

# Pupil premium strategy statement – The Centre School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                                  |
|--|---------------------------------------|
| Number of pupils in school   | 136                                   |
| Proportion (%) of pupil premium eligible pupils  | 86 (63%)                              |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement for each academic year)</b> | 2024/2025 to 2026/2027<br>(2024-2025) |
| Date this statement was published  | November 2024                         |
| Date on which it will be reviewed  | Autumn 2025<br>(annual reviews)       |
| Statement authorised by  | Sue Raven                             |
| Pupil premium lead   | Sue Raven                             |
| Governor / Trustee lead  | Pri Pinnaduwa                         |

## Funding overview

| Detail  | Amount             |
|---|--------------------|
| Pupil premium funding allocation this academic year       | Dfe: £76,650 + LAC |
| Pupil premium funding carried forward from previous years | £0                 |
| <b>Total budget for this academic year</b>                | £76,650            |

# Part A: Pupil premium strategy plan

## Statement of intent

The Centre School is a SEMH special school providing education for students with EHCP's. The school operates a creative curriculum that offers a balance of learning opportunities inside and outside the classroom. The curriculum aims to:

- produce young people that are successful learners, confident individuals and responsible citizens.
- support a range of accreditation at both key stages in order to ensure that life chances are enhanced for all students.
- promote progression, either within our own 6th form, or with other providers, is a priority for all our pupils, including those in receipt of the pupil premium.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do recognise the importance of identifying and addressing the barriers that are vulnerable pupils face.

Our pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding, face in relation to meeting our curriculum aims. In addition to a focus on the provision of high-quality teaching, it also supports the provision of an extended curriculum. The extended curriculum offer delivers a positive educational experience that cultivates high self-esteem and ensures that all members of the school community can take advantage of both learning, careers and leisure opportunities to make good progress and prepare them for the next stage of life. Our strategy will be driven by the needs and strengths of each individual young person, enabling them to access an appropriate and ambitious curriculum, whilst offering them the relevant skills and experience they require to be prepared for adulthood.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Special Educational Needs and other needs<br>All pupils have Social and Emotional Mental Health Needs. This results in low self-esteem and low self-confidence being an issue for many pupils. Some |

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|   | pupils have additional Special Educational Needs (such as Speech Language and Communication Needs, Autism and Attention Deficit Disorder). Children who are Looked After (or previously looked-after) may experience a number of placements both in their education and in their home life, impacting on the whole pupil academically and emotionally – this impacts on academic outcomes.                          |
| 2 | Impact of Behavioural Needs<br>Experience of disruption to education due to behaviour - impacting on continuity of learning.  |
| 3 | Attendance (impact of suspensions and Covid)<br>Pupils may have experienced gaps in learning. A large proportion of pupils have experienced suspensions as a result of behavioural incidents leading to disrupted education and attendance. COVID-19 also impacted on the attendance of some pupils in previous years. At Key Stage 4, this had a particular impact on prior learning.                              |
| 4 | Contextual Issues impacting on Wider Opportunities<br>Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence. Many pupils at The Centre School enter with poor behaviours for learning and without the skills necessary to transition successfully to their next steps in education, employment or training. |

## 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   |
|--|--|
| <p>1. Improved access to personalised learning opportunities and an extended curriculum– leading to improved academic outcomes and learning behaviours</p> <p><i>3 year strategic priority</i></p> | <p>Improved Teaching and Learning across the school, leading to improved academic outcomes:</p> <ul style="list-style-type: none"> <li>Improved English KS4 outcomes – In 2023/24, 27% of PP pupils attained an English GCSE (or equivalent) compared to 45% of Non-PP</li> <li>Improved English Functional Skills results from starting point. 64% of PP students gained an English qualification 2024 (Non-PP 100%)</li> <li>Improved Maths KS4 outcomes – In 2023/24, 27% of PP pupils attained a Maths GCSE (or equivalent) compared to 45% of Non-PP</li> <li>Improved Maths Functional Skills results from starting point. 64% of PP students gained a Maths qualification 2024 (Non-PP 100%)</li> <li>Improved average number of qualifications from 4.2 qualifications per PP pupil in 2022/24 (compared to 5.4 for Non-PP)</li> </ul> <p>Improved access to targeted and personalised learning opportunities, leading to improved engagement in learning and outcomes (for disadvantaged pupils) and reduced suspensions (see data below)</p> |

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| <p>2. Low levels of behavioural incidents—leading to continuity of engagement in education</p> <p><i>3 year strategic priority</i></p>  | <p>Low levels of behavioural incidents in the school, evidenced through a reduction in suspensions and/or a reduction in the gap between PP / ALL suspensions (2023/24= 36.92% All Students Suspended / 43.59% PP Students Suspended)</p>   |
| <p>3. Improved attendance to enable pupils to access more learning</p> <p><i>3 year strategic priority</i></p>  | <p>Improved attendance from 2023-24 for disadvantaged pupils at 74.7% (and/or reduced Persistent Absence at 58.2%)</p>  |
| <p>4. For children to develop in independence in preparation for adult life (measured through destination, work placement and Skills Builder passport data)</p> <p><i>3 year strategic priority</i></p> | <p>Access to further education and training evidenced through destination data and access to work placement experiences.</p> <p>Last year, 34% Y10/11 disadvantaged pupils were able to access work placements. However, 100% went on to further education, employment or training.</p> <p>Records of achievement will show progress in Resilience, Engagement and Relationships demonstrable through improved measures on the Skills Builder passport.</p> |

## 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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000 (14.71% of spend)

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</b><br/><i>(Supporting pupils' social, emotional and behavioural needs)</i></p> <p>For children to develop in independence in preparation for adult life through the extended curriculum and school offer:</p> <ul style="list-style-type: none"> <li>-Access to residential trips and educational experiences (£10k)</li> <li>-Access to work placements (arranged and financially funded) (£4k)</li> <li>-Gatsby Benchmarking (Careers Information and Guidance) – Training and implementation (£1k)</li> <li>-House Team meetings with pupils completed 4 times a term – working on Essential skills to prepare for work and next steps in education working</li> </ul> | <p><b>Internal evidence</b></p> <p>To continue to support pupil's financial access to different educational and work related experiences in order to build resilience, build social interaction skills and in order to prepare them for adult life.</p> <p>In 2023-24 100% of PP pupils attended at least one educational visit or experience as part of the extended curriculum. The numbers of PP pupils able to access work placements in 2023-24 was 34%. However, in 2023/24 100% PP pupils went on to access further education employment or training.</p> <p>Many pupils at The Centre School enter with poor behaviours for learning. The Skills Builder programme promotes key strategies and supports the development of skills such as:</p> <ul style="list-style-type: none"> <li>- Creativity</li> <li>- Speaking</li> <li>- Problem Solving</li> <li>- Teamwork</li> <li>- Leadership</li> <li>- Aiming High</li> <li>- Staying Positive</li> <li>- Listening</li> </ul> <p><b>External evidence</b></p> <p><a href="#">Scholarworks</a> demonstrates the importance of life experiences on later life (through the eyes of teaching). In line with the <a href="#">research</a>, providing pupils with access to a full range of educational experiences can be beneficial.</p> <p>Careers Advice and Guidance will continue next year, with the Gatsby criteria being met through Basic Skills intervention sessions. Strong careers information, advice and Guidance as well as educational experiences are also listed in the <a href="#">top approaches</a> for disadvantaged pupils. For more information about Gatsby Benchmarks - <a href="https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks">https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks</a></p> | 1 and 4                       |

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| towards SkillsBuilder Qualification (£5k)  |  |   |
| <p><b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils inc. Mentoring and coaching</b></p> <p>Improved access to personalised learning opportunities through the development of teaching and learning in English &amp; Maths, leading to improved academic outcomes and/or learning behaviours. By:</p> <ul style="list-style-type: none"> <li>-Monitoring and coaching – inc' use of <b>external consultants;</b></li> <li>-Training;</li> <li>-Intervention and the consistent use of targeted resources (£5700)</li> </ul> | <p><b>Internal evidence</b></p> <p>In 2023-24 at KS4,</p> <ul style="list-style-type: none"> <li>- Improved English KS4 outcomes – In 2023/24, 27% of PP pupils attained an English GCSE (or equivalent) compared to 45% of Non-PP</li> <li>- Improved English Functional Skills results from starting point. 64% of PP students gained an English qualification 2024 (Non-PP 100%)</li> <li>- Improved Maths KS4 outcomes – In 2023/24, 27% of PP pupils attained a Maths GCSE (or equivalent) compared to 45% of Non-PP</li> <li>- Improved Maths Functional Skills results from starting point. 64% of PP students gained a Maths qualification 2024 (Non-PP 100%)</li> <li>- Improved average number of qualifications from 4.2 qualifications per PP pupil in 2022/24 (compared to 5.4 for Non-PP)</li> </ul> <p>Demonstrating that there is a gap between the outcomes of PP and Non-PP pupils.</p> <p>Additionally, the school is aware that pupils are increasingly having lower reading and vocabulary skills on entry, requiring increased levels of reading support. In KS4, 44% of disadvantaged pupils baselined with a reading and/or spelling age of 7 years or less than. Compared to 5% of Non-PP pupils. Highlighting the need for targeted support. Moving forward, wider reporting on Functional Skills will also be monitored.</p> <p>Additional staffing to provide targeted pupil support in lessons is also sourced through other funding streams.</p> <p>Internal monitoring and an Ofsted Inspection in March 2024, demonstrated that teachers were able to deliver quality lessons.</p> <p><b>External evidence</b></p> <p>Quality First Teaching is seen as one of the <a href="#">7 Building Blocks</a> for Success when supporting the attainment of disadvantaged pupils</p> <p>Moving forward, reading interventions will continue and the school will continue to develop the consistency of delivery/ teaching and learning in English. For disadvantaged pupils with literacy difficulties, <a href="#">research</a> shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> | 1 |

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

Budgeted cost: £63,000 (46.32% of spend)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| <p><b>Interventions to support language development and literacy</b></p> <p>Improved access to personalised learning opportunities– leading to improved academic outcomes in reading and spelling through the delivery of a targeted intervention for pupils with a low reading age using specialised resources (£8k)</p> <p>Additional staffing / capacity to support the robust delivery of reading interventions e.g. during Basic Skills sessions (£34,776)</p>                                      | <p><b>Internal evidence</b></p> <p>In 2023-24 reading intervention had a positive impact on both the reading and spelling ages, especially for pupils in years 6-8 where gaps on entry were larger. For example, in year 7-8 the 29 pupils, (<i>24 of whom assessed with a reading and or spelling age of 7 years or less than</i>), who have been receiving intervention for their reading and spelling, made on average 2.9 months progress for every month that passed since their baseline. For Year 10 pupils last year, those pupils receiving intervention for reading made on average 2.2 months progress on every month that passed. Average progress for the 48 students in year groups 7-11 was 2.5 months progress for every month that passes. This is the highest average progress with the highest number of students in the data range since the internal data recording in 2019-2020.</p> <p>Additionally, in KS4 44% of disadvantaged pupils baselined with a reading and/or spelling age of 7 years or less than. Compared to 5% of Non-PP pupils. Highlighting the need for targeted support.</p> <p><b>External evidence</b></p> <p>The <a href="#">EEF Toolkit</a> suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. There is also evidence supporting the positive impact of Reading Comprehension and Oral language intervention strategies in the EEF toolkit.</p> <p>The <a href="#">EEF Attainment Gap</a> report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:<br/> <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a><br/> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> | <p>1</p>                    |
| <p><b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</b></p> <p>Improved access to personalised learning opportunities and an extended curriculum– leading to improved academic outcomes and/or learning behaviours:<br/>         -Music Therapy (£8k - part funding)<br/>         -Personalised learning opportunities</p> <ul style="list-style-type: none"> <li>Horse Riding, £1k (2 pupils);</li> <li>Football, £3k;</li> <li>Fishing coaching, £8k.</li> </ul> | <p><b>Internal evidence</b></p> <p>As a result of intervention, pupils accessing Music Therapy improved their:</p> <ul style="list-style-type: none"> <li>• Musicality</li> <li>• Self-Knowledge and Self-worth</li> <li>• Self-acceptance and resilience</li> <li>• Emotional awareness</li> <li>• Behaviour</li> <li>• Social skills</li> <li>• Learning skills</li> </ul> <p>In 2023-24, 43.59% of PP pupils were suspended. Compare to 36.92% of ALL pupils. This demonstrates a need to focus on this area</p> <p><b>External evidence</b></p> <p>Sally Goddard Blythe, a consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology supports the link between singing and developments in language skills in her book, The Genius of Natural Childhood.</p> <p>As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.<br/> <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p> <p>Research base demonstrating positive effect of <a href="#">equine therapy on interaction</a>.</p>  | <p>1<br/>(supporting 2)</p> |

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|  | <p><a href="#">The EEF Toolkit</a> suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Sport boosts confidence - the benefit of Sport on wider learning is outlined at; <a href="https://www.sportengland.org/research/benefits-of-sport/">https://www.sportengland.org/research/benefits-of-sport/</a></p> |  |
|--|---|--|

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£53,000 (38.97% of spend)**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Supporting pupils' social, emotional and behavioural needs</b></p> <p>Targeted support to secure low levels of behavioural incidents to ensure continuity of education through access, including individual 1:1 support from outside agencies:</p> <ul style="list-style-type: none"> <li>- (£30k) from Bain &amp; Dahle</li> <li>- (£13k matched top-up funding) UQT 1:1 targeted tutoring</li> </ul> | <p><b>Internal evidence</b></p> <p>Pupils attending see a positive impact / reduction in behavioural incidents. As a result of the support, <b>one pupil made a successful transition back into full time education (special school) and the other was able to continue within education at the specialist support. Pupils have also enhanced their social communication and relationship skills both in and out of school as reported by parents.</b></p> <p><b>External evidence</b></p> <p><a href="#">The EEF Toolkit</a> suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the <a href="#">EEF Attainment Gap</a> report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> | <p>2<br/>(supporting 3)</p>   |
| <p><b>Supporting attendance</b></p> <p>Improved attendance to enable pupils to access more learning through transport provision and staggered start times for specific pupils through dedicated adapted 1:1 additional transport</p> <p>(£10k)</p>   | <p><b>Internal evidence</b></p> <p>At the end of 2023/24,</p> <ul style="list-style-type: none"> <li>- PP attendance was 74.7% (Persistent Absence was at 58.2%).</li> <li>- All attendance was 77.3% (Persistent Absence was at 56.9%)</li> </ul> <p>There will be a continued focus on attendance for all pupils, especially the disadvantaged.</p> <p><b>External evidence</b></p> <p>To support disadvantaged pupils and their families with transport provision where possible and needed to enable pupils (and their parents / carers) to access a range of educational experiences. Good attendance is also listed in the top approaches for disadvantaged pupils in the report <a href="#">Pupil Premium – How schools are spending the funding</a></p>   | <p>3</p>                      |

**Total budgeted cost: £136,000**



## 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 2023-24 academic year – Trust allocated funds (not including LAC) = £68,070 + £34,776 Recovery Premium.

#### **Review of progress towards 3-Year 2021-2024 Outcome 1:**

**Improved access to personalised learning opportunities and an extended curriculum– leading to improved academic outcomes and/or learning behaviours from the baseline:**

- ***Improved English GCSE outcomes (or equivalent) from 31% in 2021 for PP pupils.***
- ***Improved Maths GCSE outcomes (or equivalent) from 54% in 2021 for PP pupils.***
- ***Improved average number of qualifications from 4.1 qualifications per PP pupil in 2021***

In 2023-24 at KS4,

- 27% of PP pupils attained an English GCSE (or equivalent) compared to 45% of Non-PP
- 27% of PP pupils attained an Maths GCSE (or equivalent) compared to 45% of Non-PP
- Average Qualification per PP pupil = 4.2% (compared to 5.4 for Non-PP)

From the English and Maths GCSE data, attainment outcomes for disadvantaged pupils have declined compared to 2021 (over the period of the last PP Strategy). However, it is important to note that the average number of qualifications per PP pupil has increased slightly.

This reflects the contextual increase in pupils taking a range of different qualifications based on their lower starting points. For example, in KS4 44% of disadvantaged pupils baselined with a reading and/or spelling age of 7 years or less than. Compared to 5% of Non-PP pupils. Moving forward, wider reporting, including Functional Skills, will also be monitored.

Furthermore, outcomes data was also impacted by the small cohort numbers (11 PP out of 22 pupils total in Y11) and by the number of disadvantaged pupils accessing off-site alternative provision (36% of 2023-24 Y11 pupils) due to complexity of need.

#### **Review of progress towards 3-Year 2021-2024 Outcome 2:**

**Low levels of behavioural incidents to ensure continuity of education through access to targeted support.**

- ***Low levels of behavioural incidents in the school evidenced tracking of incidents and/or reduction in suspensions (2019/20 week 24 = 1+FTE 44.3%; 2020/21= 1+FTE from 31.6%)***

In relation to reduced suspensions during 2023-24, 36.92% All pupils 1+FTS and 43.59% PP pupils 1+FTS. This demonstrated an increase in suspensions from the baseline measure in 2021, but a slight reduction compared to 44.3% PP pupils at week 24 of 2019-2020 (when the COVID pandemic started). There will be a continued focus on supporting positive learning behaviours, and therefore reducing suspensions moving forward.

#### **Review of progress towards 3-Year 2021-2024 Outcome 3:**

**Improved attendance to enable pupils to access more learning**

- ***Improved attendance from 2020-21 at 69.4%.***

At the end of 2023/24,

- PP attendance was 74.7% (Persistent Absence was at 58.2%).
- All attendance was 77.3% (Persistent Absence was at 56.9%)

Even though attendance has improved, there will be a continued focus on attendance next year for all pupils, especially the disadvantaged, to ensure that this continues to improve.

#### **Review of progress towards Intended 3-Year Outcome 4:**

For children to develop in independence in preparation for adult life (measured through destination and work placement data)

- ***Access to further education and training evidenced through destination data and access to work placement experiences (Last year due to COVID-19 disruptions, 16 pupils were able to access work placements, of which 5 of these pupils were disadvantaged (31%). However, 100% went on to further education, employment or training)***

In 2023-24 100% of PP pupils attended at least one educational visit or experience as part of the extended curriculum. The numbers of PP pupils able to access work placements in 2023-24 was 34% - this was an increase from the baseline. Similarly, in 2023/24 100% PP pupils went on to access further education employment or training.

Moving forward, to continue to prepare pupils for adulthood, this will continue to be a focus in the next strategy and there will be an enhanced focus on also supporting pupils with developing the skills needed for adulthood (through the Skills Builder tracker / passports).

## **Externally provided programmes**

| <b>Programme</b> | <b>Provider</b>            |
|------------------|----------------------------|
| Read Write Inc   | Ruth Miskin                |
| Skills Builder   | Skills Builder Partnership |

## **Service pupil premium funding (optional)**

| <b>How our service pupil premium (SPP) allocation was spent last academic year</b> |
|--|
| <b>We use SPP to fund XXX</b>  |
| <b>The impact of that spending on service pupil premium eligible pupils</b>        |
| <b>XXX</b>   |

## **Further Information**

In addition to the strategic plan mapped out in the strategy, additional resource has been allocated to the school to support the introduction of subject-specific vocabulary as well as academic vocabulary