

DESC Pupil Premium Strategy Statement 2018 – 19

Potential barriers to learning at DESC.

All pupils have complex learning needs and have had varied experiences dependent on their background. Each individual pupil has unique circumstances but most have significant difficulties with social interaction and communication, which, presents as the most significant barrier to learning at DESC.

Historically, many of our pupils have achieved satisfactory progress at key stage 1 and 2 in line with expectations for their age. At key stage 3 however many pupils struggle with transition and make little progress. This impacts on their level of engagement and long term achievements. Pupils begin DESC with a lack of experience of independent learning and often transition having spent a proportion of time isolated from their peers in their mainstream school due to the nature of their individual need.

Pupil's potential disengagement with reading and writing due to specific learning and behavioural needs may well present as a barrier to attainment, however, DESC has a strong focus on reading & writing along with specific interventions across the curriculum which promotes engagement.

Independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond DESC and the local community.

Pupil's vulnerability when faced with complex social dilemmas, such as the use of social media, could present as a barrier. Pupil's social and emotional well-being is of vital importance to staff to ensure safety and engagement, this could be a potential barrier to future attainment if issues are not addressed immediately.

Attendance and punctuality are crucial for continued progress but may well present as a barrier due to difficult family circumstances. The diverse range of need encourages teachers to be dynamic and flexible with their support. Collaborative working is essential to ensure that all staff can fully address the individual need of each pupil, this is reliant on parental engagement throughout pupil's time at DESC. Parents are encouraged to support the centre and become involved in all aspects of our service.

Pupils make consistently strong progress from their various starting points. Leaders use detailed background information, coupled with assessment information, to ensure that they thoroughly benchmark pupils' starting points and create a curriculum which meets pupils' needs, aspirations and ability. This ensures that no time is wasted, no matter what pupils' barriers to learning are.

Ofsted outstanding Inspection Report September 2016

The following strategic plan highlights how staff at DESC will address the potential barriers mentioned and gives specific examples of the support offered to the eligible pupils. The planned expenditure and rationale has been broken down into three main sections of: i. Quality of teaching for all – ii. Targeted support – iii. Other approaches.

DESC Pupil premium strategy statement

| 1. Summary information | | | | | |
|-------------------------------|----------------------------------|---|-----------|---|--------------|
| School | Dacorum Education Support Centre | | | | |
| Academic Year | 2018-19 | Total PP budget | £31614.16 | Date of most recent PP Review | January 2019 |
| Total number of pupils | 57 | Number of pupils eligible for PP | 25 | Date for next internal review of this strategy | March 2019 |

| 2. Barriers to future attainment (for pupils eligible for PP including high ability) | | |
|--|--|--|
| Barriers to learning | | |
| A. | Attendance rates for pupils eligible for PP are 90% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average. | |
| B. | Literacy skills are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress. | |
| C. | Social, emotional and behavioural issues which have resulted in the pupils being excluded or at risk of permanent exclusion from mainstream school. | |
| 3. Outcomes | | |
| | Desired outcomes and how they will be measured | Success criteria |
| A. | High levels of progress in literacy pupils eligible for PP. | This will be evidenced using baseline assessments and English written assessments. |
| B. | Increased attendance rates for pupils eligible for PP. | This will be evidenced using school register and holistic tracker. |
| C. | Behavioural issues addressed. | Fewer behaviour incidents recorded for these pupils on the school system and successful post 16 transition data. |

4. Planned expenditure

Academic year

2018/19

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

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|---|---|-------------|---|
| Increase in reading age that enables pupils access to the wider curriculum. | Prince's Trust literacy group Year 10 and 11 English targeted booster sessions. One to one tuition Out of hours timetabled lessons. - Revision materials - Exam Package | Progress data in closing the performance gap between vulnerable groups and their peers. Final examination results. EEF indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programs. | Regular review meetings with JW/EMc Sessions to focus on Literacy support and differentiation & challenge: Data drops to ascertain who is not progressing as expected. Regular feedback shared with pupils focusing on how they can improve and time allocated to students to respond to targets. Detailed annotations of student work. | Ext SLT/EMc | A pupil progress meeting takes place termly with the deputy head teacher and the curriculum coordinator. The progress of these pupils is reported to Governors termly |
| To accelerate pupil progress in reading. | Pupils have been provided with additional resources so that basic skills can be developed properly. Resources: talk for writing activity cards; building words through dominoes; comprehension cards; writing prompt cards. | Effective intervention strategies discussed and shared, including differentiation. | Reading baseline assessment. Detailed annotations of student work. | Ext SLT/EMc | Regular meetings with teaching assistant to ensure they understand role in helping pupils to achieve. |
| To accelerate pupil progress in reading continued... | Intensive literacy interventions Inc.: Toe by toe Word wasp Lit comp cards Drop everything and read. | Improve literacy skills lead to better access to curriculum and engagement. EEF stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices. Feedback High impact for low cost, based on moderate evidence. +8 | WRAT 4 Baselines and continuing assessment. Literacy targets RAG rated. Reading levels improve to enable greater access to the curriculum. Reading baseline assessment. Data drops to ascertain who is not progressing as expected. | Ext SLT/EMc | Termly CW/AH |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|--|---------------|---|
| To accelerate pupil progress in CORE areas during years 9 – 11. | One to one booster sessions. Provision of additional 1:1 tuition for pupils who require extra assistance to reach their target grades at GCSE One to one booster sessions (outside of school hours) to run with targeted cohorts in Year 11. Students would be identified as those underachieving in Maths and would run as intensive workshops, focusing on skills needed | One-to-one tutoring +5 months' moderate impact' 'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.' <i>Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP.</i> To support underachieving pupils in year 11 in danger of not achieving target GCSE/Functional skills grades. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately +3/+4 additional months' progress. | <i>Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress.</i> The intervention has structured supporting resources and lesson plans, with clear objectives TAs closely follow the plan and structure of the intervention | Ext SLT/EMc | Weekly sessions Target sheets Communication with teacher Exams/ Tests Monthly Reports |
| Pupils reengaged with learning. | All Pupil Premium students are allocated a permanent member of staff to act as their Personalised Learning Mentor (Link Mentor). | Self-confidence, raise attainment, work on their individual strengths to promote self-belief and raise attendance. The impact of mentoring is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month's additional progress for the majority of pupils. There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress. | Weekly sessions Target sheets Communication with teacher | GC | Triangulation of student progress, attendance to school and student views to assess impact. Termly. |
| To accelerate pupil progress in Maths. | Intensive numeracy intervention. Power of 2. | Improve numeracy skills lead to better access to curriculum and engagement. Progress has been made in closing the performance gap between vulnerable groups and their peers. | WRAT 4 Baselines and continuing assessment. Numeracy targets RAG rated. | CW/KS3 Staff. | Termly. |
| Total budgeted cost | | | | | £3,300 |

| Planned expenditure | | | | | |
|--|--|---|---|------------|---|
| Academic year | | 2018/19 | | | |
| The three headings demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| ii. Targeted Support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To ensure none of our vulnerable pupils will be NEET at the end of their year 11. | <p>Intensive YC Herts one to one support</p> <p>The centre provides Careers Independent Advice and Guidance (CEIAG) to all PP pupils Via YC Herts – all pp pupils are regularly interviewed in year 11 and priority pupils in year 10.</p> | <p>Maintain a culture of aspiration, enable all pupils to access a range of LOTC opportunities, including those of which enable wider outcomes for Talent and academic success.</p> <p>The relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning. Effective approaches almost always have a significant academic component, suggesting that raising aspirations in isolation will not be beneficial.</p> <p>YC Hertfordshire works in partnership with DESC and is linked to our Personal & Social development curriculum. We believe it has a direct impact upon a pupil's motivation and last three years' data analysis demonstrates direct positive impact.</p> | NEET data – ensure earlier identification of potential NEET PP students to ensure aspirational strategies are in place to reduce the PP NEET gap to enable their PP engagement post 16 to be in line with non PP peers and also in line with national non PP students. | DK/ER/KA | <p>Half termly review meetings</p> <p>Daily recording forms and holistic tracker.</p> <p>Daily intervention summaries</p> <p>Review at Oct half term.</p> |
| Pupils confident in performing, increase in self-esteem and ability to collaborate with others. | <p>Specialist music teaching. Peripatetic music teacher in school once per week.</p> <p>Enhancement of vocational provision both on site and off site to boost positive engagement and improve attitudes to learning.</p> | Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Overall costs are estimated as low. | <p>Strengths and difficulties questionnaire data.</p> <p>Parent/carer feedback</p> <p>Pupil questionnaires</p> | GC/LA | <p>Termly data drops.</p> <p>Regular review meetings with INCO/Curriculum coordinator.</p> |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|--|--|------------------|--|
| Pupils reengaged with learning through new programme of Project based learning . | Further develop individualised collaborative learning programmes for PP. Building on respect and relationships. Self-confidence, self-belief, improving skills and knowledge, learning about each other needs. | Pupils will succeed in gaining a wider range of qualifications and the current gap between pp pupils and non PP pupils is reduced in line with national statistics. Parent/carer feedback Pupil questionnaires The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains. | Clear breakdowns of pupil performance scrutinised against other student groups. A designated assistant head who has direct responsibility to ensure value added. Target sheets Carousel of activities Working with a mixed variety of staff Staff/Student lunch promotes social skills, turn taking, healthy eating and relationships. Discussion of current affairs to increase knowledge of the outside world. Observations of provision. Destinations survey Provision evaluations. | Ext SLT/SC/LA | Half termly review meetings Holistic tracking fortnightly Triangulation of student progress, attendance to school and student views to assess impact. Positive impact upon behaviour and attendance review ongoing interrogation of data. |
| Resilience, self-confidence, self-belief, ability to make the right choices and better future aspirations. Reduction in number of exclusions for the most disadvantaged students | Life Coaching | Pupils are identified through their current needs. To enable effective learning by breaking down some of the barriers and providing students with strategies to manage these issues. Behaviour, statistics and information | 1:1 weekly sessions timetabled, paperwork completed weekly by coach and any concerns raised are dealt with. To improve the attendance of PP students by providing support to families and building positive school relationships SDQ's Student Feedback | LA/LB/NS | July 18 Strengths and difficulties questionnaire data. Half termly review meetings Holistic tracking |
| Resilience, self-confidence, self-belief, ability to make the right choices and better future aspirations. | Student CBT | To give young people the coping strategies identified which will enable them to have a better outlook at their future. Provide vulnerable students access to emergency support when in crisis. | To improve the attendance of PP students by providing support to families and building positive school relationships SDQ's Student Feedback | NS/LA | July 18 Strengths and difficulties questionnaire data Half termly review meetings Case studies Holistic tracking |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|------------------------|---|---|------------|---|
| To be able to express themselves safely and with someone who can help them manage their emotions. To build trust within the setting to enable better attendance. | Student Counselling | To give the students a safe place to be able to talk through issues they may be experiencing but unable to manage on their own. | To improve the attendance of PP students by providing support to families and building positive school relationships SDQ's Student Feedback | NS/LA | July 18 Strengths and difficulties questionnaire data. Half termly review meetings Holistic tracking |
| Total budgeted cost | | | | | £14,500 |

iii. Other approaches

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|--|--|------------|---|
| To accelerate pupils progress in Core subjects. Increase parental engagement. | Increase pupil engagement in home learning/extension tasks. Laptops and WIFI connections – Academy 21 | Effective home learning can lead to pupils on average gaining five months' additional progress. Some parents might not have a laptop/PC so purchasing of laptops essential. | Half termly tracker disseminated to SLT. Letters sent to parents, plus additional support via school website. | SP/AS | Student surveys on quality of home learning. SP to monitor quality of home learning. |
| Pupils reengaged with learning through new programme of Bush craft . | Collaborative learning. 6-week engagement programme of outdoor education. | Evidence about the benefits of collaborative learning has been found consistently for over 40 years and a number of systematic reviews and meta-analyses of research studies have been completed. | CW to monitor quality and outcomes of provision. Pupil questionnaires. | CW | Summer term. |

| | | | | | |
|---|---|--|---|-----------------|---|
| <p>Increased attendance rates for pupils eligible for PP.</p> <p>To raise the current attendance from 90% to 95%. September 18– February 19 data.</p> | <p>Appointment of key attendance co-ordinator.</p> <p>New systems and processes development for earlier identification of patterns.</p> | <p>There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A* to C including Maths and English. 73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A* to C.</p> | <p>Early identification of attendance patterns Home visits Conversations with pupils – encouraging Regular parent/pupil review meetings Identifying pupils with transport issues for attending school, applications made for a taxi or bus pass with supporting evidence/information such as health issues, low income families and distance for allocations to be made. Inco time Termly attendance Reward trips League tables Positive letters/certificates home Repaired bikes with students and provided new parts.</p> | <p>JO/AS/JC</p> | <p>Half termly review meetings with Deputy head. Holistic tracking A10 meetings Individual parent meetings.</p> |
| Total budgeted cost | | | | | £13,800 |

1. Review of expenditure

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | Estimated impact/Outcomes: | Lessons learned | Cost |
|---|--|--|-----------------|---------|
| Increase in reading age that enables pupils access to the wider curriculum. | Prince's Trust literacy group Year 10 and 11 English targeted booster sessions. One to one tuition Out of hours timetabled lessons. - Revision materials - Exam Package | | | £1,866 |
| To accelerate pupil progress in reading. | Pupils have been provided with additional resources so that basic skills can be developed properly. Resources: talk for writing activity cards; building words through dominoes; comprehension cards; writing prompt cards. | | | |
| To accelerate pupil progress in CORE areas during years 9 – 11 | One to one booster sessions. Provision of additional 1:1 tuition for pupils who require extra assistance to reach their target grades at GCSE One to one booster sessions (outside of school hours) to run with targeted cohorts in Year 11. Students would be identified as those underachieving in Maths and would run as intensive workshops. | 100% of PP students were entered for at least 5 GCSEs or equivalent. 100% of PP students achieved A* - G in both English and Maths. | | £510.00 |
| Pupils reengaged with learning. | All Pupil Premium students are allocated a permanent member of staff to act as their Personalised Learning Mentor (Link Mentor). | | | £1444 |
| To accelerate pupil progress in Maths. | Intensive numeracy intervention. Power of 2. | | | £978.06 |

2. Review of expenditure

V. Targeted support

| Desired outcome | Chosen action / approach | Estimated impact/Outcomes: | Lessons learned | Cost |
|---|---|--|--|-------|
| To ensure none of our vulnerable pupils will be NEET at the end of their year 11. | Intensive YC Herts one to one support The centre provides Careers Independent Advice and Guidance (CEIAG) to all PP pupils Via YC Herts – all pp pupils are regularly interviewed in year 11 and priority pupils in year 10. | Supported transition to employment, training and college. NEET figures: 2014 – 2015 9% NEETS 2015 - 2016 9% NEETS 2016 – 2017 6% NEETS | Raising student's aspirations!!! | £8000 |
| Pupils confident in performing, increase in self-esteem and ability to collaborate with others. | Specialist music teaching. Peripatetic music teacher in school once per week. Enhancement of vocational provision both on site and off site to boost positive engagement and improve attitudes to learning. | X4 students attended the XC centre. X3 students were p.p. X1 student re-engaged – enrolled and completed 12 week plastering course as well as passing Entry Level Maths/English X1 student had confidence to perform in front of an audience | Have lessons within their school day and maybe have group or pair lessons. | £ |
| Pupils reengaged with learning through new programme of Project based learning. | Further develop individualised collaborative learning programmes for PP. Building on respect and relationships. Self-confidence, self-belief, improving skills and knowledge, learning about each other needs. | Mondays: Attendance 2016 – 2017 (Attendance 2017 – 2018 Mondays: Behaviour incident 16 –17 Behaviour incidents 17 – 18 Theatre trip to see 'Blood Brothers' encouraged 3 students to read plays – increased engagement in DEAR Re-engage students to learning – x1 did Statistics GCSE, another did Eng Literature GCSE, 3 rd student increased their confidence in Art GCSE, improved speaking and listening skills for FS English. | Continue to do theatre visits with follow up of play reading | £2706 |
| Resilience, self-confidence, self-belief, ability to make the right choices and better future aspirations. Reduction in number of exclusions for the most disadvantaged students | Life Coaching | Fewer behaviour incidents recorded | | £4654 |
| To be able to express themselves safely and with someone who can help them manage their emotions. To build trust within the setting to enable better attendance. | Student counselling | Fewer behaviour incidents recorded | | £ |

3. Review of expenditure

V. Other approaches

| Desired outcome | Chosen action / approach | Estimated impact/Outcomes: | Lessons learned | Cost |
|---|---|---|-----------------|-------|
| <p>To accelerate pupils progress in Core subjects.</p> <p>Increase parental engagement.</p> | <p>Increase pupil engagement in home learning/extension tasks.</p> <p>Laptops and WIFI connections – Academy 21</p> | | | £340 |
| <p>Pupils reengaged with learning through new programme of Bush craft.</p> | <p>Collaborative learning. 6-week engagement programme of outdoor education.</p> | <p>Fewer behaviour incidents recorded</p> | | |
| <p>Increased attendance rates for pupils eligible for PP.</p> <p>To raise the current attendance from 90% to 95%.</p> <p>To close the gap between pp and non pp pupils.</p> | <p>Appointment of key attendance co-ordinator.</p> <p>New systems and processes development for earlier identification of patterns.</p> | | | £2280 |
| | | | | |

7. Additional detail**2018 - 2019 What areas do we want to improve further**

- Increased parental engagement in supporting learning.
- To enable a more vigorous approach to baseline testing in core subjects to ensure current attainment levels are assessed accurately upon entry and exit.
- Continue to enhance staff awareness of accountability for pupil premium outcomes.
- To further develop staff planning and strategies to improve pupil premium performance.
- To ensure all eligible families are signed up for the Pupil Premium.