

Please note this is a working document and is constantly being updated. All financial data and impact/evidence will be updated in May 2023. If you require any further information please contact Dustin King (dking@desc.herts.sch.uk).

Pupil Premium strategy statement

This statement details our Centre's use of Pupil Premium for 2021 – 2022 and how we use funding to help improve attainment for our disadvantaged learners. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our service.

DESC overview

Detail	Data
School name	Dacorum Education Support Centre
Number of learners in school	55
Proportion % of Pupil Premium eligible learners	40%
Academic years that our current Pupil Premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which will be reviewed	July 2022
Statement authorised by	Sara Lalis
Pupil Premium Lead	Dustin King
Management Committee	Sally Ambrose

Funding overview

Detail	Data
Pupil Premium funding allocation this academic year	£25,636
Recovery premium funding allocation this academic year	£1,500
Pupil Premium funding carried forward from previous year	£0
Total budget for this academic year	£27,136

Statement of intent

At DESC all members of staff and the Management Committee accept responsibility for all learners recognising that a number of learners within our service, some of whom are not eligible for Pupil Premium funding, may at any point during their time at DESC require additional support and intervention. We are committed to meeting our learners' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the Pupil Premium is valued, respected and entitled to develop to their full potential.

We know that children learn best when they attend Centre regularly. In our strategy, we focus on encouraging attendance through meeting the well-being needs of learners and families, by providing exciting learning including opportunities, including access to alternative provision, work experience and volunteering and through our link mentor and our Pupil Premium champion actively engaging with family to encourage and support good attendance in Centre.

To continue to ensure the outcomes for learners in receipt of Pupil Premium are at least in line with those of peers in Centre across the curriculum.

Our Pupil Premium champion works to ensure high aspiration and high quality provision for all learners in receipt of Pupil Premium ensuring the well-being needs of all learners in receipt of Pupil Premium funding are met to ensure they are on track to make or exceed expected progress and attainment. At DESC we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been achieved by our bespoke pod provision, (Personal and Social Development), rich curriculum and needs led approach.

This approach allows us to target individual learner's areas of improvement whilst enabling the learners to excel in the areas of the curriculum that they show interest and talent.

Lockdown has seen an increase in learners' emotional and social needs that impact on learning with increases in both learner and adult mental health and wellbeing needs. Our strategy includes the appointment of a highly experienced Family and Adolescence Practitioner to join our team in January 2022.

Our ultimate objectives are to:

Remove barriers to learning created by poverty, family circumstance and background

Narrow the attainment gaps between disadvantaged learners and their non-disadvantaged counterparts both within Centre and nationally

Ensure ALL learners are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

Develop confidence in their ability to communicate effectively in a wide range of contexts

Enable learners to look after their social and emotional wellbeing and to develop resilience.

Our Context

At DESC we are the continuum of behaviour support 4-16 for young people in Dacorum. Our philosophy centres on a holistic approach to supporting learners and their families. We therefore see our mission to be the “One Stop Shop” for Social Emotional Mental Health and Wellbeing for our 67 Dacorum primary and secondary schools in DSPL8 and are the Single Point of Access.

Our core purpose is two fold, to re-engage young people in their learning whilst improving their attitudes, social skills, behaviour and attendance. This is echoed in all our work with learners enabling them to overcome their barriers to learning and to support them in their next steps.

Our work supports the Hertfordshire emotional wellbeing and behaviour strategy, which promotes a holistic approach to understanding and supporting the emotional wellbeing, engagement and behaviour of learners.

Our work centres on the Tiered Approach:

Tier 1 – Prevention and early identification (Universal) - We provide advice, guidance, signposting and training

Tier 2 – Getting Advice and Signposting (Universal Plus) – We provide outreach and therapeutic support in schools

Tier 3 – Getting Help (Targeted) – We provide intensive outreach and therapeutic support in schools

Tier 4 – Getting More Help (Targeted Plus) – We provide inreach support and provision at our 3 Centres – The Haven (KS1/2), Tenzing Road (KS3) and Barncroft Campus (KS4)

Tier 5 – Getting Risk Support (Specialist) – We provide short and medium term provision at our 3 Centres

Each individual learner has unique circumstances but most have significant difficulties with social interaction and communication, which, presents as the most significant barrier to learning at DESC.

Challenges

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

Challenge number	Detail of challenge
1.	Our assessments demonstrated that learner's behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged learners.
2.	Our observations suggest many lower attaining disadvantaged learners lack metacognitive / self-regulation strategies when faced with challenging tasks. They also struggle more with self-regulation strategies in unstructured time.
3.	Our attendance data over the last 3 years indicates that attendance among disadvantaged learners has been between 4.7% lower than for non-disadvantaged learners.
4.	Our baseline assessments, observations and discussions with learners and families/services have identified social and emotional issues for many learners, such as anxiety and low self-esteem.
5.	Attainment of disadvantaged learners is lower than 'others' which has been highlighted through baseline assessments. Increased progress in reading, writing, and spelling is required to close these gaps.

Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium funding) this academic year to address the challenges listed above.

Budgeted cost: £27,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing reading and comprehension skills in all learners.</p> <p>This will involve ongoing staff training and support and release time. Improved literacy skills will result in closing the literacy gap</p>	<p>Explicit teaching of strategies for both reading and comprehension supports learners in decoding and understanding meaning effectively so that they are better able to 'read to learn'.</p> <p>Our literacy leads are conducting research into more effective interventions for our changing cohort and will introduce new interventions where appropriate.</p> <p><u>Supported by EEF research</u></p>	5
<p>Developing metacognitive and self-regulation skills in all learners.</p> <p>This will involve ongoing staff training and support and release time.</p>	<p>Teaching metacognitive strategies to learners can be an inexpensive method to help learners become more independent. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p> <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all learners in the classroom due to purposeful learning environment.</p>	2

<p>Provide appropriate therapeutic support to learners in their emotional and social development.</p>	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.</p> <p>EEF Toolkit Social and Emotional Learning +4 months</p>	<p>1, 4</p>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience and alternative provision. To improve aspirations in order to secure post 16 destinations.</p>	<p>Evidence has shown that extra-curricular activities are particularly beneficial for developing learner's wider skills, especially when they complement the taught curriculum in Centre. Activities such as Construction, Hair & Beauty and Riding for the disabled.</p>	<p>2,3,4</p>
<p>Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional intensive one to one support.</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p>	<p>3,4</p>
<p>Other Support: Transport support Breakfast/lunch/pod Technology Virtual packages Princes Trust</p>	<p>Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.</p>	<p>1,2,3,4,5</p>

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. Before deciding on how to spend this additional funding we considered the research carried out by the Education Endowment Fund (EEF) which suggests that the following interventions have the most impact in our setting:

Reading comprehension strategies

Small group tuition

Social & Emotional Support through pastoral Interventions

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all learners to ensure that all learners have access to cultural capital activities, opportunities and visits.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"><li data-bbox="863 869 1358 981">• qualitative data from learner and parent surveys, learner rep meetings and staff observations.<li data-bbox="863 1010 1358 1115">• an increase in participation in enrichment activities, particularly among disadvantaged learners.
Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.	Independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that learners are fully prepared for life beyond DESC and the local community. Feedback from targeted interventions and learner questionnaires. <ul style="list-style-type: none"><li data-bbox="863 1518 1382 1552">• Reduction in Fixed term exclusions<li data-bbox="863 1559 1382 1664">• Destination data – target 98% of all learners sustain education, employment and training post 16.

<p>To achieve and sustain improved attendance for all learners, particularly our disadvantaged learners.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Closing the gap in attendance to bring Pupil Premium learners in line with non-Pupil Premium learners. • Attendance monitored and attendance team intervene where necessary to ensure all learners meet their individual/Centre targets.
<p>Provide appropriate nurture support to support learners in their emotional and social development.</p>	<p>Sustained high levels of support from 2024/25 demonstrated by:</p> <p>The overall Core YP scores decrease by an average of 6 points from start to end of therapeutic intervention. This allows us to track the improvements in learner's mental health and resilience.</p>
<p>Disadvantaged learners demonstrate related reading and comprehension skills</p>	<p>Evidence a strong focus on reading and writing along with specific interventions across the curriculum, which promotes reading.</p>

Part B: Review of outcomes in the previous academic years.

What do we spend the funding on?

Pupil Premium learners are tracked, monitored and are a regular focus of staff meetings, which helps facilitate effective discussions with the whole staff team. During these meetings, we identify potential strategies and discuss individual learner's barriers to future attainment and what additional support is needed.

Total spend

Financial year	PP Funding
2021-2022	£24,443
2020-2021	£27,136
2019-2020	£21,366
2018-2019	£31,614

BREAKDOWN OF HOW THE FUNDING FOR 2020 - 21 WAS SPENT

IN 2020-21 WE RECEIVED £25,636

Intervention	Amount
Counselling	£4120.00
Learners reengaged with learning through new programme of Alternative Provision in Hair & Beauty, Construction and Mechanics.	£8,556.00
Intensive YC Herts One to one support careers support	£1,500.00
Intensive literacy/numeracy interventions	£139.48
Travel	£880.00
Uniform	£180.00
Intervention (Inco/Attendance/Daisy and Staffing)	£10264.52
Total	£25,640

BREAKDOWN OF HOW THE FUNDING FOR 2019 - 20 WAS SPENT

IN 2019-20 WE RECEIVED £21,366

Below is a breakdown of how we used the funding

Intervention	Amount
Counselling	£5,550.00
Learners reengaged with learning through new programme of Alternative Provision in Hair & Beauty, Construction and Mechanics.	£1,260.00
Intensive YC Herts One to one support careers support	£675.00
Intensive literacy/numeracy interventions	£63.69
Travel	£25.00
Intervention	£13,394.10
Total	£ 20,967

The below table shows a breakdown of our 2019 -2020 cohort in English and Maths

	English			Maths			Both	
	Cohort	9 to 4 No. %	9 to 1 No. %	Cohort	9 to 4 No. %	9 to 1 No. %	9 to 4 No. %	9 to 1 No. %
All	22	8 36%	18 82%	22	8 36%	17 77%	4 18%	17 77%
Male	12	3 25%	9 75%	12	6 50%	9 75%	3 25%	9 75%
Female	10	5 50%	9 90%	10	2 20%	8 80%	1 10%	8 80%
Learner Premium	12	5 50%	9 75%	12	2 17%	8 67%	2 17%	8 67%
Non Learner Premium	10	3 25%	9 90%	10	6 60%	9 90%	2 20%	9 90%

Key strategies/impact

At DESC attendance has a 17% increase on PP attendance in the year 2019-2020 from their previous school setting.

Fixed term exclusions for PP learners is significantly lower than national average.

All PP learners in alternative provision gained a qualification, which would not have been gained if we had not supported their learning in this way.

Destination data 98% PP learners sustained education, employment and training. This is higher than the national average of 93%. Questionnaires showed how 90% of PP learners felt supported and well informed about their next steps.

No negative behaviour logs for uniform on our CPOMS system due to 100% of our PP learners receiving discounted prices.

We see CoreYP scores decrease by an average of 6 points from start to end of therapy.

100% of all PP learners entered for vocational courses achieved a pass.

Pupil Premium strategy outcomes

Strategies were implemented with strong evidence of a positive impact across all elements of the tiered approach. Targeted academic support strategies were well attended. Early identification was key to ensure the gap between disadvantaged and non-disadvantaged learners continues to close, considering previous school and self-esteem data.

The teaching strategy was well implemented, understood by all and created an environment where staff could unpick how the socio-economic challenge had impacted the learners. All staff were well equipped to use a wide range of engagement strategies to support the individual learners. This created a positive relationship and working environment where the learners could flourish due to our needs-led dynamic curriculum.

Attendance for disadvantaged learners has improved from 83% in 2021 to 90% in 2022- we are on track to meet and sustain our target of 95% in 2023/4. Parent and learner surveys indicate that the vast majority are clear about expectations around attendance.

Our Pupil Premium focus group looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address educational disadvantage.

Staff reflected with the learners about the impact of the pandemic which gave us a deeper insight into the family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with the parents and carers as a result of pastoral home visits and drop in sessions.

Following an extensive RAG rating review of Pupil Premium, we were able to look deeply at poverty. This enabled us to organise meaningful activities that are highly personalised and enriched through inclusivity by promoting learner voice and tailoring interventions to help the learners feel confident and empowered. Poverty proofing has been a key ingredient in removing barriers to learning including transport, uniform, equipment, teaching resources and community engagement.

All interventions are tracked and monitored on a regular basis. We have therapeutic, pastoral, academic, aspiration and enrichment interventions that form a unique and varied offer. This highly personalised approach helps safeguard the learner's individual circumstances.

Areas for development

Take reward system to the next level by personalising targets to the individual in a timescale that is achievable and motivational.

Encourage DESC alumni to share their DESC journey to current cohort as an aspirational intervention.

To continue to ensure the strongest possible teaching and learning occurs in English and Maths for our most vulnerable learners.

Continue to enhance staff awareness of accountability for learner premium outcomes.

Externally provided programmes

Programme	Provider
Multi – Skills Construction	C & G Plastering
Hair & Beauty	Healthy U Gym
Virtual learning	Tute

Service Pupil Premium funding

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 learners?	N/A