Toughness'. Work remains a priority.	

Rewards for above and beyond behaviour	Reduction in behaviour incidents	Currently, each centre utilises rewards in a different way. Whilst this is tailored to the students' very different needs, a more consistent approach across the service is needed. This will be an outcome from the new Behaviour Policy.	The new Behaviour Policy is now in place and embedded across the service. The rewards arising from new practice are still under review.	
Anti-Bullying	Reduction in behaviour incidents	3 of our 4 centres accessed the Anti-Bullying Roadshow in support of Anti-Bullying week. Toot-toot now decommissioned. Anti-bullying is also taught through the PSHE curriculum.	Need to expand to other initiatives.	
Weekly safeguarding meetings	Increased attendance rates	Weekly safeguarding meetings in place in each centre. The value of these is noted. Overall service attendance has increased by 3% (March 2018-March 2019).	Attendance at July 2019 - 73%. Still a priority	
Pupils actively involved in setting their own attendance targets	Increased attendance rates	The decision was made to pre-set attendance targets, as opposed to the student setting their own. Students were all given the target of 100%. To monitor progress, targets were set from the previous academic year with a 10% uplift and reviewed again in Jan 19. Tutors are encouraged to monitor against this target and to contact parents/carers as soon as there is any concern.		Total cost £52748

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Outdoor education (DofE, Waterpark, Borwick Hall)	Improved level of engagement	Through the Life Skills element of Opportunity Area Funding, combined with PP funding, a number of exciting opportunities have arisen within the outdoor and adventurous	Continue due to significant impact on soft outcomes.	

		<p>curriculum. Our D of E offer has been expanded, meaning more students are able to access it, and also existing students can progress onto the silver award.</p> <p>This year's residential was a significant success and a total of 42 students accessed this on some level. This is almost twice as many as in previous years, and has had a direct impact upon the number of students interested in D of E.</p>		
Hardship Fund	Improved level of engagement	The hardship fund has been essential this year and examples of items bought with this include; shoes, school uniforms, transport, toiletries.		
Bespoke curriculum packages	Improved level of engagement	<p>Discreet VaLT meetings were not seen to be necessary. Individuals who were disengaged were discussed in the forum of CLT/SLT and during supervision between the VALT co-ordinator and the DHT.</p> <p>The Stanley Park has provided some good outcomes for a number of students and has been continued.</p> <p>1:1 tutoring is still a last-resort option for those struggling to engage in a group. 1:1 tuition is also sourced for CLA placed out of area to ensure continuity of provision.</p>	Continue to explore new opportunities for enrichment curriculum.	
Reward Trips	Improved level of engagement	Examples of reward trips this academic year include mini golf, bowling, cinema.	Link with general rewards	
Extra-curricular activities	Improved level of engagement	Work is needed around the implementation of extra-curricular activities This is on the SIP.	Whilst this remains an area for significant improvement, there is scope for this in Sept 2019. Staff with subject specialisms in the music, arts and sports subjects have been employed and funded through pupil premium.	

Speech Bubble	SLCN identified and supported	Communication Friendly Status was achieved in October 2018. The speech and language therapist is employed for one day each week to advise and oversee provision for the vast amount of pupils with SLCN. Regular Communication Champions meetings take place providing structure and guidance to this role.	Increase time next year?	
Focus on SPAG and Maths	Increased attainment	Increased attainment is evidenced through progress tracking as part of the assessment timetable. Due to the careful baselining that takes place, areas of need, which may be previously undiagnosed, are addressed and targeted. Individual booster sessions take place, particularly at KS4, and the new Literacy strategies across KS3 and KS4 are currently being embedded.		
Reasonable adjustments for pupils with SEND	Increased attainment	ILPs are now on their second iteration and are used in a consistent way across the service to address the specific needs of all students. Evidence for the daily use of these was seen in learning walks.		
Whole school improvement implementation	Increased attainment	Consultant works with SLT to support and guide around existing and new developments across the national agenda.		
EP Time	Increased attainment	Having more than doubled the amount of allocated EP time, a larger number of students have received support from the EP. However, this is still not sufficient to meet the needs of this challenging cohort who arrive with unidentified learning needs.	In Sept 2019 there will be a new SENDCo team of 5 (inc AHT). This will ensure EP time is used in the most beneficial way with the most appropriate pupils.	Total cost £143587

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Multi-agency approach	Decrease anti-social behaviour	<p>Pastoral Meetings have now replaced MAP meetings and occur every 8 weeks.</p> <p>Significant changes have been made to recording and reporting procedures with the use of My Concern and SIMS implemented.</p> <p>Progression Plans are also stringently used to track those students not accessing their allocated 25 hours provision.</p> <p>PCSO provides a strong link with pastoral staff and the police.</p>		
'Talking Teens' (Family Links)	Parental engagement	A Talking Teens Parent Group took place in September 2018. A further group is planned for the summer term 2019. Mainstream provisions have also expressed interest in this.	<p>Feedback from parents attending this group has been extremely positive. Parents of new pupils will be targeted in the Autumn term 2019.</p> <p>Parent Consultation Days continue to be held and dates are in the calendar.</p>	
Magazine & Website	Parental engagement	<p>The website has been recently updated and looks significantly different to how it did previously. it is also easier to navigate.</p> <p>Christmas, Easter and Summer editions of the magazine successfully distributed.</p>		Total Cost £11000

7. Additional detail

This year we will be completing a piece of work around ensuring the eligible families are in receipt of their pupil premium, Currently only a proportion receive this due to a number of factors.

