

North East Essex Co-operative Academy

Summary of the PPG:

The Pupil Premium is additional funding provided by the Government to bridge the attainment gap for pupils from disadvantaged backgrounds. The funding is to help schools to identify ways to support these pupils to ensure they have the same life chances as their peers as they move beyond school.

These figures are based on the data that was sent to school census as of January 2018. As a referral unit, our roll number and PPG entitled pupils is subject to fluctuation. A significant number of our students are dual roll and as a result, negotiations are required with their other school for us to receive PP funds for them.

Pupil premium funding is allocated as follows:

- They have free school meals (or have had in the last 6 years) £935 Secondary age £1320 Primary age
- They are a service child £300
- They are in care or have been in care for at least 1 day. £1900

Students that are currently 'looked after' are issued their PPG money through interventions identified on their PEP this has to be approved by their Virtual School.

Total number of pupils on roll (Autumn 18)	145
Total number of pupils eligible for PPG	56

Total amount of PPG before July 19	37,701
------------------------------------	--------

Summary of main barriers to learning:

Students mainly attend North East Essex Cooperative Academy following a positive referral or a permanent exclusion. Whilst each child has a unique set of experiences leading to their placement the aim for all students is to re-engage with learning. In order to support each student to be successful we need to identify their individual barriers to learning then plan specific interventions to address their needs.

Common barriers

In school barriers:

- Previous poor attainment against age related expectations, in particular in English and Maths
- Attendance- long distances for some students to travel
- Difficult and or dangerous behaviours
- Lack of ability to self-regulate and express themselves
- Lack of confidence, aspiration and low self-esteem
- Historical negative experiences of education and multiple school placements
- Lack of positive relationships and role models within their peer group and school community

External barriers:

- Use of public transport- long distances to travel
- Living in deprivation
- Influence of negative factors in the community such as gangs and drugs
- Low aspirations and expectations of what students could achieve from their families and peers
- Minimal opportunities to access extra-curricular resources such as local clubs or sports activities
- External agencies have limited resources and capacity to offer support

Key Priorities and expected outcomes:

	Outcomes	Success Criteria
A	<p>Improved levels of progress and attainment in English and Maths.</p> <p>Increased numbers of students achieving 5 or more qualifications in Yr11.</p>	<p>Pupils eligible for PP will make expected or exceeding progress in English and Maths.</p> <p>Pupils eligible for PP will attain what is nationally expected for their age in English and Maths.</p> <p>Pupils eligible for PP will obtain 5 or more qualifications in Yr11.</p>
B	<p>Develop students ability to self-regulate leading to better engagement in learning and reduced incidents of difficult and/or dangerous behaviour.</p>	<p>Increase in positive comments on SIMS</p> <p>LABS will reflect positive engagement in learning and reduction in incidents.</p> <p>Reduced numbers of FTE/Repeat offenders</p> <p>Climate for learning is positive</p> <p>Student voices shows that they feel safe and that staff effectively manage behaviour.</p>
C	<p>Students to be supported to raise their self-esteem leading to better aspirations for their future outcomes.</p>	<p>Increase the number of PP students who remain in Education, Employment or Training, measured by a reduction in % of NEET students.</p> <p>Increased successful reintegration/ transition plans</p> <p>Pupil views will demonstrate increased positive mind set.</p> <p>Parents will hold high aspirations for their children and will engage positively with school.</p>

D	Increase levels of attendance from starting points for PP students.	Attendance levels increased from baseline PA tackled swiftly following policy and linking with external agencies where required. First day calling protocols and safeguarding processes in place and adhered to rigorously.
---	---	---

Chosen approach:

A variety of interventions will be used on an individual basis to tackle a range of barriers to learning, to re-engage young people with learning and to reduce the gap between disadvantaged and non-disadvantaged students.

Intervention	Outcome	Link to key priority
1:1 Thrive sessions (primary)	Thrive sessions are planned to support students to bridge gaps in their early developmental stages and support students to develop self-regulation. Thrive sessions utilise play, sensory and practical resources.	A,B,C,D
1:1 Play Therapy (primary)	A play therapist offers students 1:1 thera-play sessions where children are allowed to explore their emotions through play. They develop ways of understanding their own behaviours and strategies to support them outside of the sessions.	B
1:1 Art Therapy (primary)	A psychotherapist offers students 1:1 sessions to work through emotions following adverse childhood experiences and trauma. The sessions develop student's resilience and strategies to process their life story.	B
Speech and Language Therapist	A trained speech and language professional is able to work with the young people to identify any particular issues that may be holding them back from developing and communicating effectively. This advice is shared with teachers to enable them to implement strategies in their teaching.	A, B
1:1 Catch up intervention English and Maths	Boost progress for identified students through 1:1 intervention designed to identify and bridge gaps	A
1:1 Maths/English support	Students are able to work 1:1 or very small groups to enable their specific needs to be targeted and their confidence increased with the subject. This in turn will improve attainment.	A

16+ support	Careers advice or further education support will ensure that students choose the right post 16 option for them. This is in the form of interviews and support with completing application forms and CVs.	C
Duke of Edinburgh	Students benefit from new opportunities to develop skills for life-long learning, confidence, self-esteem and personal aspirations.	C
Hawkes Farm	Learners benefit from developing life skills including; animal and equine welfare, horticulture, health and beauty, retail, catering, building, craft and trade skills. This reengages young people with learning in a vocational environment and therefore helps to improve attendance. It also provides learners with the opportunity to gain additional qualifications.	A, B, C, D
Exam invigilation	Occasionally a student is unable to take their exam in the centre for whatever reason. In these cases it may be possible for an invigilator to be sent to the home to enable them to take their exam.	A
Music Unlimited	The therapeutic nature of the music sessions enables students to express themselves through music. This could be through listening, singing or making music using instruments or technology. This helps to boost emotional well-being, confidence and self-esteem, which has a positive impact on attainment and attendance.	A, B, D
Rally Sport	Helps students to develop confidence while developing skills in a hands-on, vocational setting with the potential to gain a qualification relevant to the motor vehicle industry. This setting is engaging and helps to improve attendance.	A, B, C, D
NOVA	Helps students to develop confidence while developing skills in a hands-on, vocational setting with the potential to gain a qualification relevant to the motor vehicle and construction industry. This setting is engaging and helps to improve attendance.	A,B,C,D
Transport	Some students have to travel long distances on public transport and this can have a negative effect on attendance. Transport has been provided to enable students to attend revision sessions.	A, D

Uniform	School uniform to support disadvantaged students with their reintegration, also helps with confidence.	D
Wellies On	Wellies On is a therapeutic, hands on experience that enables students to work with different animals on the school site as well as having the opportunity to work towards a qualification.	B, C
Catton College	To provide students with alternative pathways if they are struggling to engage academically.	A,D
Breakfast club	Staff are allocated to meet, greet and settle students with a meal and their time to support and reduce anxieties promoting a positive start to the day. Staff role model healthy food, choices, kindness, positive communication and care for themselves and others. This ensures students have opportunities to observe good social etiquette.	A,B,C,D
LW Fitness	Students are given opportunities to develop resilience, health related fitness and increase aspirations through positive role models and opportunities to learn new skills. Students will gain more confidence, self -awareness and respect	C

Action	What does this mean?	Monitored by	Cost from PPG funding	Specific intended outcome	Reviewed by	Outcome: Actual impact
Provide support for young people to attend alternative provisions such as Rallysport and Catton College	Some students require more vocational paths of study to enable them to engage with learning and to be successful. PP funding will be used to support with these costs.	Key stage leaders	Budgeted £10000	Improved attendance. Students are able to gain a vocational qualification. Students gain a Maths and English qualification.	LBS/PDS	
Provide support for PP students to attend offsite activities such as Hawkes Farm and Wellies on	To promote personal development, teamwork and provide opportunities that disadvantaged young people might otherwise not experience.	Key stage leaders	Budgeted £2000	Improvement in behaviour and social skills. Thrive assessments Improved attendance.	LBS/PDS	
Use professionals to assess and provide advice for strategies to use with young people to help improve their speech and language and academic attainment as well as emotional well-being.	Speech and language therapy enables students to have strategies to help deal with their frustrations as well as advice for teachers on how to use activities to promote learning. Counselling helps students have a greater understanding of themselves.	Key Stage leaders	Budgeted £1500	Students have a greater awareness of themselves and are able to self-regulate their emotions and behaviour. Improved attainment in academic subjects.	LB/SM/SLY	

Wellies On- pay for resources to enable a shelter to be built to support the Wellies On project.	Resources for the flat pack farm have been purchased and students will help with the construction of the shelter, developing new skills. This will also help support the therapeutic activities involved.	CC and LB	Budgeted £2000	Students work together to help build a shelter for the animals. Students are able to attend therapeutic sessions, behaviour and social skills will improve.	LB/CC	
Arts participation- Music unlimited provides 1:1 opportunities for students to express themselves through music Art therapy and play therapy opportunities to be provided. Referrals to be completed and parental permissions sought.	The arts have been recognised as having a positive impact on academic learning, creativity, confidence and well-being. Arts with therapeutic conversations, music lessons and the arts awards are just some interventions.	Key stage Leaders	Budgeted £15000	Improvement in behaviour and social skills. (POTA scores)	LBS/PDS	
Post 16- provide opportunities for students to receive post 16 guidance and support with CVs,	Directions hold 1:1 discussions with young people to support them in making decisions about the next stage of	NDE	Budgeted £250	All students have a plan for post 16 training or education. Improved success rates for students remaining in	LBS/PDS	

applications and interviews.	their education or training.			education, employment or training.		
<p>Maths and English resources- provide resources to support students in maths and English. This could also include specific intervention support.</p> <p>Introduce an intervention line to boost progress.</p>	<p>Provide students with revision guides and resources to enable them to achieve success in maths and English.</p> <p>Employ TA/Instructor to deliver sessions as directed by heads of department</p>	Heads of Department	Budgeted £26000	Improved outcomes for attainment in maths and English.	LBS/PDS	.
<p>Transport- subsidise some transport costs to help students who have long distances to travel improve their attendance.</p>	<p>Some students with poor attendance struggle with multiple buses or long journeys to get into school.</p>	PDS	Budgeted £5000	Improved attendance.	LBS/PDS	
<p>Uniform- subsidise uniform costs for some students.</p>	<p>When students join HCA they are expected to wear the school uniform and equally when students move on to other schools they may need support to buy the uniform to fit in at their new school.</p>	Key stage Leaders	Budgeted £1000	Improved confidence and self-esteem for new students about starting at their new school.	LBS/PDS	

Expenditure:			£49250			
--------------	--	--	--------	--	--	--