

CSS Pupil premium strategy statement 2022/23-2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2023.2024, 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	Children's Support Service
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	Approx. 50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (Review for 2022-2023)
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
	November 2024
	November 2025
Statement authorised by	Jo Barak Head Teacher
Pupil premium lead	Anya Jenkyn
Governor / Trustee lead	Amanda Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023.2024	2022.2023 £44,645 (adjusted from £46,645) 2023.2024 £43,112.50 (summer 23 £17,389, Autumn 23 £14,699, Spring 24 £11,024)
Recovery premium funding allocation this academic year	£30,000 (approx.) is our provisional allocation
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

**Total budget for this academic year
(2023.2024)**

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

£73,112 (approx.)

Part A: Pupil premium strategy plan

Statement of intent

The focus of our Pupil Premium strategy is to consider ALL challenges our pupils face, including those who have a social worker, or are young carers, and to support their needs regardless of whether they are categorised as disadvantaged or not.

Our strategy will also encompass elements of education recovery, and to deliver targeted support to those pupils who have gaps in their learning or require the need to revisit key areas of the curriculum.

Our aim for disadvantaged pupils is:

- Irrespective of their background or challenges they face, all have access to high quality education
- Make expected or better progress in their learning
- Become confident and independent learners
- Gain the academic, social and personal skills required for successful next steps in relationships, education, employment or training.

We will do this by:

- Reducing identified barriers to education
- Building a secure sense of connection and belonging
- Instilling 'hope', aspiration, and resilience
- Addressing gaps in learning, and/or errors and misconceptions – targeting correct support and challenge.

Our strategy will reflect our values of: '**Compassion and Kindness**', '**Hope**' and '**Connection and Belonging**.' This approach will underpin and complement all other actions and developments.

Challenges

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

Challenge number	Detail of challenge
1	Attendance e.g. high reliance on public transport; complexity of journeys and travel time
2	High mobility with missed learning e.g. historic disruption of schooling, FTE,
3	Poor language and communication skills; poor reading skills
4	Social context and associated challenges e.g. drug misuse, gang affiliation, CSE, offending behaviours etc..
5	Lack of 'connection' with others; negative relationships and poor self-regulation
6	Reduced access to technology and educational materials

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
1. To sustain attendance and target persistent absence and show improvement.	Attendance improves from an identified starting point of concern. Improved attendance is maintained over a period of time. Attendance reaches 85%+
2. To demonstrate expected or better progress in Maths and English	Pupils have access to high quality teaching. Pupils have access to appropriate technology and curricula resources. Gaps in learning are addressed. Interventions are targeted. Misconceptions and errors are revisited. Progress data indicates good progress against expected projections. Pupils engage actively in lessons. Pupils know what they need to do to improve. Pupils have access to technology and curricula materials. Pupils achieve qualifications that enable access to Post 16 education, training or employment. NEET remains below 10%. 100% gain an accreditation in Maths and English
3. To improve literacy skills across the curriculum	All pupils are encouraged to participate in debates and discussions.

	<p>All pupils have access to reading resources and opportunities.</p> <p>Targeted pupils show accelerated progress in RA.</p> <p>Pupils are confident in reading and read for pleasure.</p>
<p>4. To support good behaviour and relationships</p>	<p>Positive relationships are built; pupils feel a sense of connection and belonging.</p> <p>Pupils are able to demonstrate self-regulation.</p> <p>Reduced incidents of behaviour incidents and FTE.</p> <p>Improved rates of reintegration back into school.</p>
<p>5. To support the wellbeing of all pupils, particularly disadvantaged and ensure they have access to appropriate support.</p>	<p>Pupils have access to pastoral support/counsellor.</p> <p>Pupils feel safe, nurtured and connected.</p> <p>Pupils have 'tools' to support their own wellbeing.</p> <p>Pupils know how to report concerns and feel listened to.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023/2024)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted CPD will be deployed to support teachers in applying accurate assessment for learning and adaptive teaching methods, in particular for those with additional SEND.</p> <p>In addition, targeted CPD will be deployed to reflect development of a 'skills based' curriculum</p> <p>Targeted CPD will also be deployed to develop digital literacy for teaching and learning</p>	<p>Pupils arrive at different points throughout the year, with a wide range of need and gaps in prior learning.</p> <p>Continued whole school development to raise the quality and use of AFL, with a focus in adaptive teaching helps to meet need. This will support drive to address missed learning and revisit errors and misconceptions.</p> <p>Through 'deep dive' subject reviews, there is a recognised need to embed 'skills for learning' into the curriculum, and extended use of digital literacy.</p>	<p>2, 3, 5</p>
<p>Embed a whole school ethos on raising attendance – Attendance is everyone's responsibility – through CPD, PMRs, weekly review meetings, daily de-briefs, actions taken.</p> <p>Continue to embed the DfE's 'Working Together to Improve School Attendance' advice (May 22) and use the 'Maximising School Attendance approach' to focus targeted support for poor attenders, persistent absence and severely persistent absence.</p> <p>Embed weekly review of all attendance data and collectively share responsibility for actions to support.</p>	<p>Attendance is a key barrier to progress and attainment.</p> <p>Targeted support has been proven to improve attendance.</p>	<p>1, 4, 6</p>

Key staff to Attend Maximising Attendance workshops, and 'Welcome back; we miss you' training		
Continue to train (refresh) and support staff in the delivery of TPP (Trauma Perceptive Practice) Extend TPP to families – to provide information, training and support.	Pupils who are not able to self-regulate their behaviours, or do not have the language skills to express their emotional state, are more likely to resist support and display violent or aggressive behaviours – and therefore experience FTE.	3, 4, 5

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will be assessed and targeted for 'intervention' support. Curriculum offers will be reviewed and adapted in line with student feedback and evidence from AFL.	Pupils continue to re-adjust after disruptions to learning (post covid, pupil absence, staff absence) and many have experienced missed learning opportunities. There is a need to re-engage, address the gaps, and to revisit identified areas where there are errors or misconceptions. In particular, there is a higher number of referrals from KS3. One to one support has been found to be an effective method when delivered over a fixed, short, time span. One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 6
All areas of the curriculum will have a focus on supporting literacy skills, including oracy, reading and vocabulary.	Acquiring key literacy skills is key for all students as they learn across all subjects. Reading skills are heavily linked to attainment in maths and English. Improving Literacy in Secondary Schools word-gap.pdf (oup.com.cn)	2, 3, 6

<p>Reading interventions will be adopted for targeted pupils e.g. Herts for Learning/Thinking Reading Dogs' literacy/Rapid Plus, Lexia, Truggs, Skills Academy..</p>	<p>Progress in reading has a positive impact on access to all areas of the curriculum, and with a pupil's ability to understand text and use inference.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 6</p>																																																
<p>Enhancement of quality and access to reading resources will be extended across all sites.</p>	<p>Pupils arrive with limited 'wider reading for enjoyment' experience and a significant arrive with a below expected RA.</p> <p>Reading and PP 2021-22 Summary</p> <table border="1" data-bbox="432 689 1161 846"> <thead> <tr> <th>Reading Age</th> <th>PP (62)</th> <th>Non-PP (39)</th> </tr> </thead> <tbody> <tr> <td>10 and below</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Above 10 and below 14</td> <td>40%</td> <td>41%</td> </tr> <tr> <td>Above 14</td> <td>32%</td> <td>31%</td> </tr> </tbody> </table> <table border="1" data-bbox="432 880 1161 1070"> <tbody> <tr> <td>Below CA on arrival</td> <td>78%</td> <td>78%</td> </tr> <tr> <td>Below 10 on arrival</td> <td>27%</td> <td>31%</td> </tr> <tr> <td>Currently below 10</td> <td>21%</td> <td>26%</td> </tr> <tr> <td>Progress of those below 10 on retest</td> <td>9 out of 10 = 90%</td> <td>2 out of 4 = 50%</td> </tr> </tbody> </table> <p>Reading and PP 2022-23 Summary</p> <table border="1" data-bbox="432 1155 1225 1317"> <thead> <tr> <th>Reading Age (Current)</th> <th>PP (74)</th> <th>Non-PP (54)</th> </tr> </thead> <tbody> <tr> <td>Below 10</td> <td>21%</td> <td>13%</td> </tr> <tr> <td>10 - 14</td> <td>39%</td> <td>34%</td> </tr> <tr> <td>14+</td> <td>40%</td> <td>46%</td> </tr> </tbody> </table> <table border="1" data-bbox="432 1357 1212 1592"> <tbody> <tr> <td>Below CA on arrival</td> <td>70%</td> <td>79%</td> </tr> <tr> <td>Below 10 on arrival</td> <td>25%</td> <td>31%</td> </tr> <tr> <td>Currently below 10</td> <td>21%</td> <td>13%</td> </tr> <tr> <td>Progress of those below 10 on retest</td> <td>77% (7 out of 9 retests made progress)</td> <td>87% (7 out of 8 retests made progress)</td> </tr> </tbody> </table> <p>NB. Two cases of no progress have good reasons for poor progress - family circumstances and attendance.</p>	Reading Age	PP (62)	Non-PP (39)	10 and below	28%	28%	Above 10 and below 14	40%	41%	Above 14	32%	31%	Below CA on arrival	78%	78%	Below 10 on arrival	27%	31%	Currently below 10	21%	26%	Progress of those below 10 on retest	9 out of 10 = 90%	2 out of 4 = 50%	Reading Age (Current)	PP (74)	Non-PP (54)	Below 10	21%	13%	10 - 14	39%	34%	14+	40%	46%	Below CA on arrival	70%	79%	Below 10 on arrival	25%	31%	Currently below 10	21%	13%	Progress of those below 10 on retest	77% (7 out of 9 retests made progress)	87% (7 out of 8 retests made progress)	<p>2, 3, 6</p>
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<p>Extended use of Text Help 'read/write' software</p> <p>Extended use of 'reading pens'</p>	<p>Access arrangements are relying less on 'human readers' and more on 'read aloud' software – this will make the curriculum more accessible and improve independent access to learning and exams.</p> <p>The government plan to move all exams to an electronic format means that digital literacy becomes an important focus across the curriculum and for all students but especially those from a disadvantaged background.</p>																																																	

	Autumn 2023 – the SEN department met with Scanning Pens company which resulted in a free Reading Pen to add to the existing 3 pens that we have. The older pens need updating. The new Reading Pens are being trialled across the service. They need a certain amount of practise, dexterity and motor control. Assistant SENCOs and Primary SENCO are using these with identified students.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,112 (inc. £20,000 on transport)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities e.g. school trips, rewards for progress, Circles nurture programme	Pupils come with a poor history of role models, relationships, negative social influences and have often never experienced a school trip.	4, 5
Extension of the school day with breakfast clubs, 'ready to learn' sessions, and extra-curricular activities Provision of food at key points of the day e.g. break times Offer of food packages	Pupils need to have their basic needs met (Maslow' Hierarchy of Need) before they can be effective learners. Pupils often arrive in a heightened or anxious state and a 'ready to learn' session can help to ease them into the day Increase in cost of living and financial crisis faced by many families	4, 5, 6
Music Services (Essex)	Pupils lack wider enrichment experiences in which to promote enjoyment of school, aspirational activities and those that promote wellbeing. Few pupils have access to musical instruments and/music lessons outside of school.	3, 5, 6
Purchase of school uniform/appropriate clothing/equipment	Without the correct clothing, pupils face barriers to wider engagement of outside activities and transition to school.	3, 5, 6

Life steps mentoring	Pupils come with a poor history of role models, relationships, negative social influences	4, 5
Increase counselling offer.	<p>Growing number of mental health concerns; Impact of COVID and isolation and general social context. Good mental health</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4, 5
Transport support	<p>Pupils face complex and lengthy journeys. Previous negative experiences mean initial engagement is often poor.</p> <p>Many pupils face complex and lengthy journeys to school. Support with more direct transport e.g. taxis, reduces anxiety around complex journeys, in particular, at times when other school children are travelling.</p> <p>Community issues e.g. travelling through high risk areas – can deter attendance purely because of the challenges faced on the journey.</p>	1, 4, 5

Total budgeted cost: £ 73,112

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 **2022 to 2023** academic year.

The impact of COVID is still being felt, added with increased cost of living and financial demands. The impact of some PP strategies has been positive e.g. reduction in suspensions. Although no significant improvements in attendance, figures have remained stable and show sustained improvement from pre-covid years.

Year 11 exam results and Post 16 outcomes also remain stable.

Year 11 Outcomes 2022:

	Non PP		PP	
No of pupils	18		27	
Entries		%age of cohort		%age of cohort
Eng Accreditation	16	89%	27	100%
Ma Accreditation	18	100%	21	78%
Eng GCSE	15	83%	23	85%
Ma GCSE	16	89%	20	74%
Eng and Ma GCSE	16	89%	20	74%
Biology GCSE	15	83%	27	100%

Year 11 outcomes 2023:

	Non PP		PP	
No of pupils	10		32	
Entries		%age of cohort		%age of cohort
Eng Accreditation	10	100%	31	97%
Ma Accreditation	10	100%	31	97%
Eng GCSE	10	100%	24	75%
Ma GCSE	10	100%	26	81%
Eng and Ma GCSE	10	100%	27	73%
Biology GCSE	8	80%	28	88%

FTE data remained low compared to similar provisions and mainstream schools – and figures indicate a 15% reduction of suspensions issued to pupil premium pupils.

2021/2022

No of FTE (suspensions)	PP	Non PP
44	36	8
	82%	8%

2022/2023

No of FTE (suspensions)	PP	Non PP
39	26	13
	67%	33%

Admissions and Leavers

2021/2022

	Admissions - 186	Leavers - 76	% of leavers to admissions
PP	90	36	40%
Non PP	96	40	42%

2022/2023

	Admissions - 161	Leavers - 95	% of leavers to admissions
PP	71	36	51%
Non PP	90	59	66%

Attendance data

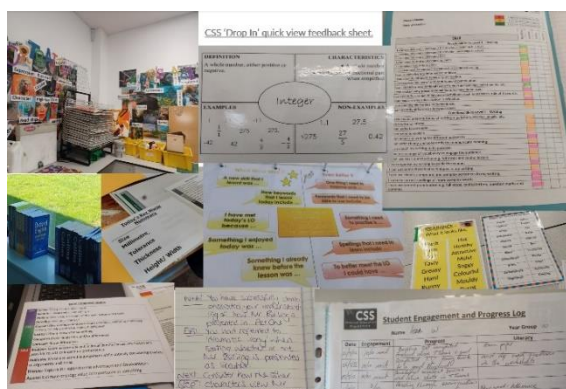
%	2019/2020	2020/2021	2021/2022	2022/2023
PP	65	63	78	75
Non PP	74	71	85	81

Slight reduction in the gap between the two groups

- 22/23 indicates a drop in attendance for both PP and Non PP, but a reduction in the differential between the two groups. **Both groups remain above that of pre-covid attendance.**

Reading

- Centres are ‘word enriched’ – good quality display, key words in classrooms, word of the week initiatives, library areas.
- Literacy Leads promoted ‘Take 10’ reading sessions and widened the profile of reading across the service and ‘Word of the Week’ is now consistently promoted across the service.
- Learning walks with a reading focus have been carried out



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- All curriculum offers included access and support for reading (Sept 21 onwards).
- Access to reading technology is widening across the service – ‘text help’ is now being used as a ‘normal way of working’ for those where it meets need. Reading pens are being trialled.
- The Literacy Dog is proving to be a real success with regards to engagement and self-regulation

Post 16 and destinations

- All departments have a focus on Careers linked to their subjects
- Post 16 providers are regularly engaged with e.g. open days, interviews, etc..
- CSS has recently been reaccredited with the QiCS award (Careers)
- A Careers Fair took place again, with good engagement and range of providers including local colleges, local university, apprenticeship providers, British Army.
- The loss of COVID funding for ‘AP Transition’ work, has reduced capacity for support with NEET.

2022	No. Year 11	55
	PP 34	Non PP 21
NEET	4	2
	12%	9.5%

2023	No. Year 11	42
	PP 34	Non PP 21
NEET	32	10
	16%	10%

NB: National NEET figures - 2021 National fig. 6.4%

Essex 7.3%

National PRU 27%

National PP 12%

[Characteristics of young people who are long-term NEET \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Core 5/Power Up	Lexia
TT Rockstars	
Clickview	
Just Maths	
Skills Acacemy	National Literacy Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a

What was the impact of that spending on service pupil premium eligible pupils?	
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