**Pupil premium strategy / self- evaluation 2020-2021**

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| 1. **Summary information** | | | | | |
| **School** | Educational Diversity | | | | |
| **Academic Year** | 2020-2021 | **Total PP budget** | £80,000 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 159 | **Number of pupils eligible for PP** | 70 | **Date for next internal review of this strategy** | April 2021 |

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| 1. **Current attainment** | | | | | |
|  | | | | Pupils eligible for PP = 70  [   44    % of year group]  Number taken from DfE List Jan 20 | |
| % achieving 5 grades 9-4 or equivalent inc. EM (2017/18) (formerly A\*-C) | | | | **7** | |
| % achieving 5 grades 9-1 or equivalent (formerly A\*-G) | | | | **29** | |
| % achieving 5 or more qualifications | | | | **50** | |
| % achieving at least 1 qualification | | | | **98** | |
| % achieving 1 GCSE grade | | | | **44** | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers***(issues to be addressed in school, such as poor literacy skills)* | | | | | |
|  | | | Social, emotional and mental health issues for pupils which are having a detrimental effect on their academic progress and that of their peers. | | |
|  | | | English and Maths baseline assessments are often low, impacting upon confidence in learning and future aspirations. | | |
|  | | | A high proportion of children 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 children 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. | | | |
| 1. **Intended outcomes***(specific outcomes and how they will be measured)* | | | | | Success criteria |
|  | Measurably improved confidence and mental health/wellbeing in children. 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. |
|  | To further improve the teaching and learning across the service to ensure that the gaps for children 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. |
|  | 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. | | | | Tracking data and results will show consistent progress from relative starting point. Clear identification of need and strategies in place on Individual Learning Plans. |
|  | 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. | | | | 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. children attend these with enthusiasm and commitment. Extra focus this time period will be on physical and dietary improvement. | | | | 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. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2020-2021** | | | | |
| 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. | | | | | | |
| 1. **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 (approx 30) continue to learn prevention and de- escalation strategies through MAPA training (foundation and advanced). | Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this. | | The whole cohort of children 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. Training of colleagues in the LA where appropriate. | AB | April 2021 |
| Children are supported to improve their emotional wellbeing and resilience. | Measurably improved confidence and mental health/wellbeing in children. 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. Recently, Pegasus has employed two Resilience Coaches to create further support opportunities. | Resilience data through the My Resilience Tracker and PASS assessments show improvement.  Resilience Champion plans and oversees implementation of activities. | DH/WC | April 2021 |
| Employment of additional fully qualified SENDCo to support within the established SENDCo team. | Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this. | | A new SENDCo team with an identified SENDCo in each centre was set up in the previous year. This has created more capacity within the service for children to have their learning needs identified and met. The quality of Annual Reviews has improved, and the number of requests for statutory assessment have increased. The new SENDCo addition to this has only served to enhance the improvement. | Improved provision for all children, with a focus on those with an Education, Health and Care Plan. More opportunities for learning needs to be met on an individual level. Continued evidence of children with learning needs making good progress. ILPs used to inform teaching staff about a child’s needs. | WC | April 2021 |
| 1:1 booster sessions targeting basic skills (focus on Our Children this year). | To further improve the teaching and learning across the service to ensure that the gaps for children in progress and attainment continue to close. | | Children 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 children.  Termly tracking meetings | English Lead  Maths Lead  HS | April 2021 |
| Staff training through Literacy strategy to enhance enjoyment of reading. Literacy interventions to be utilised with appropriate children. | To further improve the teaching and learning across the service to ensure that the gaps for children in progress and attainment continue to close. | | The LA wide Literacy strategy has already seen many successes. This is embedded across Educational Diversity. Children 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. Recently, the SENDCo has been linking with the Literacy Lead to drive strategic collaboration. | Attainment data will reflect improvement in Literacy across the whole cohort. Those targeted for interventions will show significant progress. More focus during this time period on children in the higher stanines.  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  SENDCo | April 2021 |
| Reasonable adjustments made for children with additional needs (not children with an EHCP) | To further improve the teaching and learning across the service to ensure that the gaps for children in progress and attainment continue to close. | | Depending on the type of additional need, children 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. | SENDCo | April 2021 |
| Identified staff undertake targeted CPD to improve leadership skills and capacity for the service. | To further improve the teaching and learning across the service to ensure that the gaps for children in progress and attainment continue to close. | | A number of staff have completed NPQML and NPQSL. This has been of benefit to the service and must continue to be offered to appropriate staff. | Staff complete accredited leadership qualifications and subsequently take responsibility of key strategic areas of improvement. | WC  HS  AB | April 2021 |
| Bespoke/tailored curriculum offer. | 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. | | Not all our children respond to a classroom model. 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 children. | Robust supervision of the Specialist and Alternative co-ordinator and care to include new staff with vocational responsibility. The building and maintaining of good working relationships with external providers is key. Identification of children struggling within centres must be accompanied by detailed information sharing between providers and the home centre. Continue to explore other vocational opportunities. | HS  MM  HC | January 2021 |
| **Total budgeted cost** | | | | | | £30008 |
| 1. **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?** |
| Multi-agency safeguarding/  attendance meetings continue to be held weekly.  Pastoral Meetings to be held each half term. | Raised attendance rates across the whole service. | | Behaviour Managers, Safeguarding Leads, PWO, YOT & School Nurse meet once a week in order to discuss the issues surrounding the children 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. | Weekly safeguarding meetings are timetabled in for each centre, chaired by the Behaviour Manager. Positive impact upon attendance rates seen. | HS  Behaviour Managers | January 2021 |
| Individual attendance targets set. These are ambitious but achievable. Children meeting targets are rewarded. | Raised attendance rates across the whole service. | | Attainment cannot be improved if children are not physically in school. Attendance must be addressed and is a key step in overall improvement. | Attendance continues to improve. Family-centered working takes place and links with external agencies are utilised. | HS | April 2021 |
| Employment of additional Engagement Coach to target those individual children at risk of being NEET. | 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. | | Each year at least 20% of our cohort do not make a successful transition into Post-16 education. This is due to a number of reasons. Employment of Engagement Coaches in the previous year has made a positive impact on this. ??  An additional Engagement Coach will further this improvement and focus on those children who are significantly disengaged during Year 11. | Decrease in NEET figures. Learning from previous action research pieces of work. | WC  VCT | April 2021 |
| Introduction of new Nurture provision at KS4.  Introduction of targeted Nurture interventions based on Boxall.  Boxall profiles to also be used for children with an EHCP to inform reviews. | Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this. | | Athena has a Nurture provision in place which is being reviewed through the National Nurturing Schools programme. Introduction of Boxall Profiles is proving an effective way to better identify and meet the social and emotional development needs of children. | Improved Boxall scores around social and emotional wellbeing. Improved attendance, engagement and attainment. Evidence of Nurturing learning environments. | AB  RH | April 2021 |
| Employment of Speech and Language Therapist (2 x days each week) | 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. | | A significant number of children 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 children. We wish for this to continue, with a focus on further Elklan training and support for children reintegrating. | 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.This will need to be revisited during early 2021. | Speech Bubble  SENDCo  WC | April 2021 |
| Procurement of additional Educational Psychology hours | 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. | | Whilst a number of assessments can be carried out in-house, sometimes the most complex children need the support of an Educational Psychologist. Ed Diversity is in receipt of core allocated time, but this is not sufficient. | Increased number of requests for statutory assessments.  Higher identification of need, and suggested strategies to feed into ILPs.  Strong links with EP and SENDCo team.  EP contributes to strategic working within SEN in Ed Diversity. | SENDCo | April 2021 |
| Improved offer of extra curricular activities | The extra-curricular offer is broad and balanced. children attend these with enthusiasm and commitment. | | There are a significant number of children 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. This is an area of School Improvement of high priority. | Health and fitness club set up at Athena.  Music lessons through Blackpool Music Service set up and offered to all pupils showing interest in this area. Celebration events in the calendar for the 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 2021 |
| Access to Outdoor and Adventurous Curriculum | 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. | | Over the past 10 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. An external coordinator has been employed recently to create further O&A opportunities. | More than 10 children across the service will achieve at least Bronze Duke of Edinburgh award.  Successful residential trips completed. | D of E staff  SC | April 2021 |
| **Total budgeted cost** | | | | | | 48260 |
| 1. **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 children. 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 children. | Reward trips organised  Voucher reward purchased.  All trips scrutinised by EVC prior to taking place. | Lead Teachers  HS | April 2021 |
| Access to National virtual events including Anti-Bullying Week and Mental Health Week. | Measurably improved confidence and mental health/wellbeing in children. 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 children face. | Events timetabled into whole service calendar and planned by identified staff | AB | April 2021 |
| 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 children. | Links between Ed Diversity and Police.  On-hand support for crisis intervention and prevention.  Pastoral Meetings held termly. | AB | April 2021 |
| Hardship fund | Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this. | | 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.  Clear pathway to access this fund.  Of key importance during the Covid19 period. | AB  Lead Teachers | April 2021 |
| **Total budgeted cost** | | | | | | £1732 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019-2020** | | |
| 1. **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** |
| Identified staff (approx 30) continue to learn prevention and de- escalation strategies through MAPA training (foundation and advanced) | Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this. | Success criteria met. This action must continue as the ethos of MAPA underpins the service policy and all interaction with children. | The importance of attending physical intervention training must continue to be highlighted. A new ‘blended’ method of training has begun due to the current Covid19 situation. It is imperative that staff remain up to date with training and as many staff access MAPA as possible. | £8987 |
| children access daily activities focusing on resilience strategies and emotional well-being. | Measurably improved confidence and mental health/wellbeing in children. 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 children’ resilience improves.Tutor time is timetabled for every class.  Resilience data through PASS and questionnaires show improvement.  Resilience Champion plans and oversees implementation of activities. | ‘My Resilience Tracker’ needs to be incorporated into the next year. Also, need for further staffing to embed emotional wellbeing across the service. |  |
| New Behaviour Policy embedded across service. This underpins access to the National Curriculum. Whole staff training on implementation and other areas including Trauma Informed Practice and Restorative Practice.  SIP link 2b | Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this. | New policy embedded and well received across Educational Diversity. Visual prompts of the policy displayed in all centres. CPD took place across the service and revisited and refreshed. The policy has added to Educational Diversity’s positive environment for learning. | Need to continue to measure impact through lesson observations and learning walks. |  |
| 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 children in progress and attainment continue to close. | 1:1 sessions have shown to have a significant impact upon identified children. They feel more able to express their areas of difficulty and misunderstanding. Evidence can be seen in tracking documents, exam scrutiny and qualifications analysis. | 1:1 booster sessions should continue. In the next year, a focus on discrete groups will be implemented. Consideration of staff’s area of expertise to improve quality of delivery. | £26112 |
| Staff training on new Literacy strategy. Within this, training around Literacy interventions to be introduced across the service.  SIP link 1d | To further improve the teaching and learning across the service to ensure that the gaps for children in progress and attainment continue to close. | The LA wide Literacy strategy through Right to Succeed has already seen many successes. This is now embedded across Educational Diversity. children 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. A number of staff have been identified for training in delivering the interventions and the SENDCo is working collaboratively with the Literacy Lead to drive further change. | Enjoyment of reading needs further focus. The Literacy strategy will widen to improving outcomes for children on the higher stanines. |  |
| Access and employment of school improvement advisor | To further improve the teaching and learning across the service to ensure that the gaps for children in progress and attainment continue to close.  Raised attendance rates across the whole service. | The acquisition of a highly experienced and specialist consultant positively impacted upon the service as a whole. The consultant worked closely with SLT and the Management Committee to create systemic improvement. The advisor had a full understanding and up to date awareness of the many changes and improvements being made throughout education and specifically with regards to Alternative Provision. |  | £24975 |
| Reasonable adjustments made for children with additional needs (not children with an EHCP) | To further improve the teaching and learning across the service to ensure that the gaps for children in progress and attainment continue to close. | The learning needs of the transient cohort of Educational Diversity children are varied and ever-changing. The resources needed to enable children to access learning, despite their barriers to learning, are hugely important to have in place. They have aided with differentiation and have added to staff confidence and skill set. Identified children have needed 1:1 additional support in order for them to access the curriculum. Without this support, their progress would have been minimal. | This will be ongoing, due to the nature of our Ed Diversity children. A high level of human and physical resources will always be needed. These support and resource needs will be documented on ILPs. | £2430 |
| Bespoke/tailored curriculum offer.  SIP link 1a & 1b | 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. | It is clear that all our children do not respond to a classroom model. By providing bespoke curriculum packages that may include: Google Classroom, Work Experience, Alternative Provision, Outdoor Education and Functional Skills, this will promote a culture of individuality and future planning for some of our most complex children. | Moving into the next year, different staff will have responsibility for different alternative curriculum providers. Careful collaboration and communication between staff and providers.  Identification of children struggling within centres must be accompanied by detailed information sharing between providers and the home centre. | £12116 |
| 1. **Targeted support** | | | | |
| Multi-agency safeguarding/  attendance meetings continue to be held weekly.  SIP link 2a | Raised attendance rates across the whole service. | Attendance across the service has shown improvement but continues to be an issue. Behaviour Managers, Safeguarding Leads, PWO, YOT & School Nurse meet once a week in order to discuss the issues surrounding the children whose attendance is causing concern. This informs all agencies involved of any significant issues and they are able to problem solve in order to increase a child’s attendance. These meetings also provide a holistic view of the child and their family. | Attendance to be a standing agenda item of Pastoral Meetings.  Use of taxis to support persistent absentees. |  |
| Individual attendance targets set. These are ambitious but achievable.  SIP link 2a | Raised attendance rates across the whole service. | Educational Diversity knows that attendance cannot be improved if children are not physically in school. Attendance must be addressed and is a key step in overall school improvement.  Attendance rates have improved and children and families are aware of targets. These are set by staff and are based around a 10-15% increase from their previous attendance rate. | Consider the use of rewards when targets met and exceeded. |  |
| Employment of Speech and Language Therapist | 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. | A significant number of children 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 children. We wish for this to continue. Our relationship with our Speech and Language Therapist has strengthened over the years, and she is now a consolidated member of the team. Her skills have been needed to inform re-integration packages for children going back to mainstream provisions.  Communication Champions in place in each centre to implement the Communication Friendly Status acquired. | The next year’s utilisation of the Speech and Language Therapist must focus on those children re-integrating from the main service and Chrysalis provisions.  Further Elklan training needed.  Communication Friendly Status to be updated. | £17000 |
| Procurement of additional Educational Psychology hours | 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. | Educational Diversity is in receipt of core allocated time, but this is not sufficient. The service has entered into a SLA with the LA to ensure we receive the appropriate number of hours for our extremely complex children. Our Educational Psychologists are well-established across all centres, and their involvement has led to an increased number of requests for statutory assessments and a higher identification of need, and suggested strategies to feed into ILPs. | Future focus could be around more strategic working between the SENDCo Team and the Educational Psychologists. This will improve SEND procedures overall. | £9700 |
| Improved offer of extra curricular activities  SIP link 3c | The extra-curricular offer is broad and balanced. children attend these with enthusiasm and commitment. | This remains an area of focus and should be continued into the next year. Extra-curricular clubs are yet to be set up, but this has been difficult to achieve due to the Covid19 pandemic. | Consideration of fitness and healthy activities.  Music lessons/activities.  Staff members will highlight their areas of interest with a view to setting up a ‘club’. | £1000 |
| Access to Outdoor and Adventurous Curriculum | 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. | 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. In January 2020, another successful visit was completed.  A higher number of children year on year are accessing the D of E award. | Covid19 has prevented the 2021 Water Park residential from going ahead. Day visits will still take place. Consideration to be given to other residential providers for a trip later in the year. |  |
| 1. **Other Approaches** | | | | |
| Meaningful reward system in place. | Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this. | Rewards remain essential  in celebrating academic and holistic achievements and developing a growth mindset in vulnerable children.  Centres have been given autonomy on how they use pupil premium for rewards and examples of this include reward trips, vouchers and food treats. |  | £4010 |
| Access to National virtual events including Anti-Bullying Week and Mental Health Week. | Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this. | Events were timetabled into whole service calendar and planned by identified staff. Participation in such events served to raise the profile of key issues across the service that our children face. | Continue to look for opportunities for whole service events. These could also include drama companies coming to Educational Diversity to perform productions around pertinent issues. | £500 |
| Employment of PCSO | A decrease seen in the number of anti-social behaviour and criminal activities, as reported through a multi-agency approach. | Although there has been a break in PCSO service due to a number of reasons, it is still a valuable resource. Strong relationships with external agencies are maintained at all times. | A link with police is imperative for crisis prevention and intelligence sharing. | £16500 |
| Hardship fund | Measurably improved confidence and mental health/wellbeing in children. Improved behaviour across the service, and more access to learning as a result of this. | This essential fund has enabled children and their families to access school daily. It has provided uniform, items needed for external provision and other necessary resources. This fund has also been vital in supporting families during the Covid19 period. | As the Covid19 pandemic continues, this fund will be imperative in supporting families experiencing hardship. Staff are aware of procedures for accessing this fund. | £5000 |

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| 1. **Additional detail** |
| This year a substantial piece of work has been carried out to ensure that all eligible families are in receipt of this. There are still a number of eligible families that are not accessing this, but this number has significantly decreased. |