



THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 23 January 2024

To be held at 6.00pm

At The Centre School

Membership:

Pri Pinnaduwa (Chair); Sue Raven (Principal); Martin Gerrard-Croxon; Alex Davies; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor, Richard Watson.

In attendance: Jo Myhill-Johnson

Clerk: Melanie Basson.

Minute Reference	Summary of action required	Responsible	Status
14.11.23	Identify LA Section 106 funding allocation in relation to local building developments in relation to TCS	Clerk	With Regional Operations Manager
15.05.23	Circulate Ofsted example questions and answers specific to TCS.	Principal	23 January 2024
14.11.23	Publish TCS Behaviour policy 2023-25 and RSE policy 2023-25	MCr	RSE published – Behaviour to do – needs updating to new format
14.11.23	Establish and report regarding progress on TCS Science facilities provision	Principal	23 January 2024

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 14 November 2023	Papers attached (pp3-6) - Chair
4	30 mins	Principals Update and questions	Papers attached (pp7-43) - Principal
5	10 mins	Link Lead roles and visits - Safeguarding visit JD – 15.10.2023 - Teaching and Learning visit AJ – 12.12.23	Papers attached (pp44-47) - Chair

6	2 mins	TCS First Aid policy 2023-25	Papers attached (pp48-55)
7	5 mins	Risk	Oral item- Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates Next meeting 26 March 2024	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair



The Centre School
Local Governance Committee Meeting
Tuesday 14 November 2023
at The Centre School
MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor		
In Attendance:	Jo Myhill-Johnson; Melanie Basson (Clerk)		
Minute Reference	Summary of action required	Responsible	Status
14.11.23	Identify LA Section 106 funding allocation in relation to local building developments in relation to TCS	Clerk	23 January 2024
15.05.23	Circulate Ofsted example questions and answers specific to TCS.	Principal	30 November 2023
05.07.23	Carry out statutory publishing audit on TCS website	Clerk	Complete
03.10.23	Arrange TCS LGC statutory publishing of DOI 2023-24	Clerk	Complete
03.10.23	Assign AIP objectives to Link Leads	Principal/Chair	Complete
03.10.23	Identify the central team colleague lead for fundraising	Clerk	Complete – Item 3
14.11.23	Publish TCS Behaviour policy 2023-25 and RSE policy 2023-25	MCr	
14.11.23	Establish and report regarding progress on TCS Science facilities provision	Principal	

1) Introductions and Apologies

The meeting started at 6.06pm.

Apologies for absence were received from Alex Davies and Richard Watson and these were accepted by the committee.

2) Declaration of interests

There were no declarations of interest for agenda items regarding this meeting.

3) Minutes, Actions and Matters Arising

Matters arising.

The Clerk fed back a response regarding the committees enquiry of Section 106 LA funding allocation in relation to local housing developments. The Clerk was asked to pose the question to the Estates Team, Jonathan Timmis and Guy Johnson, with regard to whether TCS could expect to receive Section 106 funding allocation in relation to local housing developments. To include Rampton Road – Redrow Homes and Tilia Homes and the Waterbeach development - Urban and Civic. The committee noted Alan Fitz – LA planner might be able to advise.

The Clerk informed the committee the central team lead role is yet to be confirmed with responsibility to support academies with fundraising.

The committee acknowledged TCS are not resourced to put fundraising bids together, so could miss out on fundraising opportunities in the absence of expert central support.

The Principal informed the committee that example questions and answers specific to TCS had been formulated and will be circulated in the next few weeks.

The minutes of the previous meeting held by TCS LGC on 3 October 2023 were approved on 24 October 2023 and adopted as a fair and accurate record of the meeting.

The committee noted matters arising from the last meeting and updated the action tracker accordingly.

4) Principal's Update and questions

The Principal's report was circulated to the committee in advance of the meeting and questions were invited.

- Safeguarding
- Examination outcomes 2023: analysis and review
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- AIP Priorities for 2023-24
- Pupil Premium Plan 22-23 RAG
- Astrea Reads
- HR, Operations and Site Update
- NOR Update
- Any other academy matters: to include enrichment and community

The Principal expanded on their report:

Safeguarding

The Principal informed the committee that a post for administration safeguarding support has been advertised.

Behaviour and culture

Acknowledging the increase in reports of racism and discrimination, in particular Year 9 and 10 students, Mr Gerrard-Croxon reported that TCS are working with students to address this in PHSE lessons. In response to the national news reports around dangerous dog, awareness of this is being covered too.

Curriculum

The Principal expanded on the types of qualifications available to TCS students.

In delivering TCS curriculum, the committee noted TCS students are grouped on ability, based on reading age, and year groups are mixed.

The committee noted TCS ability to teach Science is limited by the facilities available at TCS. Ms Myhill-Johnson suggested CVC science facilities might be accessible to TCS students. The committee considered the challenges around logistics in CVC accommodating students from TCS.

ACTION: Principal to provide an update on progression of expanding TCS facilities to deliver the science curriculum.

The committee acknowledged TCS RE curriculum includes Diwali and Yom Kippor.

Attendance

The committee noted attendance for TCS students overall was 81% compared to this time last year at 78.6%. Year 11 was 62.8% compared to this time last year at 71.2%.

The Principal reported TCS attendance is below national and local average for special schools. The committee noted that case studies are gathered as evidence to support attendance strategies.

Behaviour

The committee acknowledged an increase in student numbers has resulted in an increase in behaviour incidents, however, this does not mean behaviour has declined since last year. The number of suspensions are not increasing, as a percentage and behaviour incidents have improved overall.

The Principal informed the committee there is a national shortage of medication for those diagnosed with ADHD, which is impacting on TCS students' behaviour, but not at a concerning rate.

Staffing

The committee noted recent TCS staff changes.

Pupil Numbers - PAN

TCS PAN is currently 131.

The Chair enquired what TCS PAN figure is.

The Principal informed the committee that TCS has no formal PAN, as TCS try to meet needs of all students in need. The Principal explained some students are on TCS roll but never attend, the LA are reviewing this as it funds school places.

The committee were delighted to hear that the Brenscombe and Grafham residentials were a success and enjoyed by students.

The Principal shared a document 'An SEMH curriculum – what does it look like?', inviting the committee's feedback.

The Principal was thanked for their report.

5) Membership and LGC Link Lead visit reports

Governors were asked to arrange Link Lead visits and send reports for presentation at the next LGC meeting.

Ms Lees Link Lead Basic Skills and reading visit from 8 November 2023 were shared with the committee and questions were invited.

The Chair gave an oral account from the link lead school visit for Leadership carried out on 10 November, to be sent to the Clerk for circulation.

The committee reassigned Link Lead responsibilities and AIP objectives for 2023-24:

Safeguarding LGC Link Lead: Judith Davies – BA1, LM3
TCS SLT member: Annabel Gerrard-Croxon

Leadership and Management – LGC Link Lead – Pri Pinnaduwa – PD2, LM1, 2, 4 and 6, SF3 and 4
TCS SLT member: Sue Raven

Curriculum and Basic Skills– LGC Link Lead: Kate Lees - QE3 & 4, LM5, SF1 and 2
TCS SLT member: Martin Gerrard-Croxon

Teaching and Learning - LGC Link Lead: Alison Jones - QE1, 2, 5 and 6
TCS SLT member: Sue Raven

Personal Development – LGC Link Lead: Richard Watson - PD1, 3, 4 and 5
TCS SLT member: Martin Gerrard-Croxon and Stu Taylor

Behaviour LGC Link Lead: Alex Davies – BA 2,3 and 4
TCS SLT member: Sue Raven

6) Policies

The committee noted TCS Behaviour policy and RSE policy were reviewed by the Principal, the committee noted there were no changes and the existing policies were adopted for 2023-25. **Action: Academy to publish TCS Behaviour policy and RSE policy.**

7) Risk

The Principal continues to monitor the risk to staff in dealing with students affected by the shortage of ADHD medication.

8) Future agenda items and confirmation of forthcoming dates

Future agenda items:

- Science facilities progress

The committee acknowledged the date of the next TCS LGC meeting is scheduled to take place on **23 January 2024**.

9) Any other business

The meeting closed at 7.10pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 7 December 2023

Principal's Report
Autumn Term Two
2023-2024

The Centre School
Sue Raven
Contents

Item	Contents	Page
1	Safeguarding	
2	Teaching and Learning	
3	Behaviour and Culture	
4	Attendance	
5	Pupil Premium Plan 2023-24	Appendix 1
6	HR, Operations and Site Update	
7	NOR Update	
8	Any other academy matters: to include enrichment and community	

Safeguarding

Introduction and contextual Information about the school:

Please outline key information regarding the student cohort and contextual details relating to the school. Include any specific issues or challenges the school faces.

All students have an EHCP and have been identified as having social, emotional, and mental health needs.

Summary Update:

Provide summary details in the table below regarding actions, trends, and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Outstanding SCR letters of assurance being chased by CC Outstanding DBS confirmation completed. Review of weekly CPOMs spreadsheet to prompt staff to complete actions reviewed with Rosie Hart on 15.1.24, staff still not completing in timely way. Email from Sue Raven to staff team highlighting this as area of concern, and that staff will be followed up if this remains a concern. Staff member has been allocated on various afternoons to support with completion of safeguarding admin duties, while awaiting start date of admin post. Principal reviewing bound and numbered book. Restraints are being logged on CPOMS with complete information. Student Voice being captured in restraint incidents. Prevent – reminder delivered in staff training Dec 23 Prevent Risk Assessment and Prevent Action Plan updated Jan 24.	CLM to organise LAC training Visitors Acceptable Use Policy to be added to Visitor information Ascertain if all staff have completed GDPR training within last 2 years. Check 2 emergency contacts logged on MIS for all students	
Trends in School	Vaping, sexual harassment incidents (younger students) racist comments	Racism and sexual harassment to be covered in PHSE	
Update on significant cases (anonymised)			
Summary of referrals made	4 referrals to social care.		

Ofsted Qualifying Complaints	0		
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Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify students by name.

Children at risk and children in need:	Current	Previous Report (Autumn term 2)	This time last year
Number and % of PP	79	76	66
Number and % of LAC	2	1	3
Number and % of young carers	2	2	2
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	4	2	1
Number and % of CIN	1	2	4
Referrals made for early help	0	3	3
Family support assessments conducted	n/a	n/a	n/a
Proportion meeting threshold	n/a	n/a	n/a
CP meetings attended	6	2	3
Number and % of students with an EHCP	135	129	120
Number and % of students with serious medical conditions	0	0	1
Number and % of students receiving external support: CAMHS	2	?	?
Number and % of students receiving external support: behaviour support	Not a Cambridgeshire provision		
Number and % of students receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

SCR Scrutiny:

Please provide details about the most recent scrutiny and any audits that have taken place. Include details of any actions or recommendations made and how these have been actioned.

6.12.23

Chase final staff declarations-awaiting new starters as needs completing in paper form

Email dates of completion of annual staff declaration to Sharon O Mullane – completed apart from new starters

Check visitor list and information on TCS document – updated

Clarify AP list with CC. Completed.

Send refresher training cert to Sharon. Completed

Get updated records for Kaz from Reed. Completed.

Statutory Requirements:

Provide details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

Type of training	Date	Number of Attendees	Provider
DSL Refresher Training	16.11.23	1 (DSL)	Education Safeguarding Team Cambs
Conference – Sexual Violence in Schools	23.11.23	1 (DSL)	Education Safeguarding Team Cambs
Restraint Training	24.11.23	12	Dynamis
Safeguarding update, FGM, vaping	12.12.23	All staff	Astrea training delivered by DSL

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	2	2	4
Racist Incidents	5	4	2
Cyber Bullying	2	0	2
Homophobic Bullying	0	0	0
Transphobic Bullying	0	0	0

Analysis and Next Steps

Racism to be covered in PSHE with year groups that did not cover this topic in the autumn term
 Racist incidents - younger students admitted in September to not understanding what racist incidents and language are. They hear this at home and online etc. and think it is the norm. Every incident is followed up and parents are informed.

Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	6	1		0
Verbal:	6	1		0
Physical:	0	0		0

Analysis and Next Steps

PSHE to address sexual harassment/health relationships/respect with younger students where incidents are occurring.
 Student views on sexual harassment to be sought via Student Voice, and shared with Principal and PSHE Lead
 Again, as with racist incidents, these are mainly coming from younger, recently admitted students. All incidents are around year 7 boys. Inappropriate language is the cause of these incidents - not physical.
 SLIP program is being used. All incidents are followed up with parents and students.

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy:

FTE Equivalent:

	Number of Teaching Staff	% of Teaching Staff
SLT	2	5%
UPS	2	5%
MPS	7	17.5%
ECTS	0	0%
ITT	0	0%
UQTS (not part of ITT) delivering (tutoring, leading, and extended curriculum)	29	72.5%

Teaching and Learning

Support required - staff require further phonics training to support the high levels of intervention given in the lower ability basic skills groups.

Teaching Staff in Receipt of Support:

4 UQTs are receiving coaching with a view to them moving towards QTS.

2 UQTs are awaiting professional formation (course in August 2024).

Department Grading

Next Steps:

Provide a summary of next steps to improve the quality of teaching and learning in your school.

- Continue ongoing work
 - o Phonics
 - o Spelling
 - o Reading
 - o Trauma-informed practice
 - o Zones of regulation
 - o Delivering an SEMH curriculum

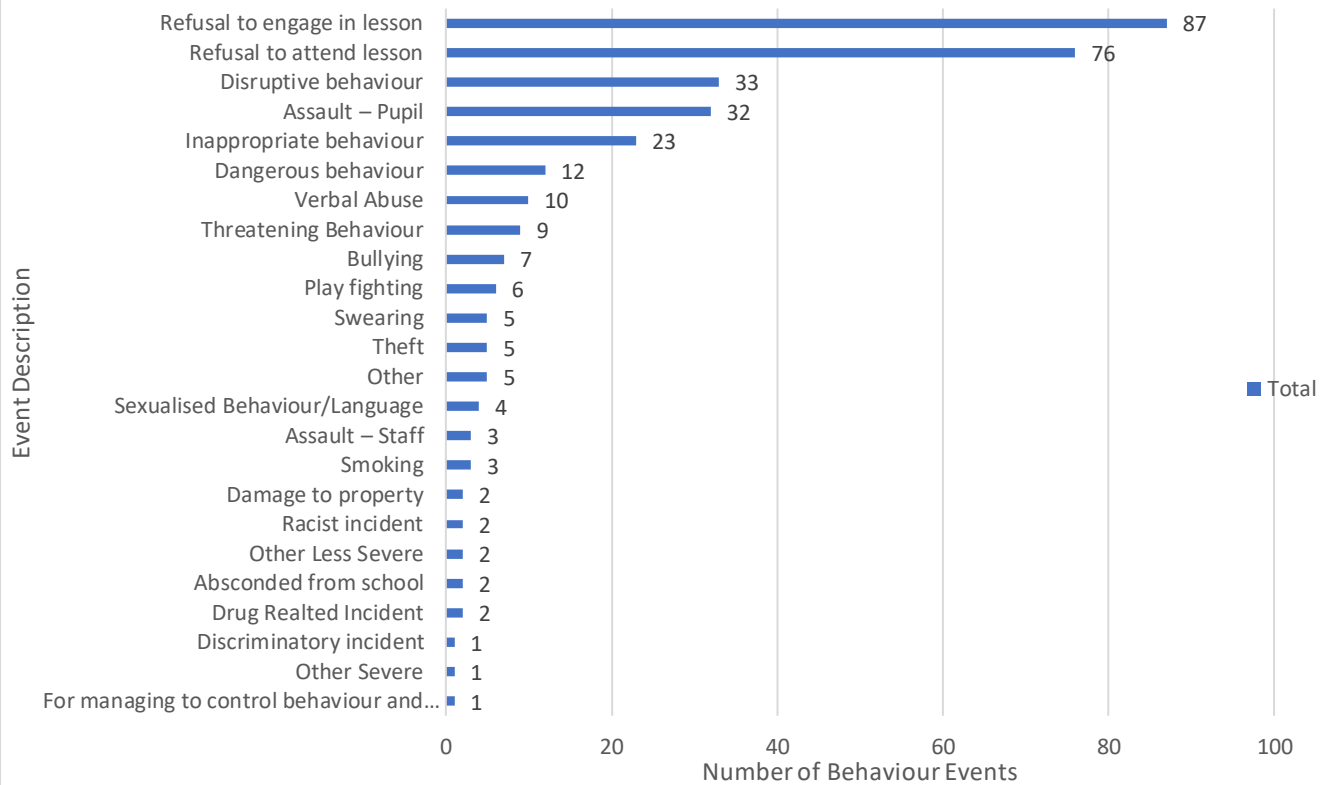
Behaviour and Culture

Behaviour Data:

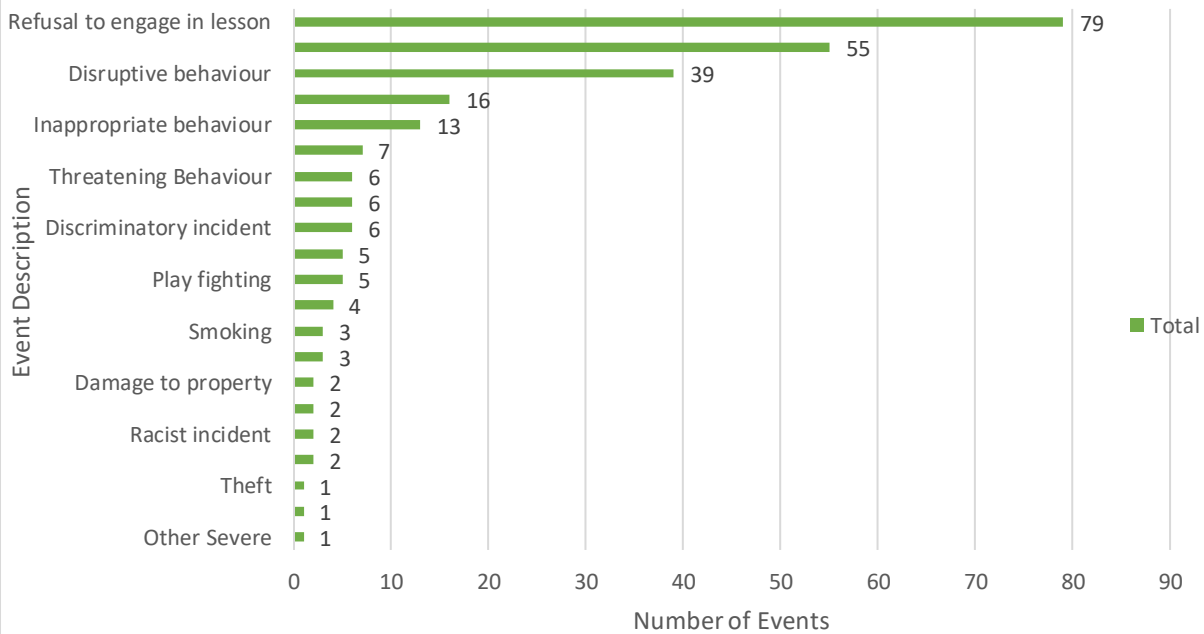
Please provide a narrative around:

- What worked well?
- What is the climate for learning like within the academy?
- What plans are in place to tackle any challenges that the data identifies.

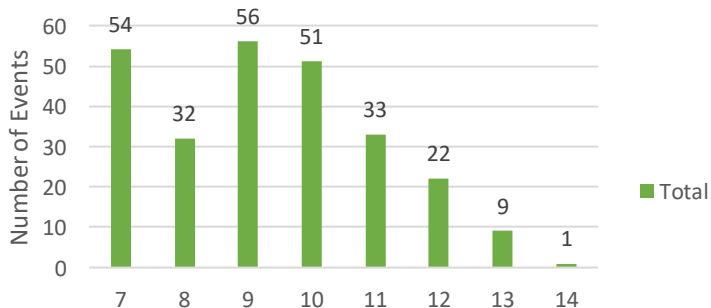
Autumn Term 2 Behaviour Events 2023-24



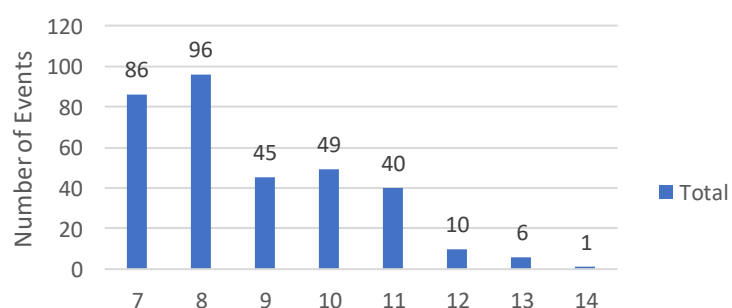
Behaviour Events for Autumn 2 2022-2023

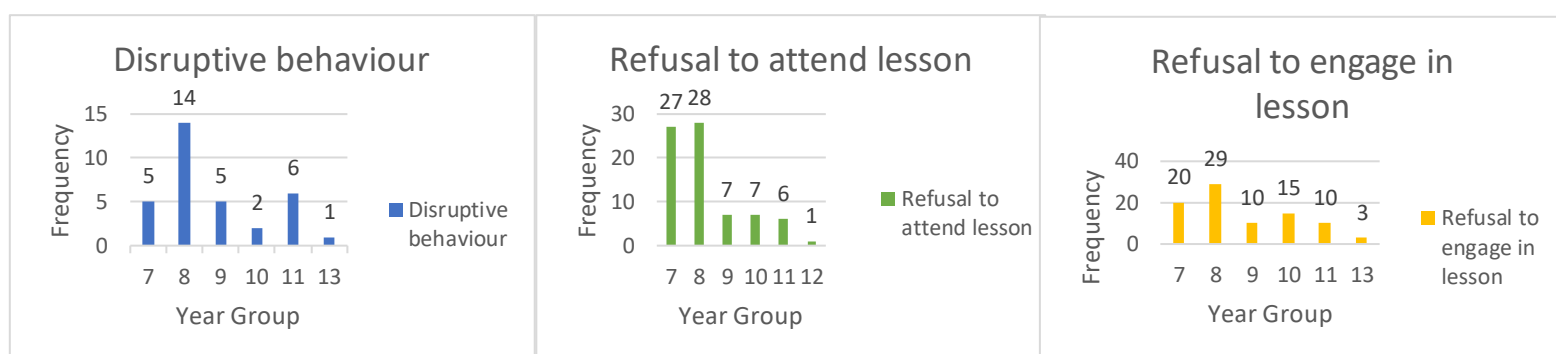


Autumn Term 2 Total Events (2022-23)



Autumn Term 2 Total Events (2023-24)





Autumn 2 2022 - 120 students on roll

Autumn 2 2023 - 131 students on roll

When looking at the data, we can see events have increased this academic period. This is in line with the students on roll increasing (333 vs 258).

Some disruption is due to the constant influx of students and the fact that we have some teaching groups which are too large.

Data shows that most students are making good progress.

Our current issues this term continue to revolve around lesson engagement and disruption. A small percentage of year 8 are the most prolific offenders, hence the why year 8 is the top group in the top 3 behaviour events. We have also seen the new intake of year 7 students begin to challenge boundaries (something we tend to see when new students begin to feel more comfortable within the environment). We are working closely as a staff group to tackle this issue by providing heavier support in classes and providing other positive learning opportunities. Groupings have also been adjusted to try and combat poor behaviour.

The most successful form of alternative provision seems to be that provided by ourselves offsite. However, there is a significant capacity issue with this.

We have to remember that a large number of students, including many new students, have been out of education for a significant period of time prior to joining The Centre School. Some students have been on as little as an hour a day provision.

Recently we have introduced some lunchtime routines to improve behaviour. See **Appendix 2** for this information.

Suspensions:

Please provide an overview in the table below of suspensions for the **Autumn term 2**.

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+
Number of Suspensions	18	7	18	2	1	4	1	10	0	0
Number of Students	18	7	18	2	1	2	1	5	0	0
% Of Cohort	13.74%	9.09%	13.74%	12.50%	3.70%	11.11%	3.13%	20.83%	0	0
Total Days	24	11.5	24	3	1	4	3	13	0	0
Suspension Rate										
Permanent Exclusions	0									

How does this compare to the same point last academic year?

Autumn Term 2 2022-23

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	18	14	18	1	1	5	9	2	0	0
% Of Cohort	15.1%	16.6%								
Total Days	29.5	23.5	29.5	2	1	9	14.5	3	0	0

Suspension analysis and commentary:

Whilst the number of suspensions is the same as this point last year, we can see the number of days has decreased.

Our current year 11 cohort continue to be the high offenders for suspensions

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of Autumn term two
Whole School		76.6%	79.3%
Individual Student		-	-
Pupil Premium		75.2%	77.4%
SEND		76.6%	79.3%
Maximum % of pupils who are PA:		57.1%	51.5%
% of PP pupils who are PA:		56.7%	50.6%
% of SEND pupils who are PA:		57.1%	51.5%

Please also provide details of:

- the attendance for students at AP = 41%
- the number of students moving off roll to EHE = 0

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year	Year to date: End of Autumn term two
Year 11		67.5%	58.5%
Individual Student		-	-
Pupil Premium		67.1%	58.3%
SEND		67.5%	58.5%
Maximum % of pupils who are PA:		73.3%	87.5%
% of PP pupils who are PA:		62.0%	52.9%
% of SEND pupils who are PA:		73.3%	87.5%

BASI Behaviour/Attendance/Safeguarding/Inclusion

Meeting Notes	Date	18/1/24	Attendees	Chris Cassidy (VP), Annabel Gerrard-Croxon (DSL), Hanna Douglas (Attendance Officer), Toria Papworth (SENCO)
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Strategic Actions

Date	We noticed	Action	Leader	Impact
16/11	That some students may attempt to approach staff in the community (as an inappropriate extension of professional relationship).	To create general guidance to circulate to staff (in Bulletin)	AGC to create guidance. CC to publish in Bulletin and in staff induction guidance.	14/12 – no related incidents reported. 18/1 – no related incidents reported.
14/12	Some students having persistent issue with phone using during the day.	Need a practical guide for parents for Apple/Android – restricting student access to phone during the school day.	Chris Cassidy – produce guide ahead of Spring Home Visits.	11/1 – recognised improvement in some students. Re-distribution to targeted parents & families.

Attendance Strategies

January 2024

This document describes a range of strategies that are typically employed at TCS to address individual and systemic attendance issues.

Theme	Strategy/Intervention	Notes
Daily Habits	We notice when students return to school following absence – we warmly welcome them back and give them the opportunity to talk about their absence.	All students at TCS know that “we care” that they attended.
	All colleagues are aware of the importance of excellent attendance and reflect this in their daily interactions with students.	Where students disclose attendance issues, these are shared with DSL/House Head as appropriate.
	We have zones and areas in school where students experiencing social anxieties can ‘manage’ their experience away from the ‘hustle and bustle’ of busy school life e.g. The Centre at break time, C21 at the start of the day, Dining Room zones.	
House Teams	We review absence in House Team meetings (Mondays) and contact parents/speak to students as appropriate.	House Heads lead this work, creating time in meetings and delegating actions to the House Team (reviewing actions the following week).
	House Heads (or designated members of the House Team) mentor students whose attendance begins to deteriorate, supporting and challenging them to overcome emerging attendance issues.	This involves weekly check-ins and communication with parents/carers.
	We ask the Attendance Officer to send home a Head of House Letter where informal approaches/support have not resulted in a positive response.	
	We celebrate excellent attendance in House Time on a Tuesday morning and remind students of the importance of excellent attendance.	
	We address attendance support/challenge in Termly Visits to students’ homes.	
Tracking & Intervention	We track and analyse student attendance in weekly BASI meetings (Thursdays) attended by Attendance Officer, DSL, SENCO and VP. We address the attendance challenges of individual students and look to identify patterns and systemic issues.	Interventions are initiated, and actions are initiated and evaluated. Strategic Plans are updated as appropriate.
	The Attendance Officer analyses the attendance data (ongoing) for emerging trends and feeds this information into the weekly BASI meeting e.g. the prevalence of a particular type of illness, transport/traffic issues, increased anxiety around a particular school activity.	
	TCS is represented at Trust (Partnership) Attendance Meetings (monthly) – sharing best practice with secondary colleagues from across the Trust.	
Working with Parents & Carers	‘First day calling’ when a student does not attend school – listening to parents and signposting resources/colleagues for further support.	
	We have up-to-date attendance information and guidance on the school website, and we refer to this in informal conversations with parents and in all letters.	We need an attendance page on the website ASAP!
	We promote excellent attendance and signpost support for parents in our termly Newsletter.	

	On occasion we use short-term Part-Time Timetable Arrangements to boost school attendance by increasing attendance expectations incrementally (with appropriate challenge and support).	Part-time Timetable Arrangements are approved by the Principal, agreed by parents, describe in a document and reviewed regularly at BASI meetings.
	We engage with the Local Authority formal attendance intervention escalation process – issuing Letter 1, Letter 2 and Letter 3 (intention to prosecute) as appropriate. The early stages of the process have a significant emphasis on collaboration and support (Early Help). The latter stages define clear (agreed) targets and timelines for improvement.	
Recognition & Reward	We offer targeted financial incentives for students to rapidly improve their attendance or to sustain an improvement (e.g. £5 for a full week, or for maintaining 100% attendance over several weeks).	Often parents are willing to match any reward issued by school.
	We have weekly 100 Club Prize Draw, recognising all students who had 100% attendance in the previous week (Mon to Fri).	The draw takes place at lunchtime on a Monday (in the Dining Room)
	We issue Attendance Awards in the Achievement Assembly at the end of each term.	

Pupil Premium Plan 2023-24

Please attach your Pupil Premium Plan as **Appendix 1**

HR, Operations and Site Update

HR and Staffing Update

	Details
New Appointments for 1 st January 2024	0
New Appointments for 1 st April 2024	0
Leavers for 31 st December 2023	Rob Yeow - UQT
Leavers for 31 st March 2024	0
Current vacancies not filled	1

Monthly HR Metrics

HR provide a monthly HR KPI report. Each academy is RAG'd against the Trust benchmarks. Please provide details from this report below.

Trust Benchmark and Calculation	December Academy data and RAG
Sickness Rate 3.6% Up to 3.5% green 3.6-4.59 amber 4.6+ red	Sickness Rate RAG Rating: ● December2023:0.74% Variance against Trust benchmark: -2.86%

<i>Calculation: Sickness rate=Average of sickness Rate from import recalculated monthly using rolling 12 months data.</i>	
Average days lost 5.7 Up to 5.69 is green 5.7-6.69 amber 6.7+ red <i>Calculation: Total days absent -Sum of total days absent/average staff count 12 months recalculated monthly using rolling 12 month data</i>	Days Lost RAG Rating: ● December2023: 1.91 days Variance against Trust benchmark: -3.79 days
Turnover 16.10% Up to 16.09% green 16.10-17.09 amber 17.10% red <i>Calculation: Turnover=(Count of leavers in the year/Average count of staff in a year)*100 recalculated monthly using 12 months data</i>	Turnover Rate RAG Rating: ● December2023: 5.26% Variance against Trust benchmark: - 10.84%

Staff Attendance

Absence Trigger and Stage	Number of Staff at Stage
Stage 1	0
Stage 2	0
Stage 3	0

Site maintenance/improvements and any site works projects

Improvements to toilets being investigated.

Any other site or operational matters

None

Number on Roll Update & Projections for September 2023

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+	Total NOR
January 2024	17	27	21	32	24	6	8	135
October 2023 Census	16	26	17	31	24	7	8	129
8 th September 2023	15	23	18	31	24	6	7	124
July 2023	27	14	27	23	18	15	10	134
January 2023	19	12	27	21	15	15	11	119

October 22 Census	19	12	27	21	15	14	11	119
1 st September 22	2	12	22	19	14	13	11	93
October 21 Census	10	19	15	11	22	12	15	104

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2 2023	0	0	0	0	0	1	0	1
Leavers in autumn term 2 2022	1	0	0	0	0	0	0	1
Joiners in autumn term 2 2023	0	1	0	1	0	0	0	2
Joiners in autumn term 2 2022	0	0	1	0	0	0	0	1

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE Autumn term 1 2023	0	0	0	0	0	0	0	0
EHE Autumn term 1 2022	0	0	0	0	0	0	0	0
EHE End of Year 2022-23	0	1	0	0	0	0	0	1

Any Other Academy Matters

Parent visits took place on Friday 5th January. Attendance by parents was good, and feedback was very positive.

Reading assessments are showing great progress for a number of students.

Intervention is delivered in Basic Skills which is timetabled 3 times weekly. Basic Skills offers next-step progression for all readers. Groups provide a targeted focus for intervention by developing students' phonic knowledge, word recognition, spelling ability, and building confidence around inference and summation (comprehension).

Example:

Student A - Current Year 10

Has received intervention for reading and spelling since he started at The Centre School (following TCS Letters and Sounds program three times weekly).

Baseline reading assessment = 6 years and 5 months

Most recent reassessment = 10 years and 4 months

Overall progress is 3 years 11 months in 1 years 11 months (doubling progress; closing the gap between actual age and assessed age).

Baseline spelling assessment = less than 5 years

Most recent reassessment = 7 years and 1 month

Overall progress is 2 years 1 month in 1 year 11 months.

Baseline comprehension = unable to assess due to his inability to read the text.

May 2022 assessment = 10 years 9 months

Most recent reassessment = 13 years and 5 months.

Overall progress in 8 months (May 2022 to Feb 2023) is 2 years 8 months (more than doubling expected progress).

2022 to 2023 data

Group: *Students who baselined with a reading (inc comprehension) and / or spelling age of 7 years or less*

Context:

- 36% ⁽³⁹⁾ of students at The Centre School years 7- 11 baselined with a reading and / or spelling age of 7 years or less. For every month that passes students who have a read and or spelling age of 7 years or less than have made on average **2.4 months progress** more than doubling progress, significantly closing the gap between actual age and assessed age.
29 students included in data

- 65% ^(12/16) of students in years 6 and 7 baselined with a read/spell age of 7 years or less.
- 63% ^(22/35) of students in years 6, 7 and 8 baselined with a read/spell age of 7 years or less.

- All students with an area of reading or spelling assessed with an age of 7 or less will receive intervention. Students whose read/spell age is assessed as more than 7 years, but who have reading / spelling areas that can be described as severe difficulty and / or below average will also be receiving intervention.
- As a school we provide robust intervention that is rigorous and engaging. Students receive intervention that is highly personalised, targeting assessed gaps in learning.
- Focus on gaps in learning; The teaching of phonics is matched to students' current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Overlearning and repetition of these is key in overcoming their reading deficits.
- Intervention is delivered in Basic Skills which is timetabled 3 times weekly. Basic Skills offers next-step progression for all readers. Groups provide a targeted focus for intervention, developing students phonic knowledge, word recognition, spelling ability and building confidence around inference and summation (comprehension).
- The strategies and approaches for reading intervention are embedded within the whole curriculum, all teachers can demonstrate how they are all engaged in using phonics and language to promote learning in their subject.
- Strategies used on the pathway to becoming a good reader are: Reading widely and often throughout the curriculum, modelling reading, PALS (Peer Assisted Learning)

Impact of Intervention for group 7 years or less than:
Year 7 ➤ For every month that passes students have made on average 3 months progress with reading and spelling. Tripling progress. Closing the gap between assessed age and chronological age. <i>Data includes x11 students</i>
Year 8 ➤ For every month that passes students have made on average 2.6 months progress with reading and spelling. More than doubling progress, closing the gap between assessed age and chronological age. <i>Data includes x7 students</i>
Year 9 ➤ 38% (11) of year 9 baselined with a read/spell age of 7 or less. ➤ For every month that passes students have made on average 2 months progress with reading and spelling. Doubling progress, closing the gap between assessed age and chronological age <i>Data includes x7 students</i>
Year 10 ➤ 13% (3) of year 10 baselined with a read/spell age of 7 or less. ➤ For every month that passes on average students have made 2.3 months progress with reading and spelling. More than doubling progress, closing the gap between assessed age and chronological age <i>Data includes x1 student</i>
Year 11 ➤ 33% of year 11 baselined with a read/spell age of 7 or less ➤ For every month that passes students have made on average 2 months progress with reading and spelling. Doubling progress, closing the gap between assessed age and chronological age <i>Data includes x3</i>
Impact of intervention during Basic Skills for students whose assessed age was Below Average and or Severe Difficulty (reading and / or spelling)
Year 6 and 7: All students ➤ For every month that passes students have made on average 2.7 months progress with reading and spelling. More than doubling progress. Closing the gap between assessed age and chronological age. <i>Data includes x15 students x1 year 6, X11 PP</i>
Year 8 ➤ For every month that passes students have made on average 2.4 months progress with reading and spelling. More than doubling progress, closing the gap between assessed age and chronological age. <i>Data includes x9 students, x6 PP</i>
Year 9 ➤ 38% (11) of year 9 baselined with a read/spell age of 7 or less. ➤ For every month that passes students have made on average 1.9 months progress with reading and spelling. Almost doubling progress, closing the gap between assessed age and chronological age <i>Data includes x14 students , x12 PP</i>
Year 10 ➤ For every month that passes on average students have made 2.3 months progress with reading and spelling. More than doubling progress, closing the gap between assessed age and chronological age <i>Data includes x1 student, x1 PP</i>
Year 11 ➤ For every month that passes students have made on average 2 months progress with reading and spelling. Doubling progress, closing the gap between assessed age and chronological age <i>Data includes x3, X3 PP students</i>

2023-24 Reading at TCS

- 43% of students from years 6 to 11 baselined with a read / spell age of 7 years or less than. (49/114)

- 18% of those students now assess with a read/spell age above 7 years. (10/49)
- 20% of students from year 6 to year 11 started at the Centre School in year 9 or after (26/114)
- 8% of students from year 6 to year 11 started at the Centre School in year 10 or after (9/114)

Students who baselined with a read / spell age of 7 years or less than

Year 6

- 1 student baselined with a read / spell age of 7 years or less than (1/1)

Year 7

- 60% of students baselined with a read / spell age of 7 years or less than (9/15)
- 55% of students who baselined with a read / spell age of 7 years or less than are PP students

Year 8

- 72% of students baselined with a read / spell age of 7 years or less than (18/25)
- 50% of students who baselined with a read / spell age of 7 years or less than were PP

Year 9

- 33% of students baselined with a read / spell age of 7 years or less than (6/18)

Year 10

- 39% of students baselined with a read / spell age of 7 years or less than (12/31)

Year 11

- 13% of students baselined with a read / spell age of 7 years or less than (3/24)

2023 to 2024 progress so far

For every month that passes students have made on average **2 months progress** with reading and spelling. Doubling expected progress, closing the gap between assessed age and chronological age. ¹

¹ DATA FIELD: Includes 15 students (from Year 7 to year 10) who have been reassessed this academic year. These students have had at least 1 assessment field taken (SWRT, Read Rate, Read Accuracy, Fluency, Comprehension, SSRT, spelling) and their results have been averaged.

Appendix 1:

Pupil premium strategy statement – The Centre School

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, 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	The Centre School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	62% (81 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (2021-2024)
Date this statement was published	September 2021 (reviewed/updated Oct 2022 and Oct 2023)
Date on which it will be reviewed	September 2024
Statement authorised by	Sue Raven
Pupil premium lead	Sue Raven
Local Governance Committee member / Trustee lead	Pri Pinnaduwa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,205 (63 pupils) + LAC (Trust allocated: £68,070)
Recovery premium funding allocation this academic year	£34,776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,846

Part A: Pupil premium strategy plan

Statement of intent

- *What are our ultimate objectives for disadvantaged pupils?*
- *How does our current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of our strategy plan?*

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.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding and disadvantaged, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum which 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, and wider opportunities to make good progress and prepare them for the next stage of life.

Challenges

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

Challenge number	Detail of challenge
1	All pupils have Social and Emotional Mental Health Needs - Low self-esteem and self-confidence is an issue for many pupils. Some pupils have additional Special Educational Needs (such as Speech Language and Communication Needs, Autism and Attention Deficit Disorder). Children who are Looked After (Children in Care), or those 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	Experience of disruption to education due to behaviour impacting on continuity of learning.
3	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	Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence and effective social interaction.

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. Improved access to personalised learning opportunities and an extended curriculum– leading to improved academic outcomes and/or learning behaviours <i>3 year strategic priority</i>	<i>For pupils in receipt of the pupil premium:</i> Improved Teaching and Learning across the school, leading to improved academic outcomes: • <i>Improved English GCSE outcomes (or equivalent) from 31% in 2021 for PP pupils.</i> • <i>Improved Maths GCSE outcomes (or equivalent) from 54% in 2021 for PP pupils.</i> • <i>Improved average number of qualifications from 4.1 qualifications per PP pupil in 2021</i> Improved access to targeted and personalised learning opportunities, leading to improved engagement in learning and outcomes (for disadvantaged pupils) and reduced suspensions (2020/21= +FTE from 31.6%) Update Oct 2023: Due to the needs of pupils, outcome measures are moving away from GCSE headline outcome figures at the school, to more appropriately targeted qualifications – this includes functional skills (English and Maths up to a Level 2), vocational qualifications (eg. Gateway / BTEC) and The Centre School Gold Award. With this in mind, in 2023-24, the school will re-focus on improving academic outcomes from the following baselines: • <i>Improved Maths Functional Skills Entry Level 3 or higher from 46% to 60%</i> • <i>Improved English Functional Skills Entry Level 3 or higher from 36% to 50%</i> • <i>Maintain the current average number of qualifications of 6.4 per pupil in 2024</i>
2. Low levels of behavioural incidents to ensure continuity of education through access to targeted support <i>3 year strategic priority</i>	Low levels of behavioural incidents in the school evidenced tracking of incidents and/or reduction in suspensions (2020/21= +FTE from 31.6%)
3. Improved attendance to enable pupils to access more learning <i>3 year strategic priority</i>	Improved attendance from 2019-20 (week 24 pre-COVID) for disadvantaged pupils at 85% and/or 2020-21 at 69.4%.
4. For children to develop in independence in preparation for adult life (measured through destination and work placement data) <i>3 year strategic priority</i>	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. However, 100% went on to further education, employment or training)

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: £20,700 (17% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils (Supporting pupils' social, emotional and behavioural needs) For children to develop in independence in preparation for adult life through the extended curriculum and school offer: -Access to residential trips and educational experiences (£10k) -Access to work placements (arranged and financially funded) (£4k) -Gatsby (Careers Information and Guidance) – Training and implementation (1k)	Internal evidence 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. In 2020-21, 2021-22 and 2022-23, 100% of PP pupils attended at least one educational visit or experience as part of the extended curriculum. The % of Y11 PP pupils able to access work placements in 2021-22 was 58%. This rose to 64% of Y11 PP pupils in 2022-23 In 2020-21, 100% PP pupils went on to access further education employment or training (this was in line with Non-PP pupils). In 2021-22, this figure was 92% for PP pupils and 90% for non-PP pupils (with 1 PP NEET pupil). In 2022-23, 73% Y11 PP pupils went on to further education, employment or training (with 3 NEET PP pupils at 27%). It is important to note that of the 2022-23 Y11 cohort, 45% of PP cohort started in Y9 or after. External evidence Scholarworks demonstrates the importance of life experiences on later life (through the eyes of teaching). In line with the research, providing pupils with access to a full range of educational experiences can be beneficial. 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 top approaches for disadvantaged pupils. For more information about Gatsby Benchmarks - https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks	1 (supporting 4)
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils inc. Mentoring and coaching	Internal and external evidence In 2020-21 at KS4, 31% of PP pupils attained an English GCSE (or equivalent) compared to 14% for non-PP pupils – demonstrating that there is not a disproportionate relationship between the outcomes of PP and Non-PP pupils. Internal monitoring demonstrated that teachers were able to deliver lessons at the Astrea Standard. However, the gap widened in 2021-22, with 8% PP pupils attained a GCSE in Maths (or equivalent) compared to 50% for non-PP pupils.	1

Improved access to personalised learning opportunities through the development of teaching and learning in English (& Maths from 2022-23) – leading to improved academic outcomes and/or learning behaviours. By: -Monitoring and coaching – inc' use of external consultant; -Training; -Intervention and the consistent use of targeted resources (£5700) Additional Focus from 2022-23: Improving provision in Mathematics as well as English Oct 23 update: It is important to note that additional staffing to provide targeted pupil support in lessons (sourced through other funding streams)	25% of PP pupils attained an English GCSE (or equivalent) compared to 60% for non-PP pupils. In 2022-23, 0% PP pupils attained a GCSE in Maths (or equivalent) compared to 29% for non-PP pupils. 9% of PP pupils attained an English GCSE (or equivalent) compared to 29% for non-PP pupils. Due to the needs of pupils, outcome measures are moving away from GCSE headline outcome figures, to more appropriately targeted qualifications – this includes functional skills (English and Maths up to a Level 2), vocational qualifications (eg. Gateway / BTEC) and The Centre School Gold Award. To further develop the quality of teaching and learning in English, focused training and development has been provided by an external/Astrea consultant. To develop provision in Maths and English, regular staff training and curriculum team reviews are in place to explore pedagogical delivery and curriculum planning. National Tutoring programme is also in use within the school. Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils The school is aware that pupils are entering the school with significantly lower reading and vocabulary skills, requiring increased levels of reading support. For example, in 2022-23, 58% PP pupils were baselined with 1+ areas of reading/spelling assessed as 7 years or less. This compares to 10% for Non-PP. In the academic year 2023-24, the low reading ages on entry continued with 46% PP pupils baselined with 1+ areas of reading/spelling assessed as 7 years or less. This compares to 14% for Non-PP. 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, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,776 (49% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy Improved access to personalised learning opportunities– leading to improved academic	Internal evidence In 2020-21, the reading intervention had a positive impact on both reading ages and spelling ages (see impact data in review), especially for pupils at KS4 where gaps on entry were larger. For example, in Y11 last year, those pupils receiving intervention for reading made on average 3.7 months progress on every month that passed. Those receiving intervention for spelling made on average 1.8 months progress for every month that passed.	1

outcomes in reading and spelling through the delivery of a targeted intervention for pupils with a low reading age using specialised resources (£8k) Additional staffing / capacity to support the robust delivery of reading interventions supported by the Recovery Premium (£34,776)	Similarly, in 2021-22, the reading intervention continued to have a positive impact with progress for students averaging 1.8 months progress in reading/spelling age assessments per month on the programme. This average increased to 2.6 months progress per month on the programme for pupils in year 9. Again, in 2022-23, the reading intervention continued to have a positive impact with progress for students averaging 2.4 months progress in reading/spelling age assessments per month on the programme. External evidence The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	
Activity and resources to meet the specific needs of disadvantaged pupils with SEND Improved access to personalised learning opportunities and an extended curriculum—leading to improved academic outcomes and/or learning behaviours: -Music Therapy (£8k - part funding) -Personalised learning opportunities • Horse Riding, £2k (4 pupils); • Football, £3k; • Fishing coaching, £5k.	Internal evidence As a result of intervention, pupils accessing Music Therapy improved their: • Musicality • Self-Knowledge and Self-worth • Self-acceptance and resilience • Emotional awareness • Behaviour • Social skills • Learning skills In 2020/21, 31.6% PP pupils experienced 1 or more Fixed Term Exclusion (1+FTE) – a reduction compared to 44.3% PP pupils at week 24 of the previous year (when the COVID pandemic started). This is compared to 25% 1+FTE for non-PP pupils in 2020/21. In 2022-23, 29.9% of PP pupils had 1+FTE compared to 11.2% Non-PP. This demonstrated a reduction in suspensions from the previous years for PP pupils (42% in 2021-22; 31.6% on 2020-21; and 44.3% at week 24 of 2019-2020 when the COVID pandemic started). External evidence 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, <i>The Genius of Natural Childhood</i>. Research base demonstrating positive effect of equine therapy on interaction. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. Sport boosts confidence - the benefit of Sport on wider learning is outlined at: https://www.sportengland.org/research/benefits-of-sport/	1 (supporting 2)

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

Budgeted cost: £43k (35% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs Targeted support to secure low levels of behavioural incidents to ensure continuity of education through access, including individual 1:1 support from outside agencies: - (£30k) from Bain & Dahle - (£13k matched top-up funding) UQT 1:1 targeted tutoring	Internal evidence In 2021-22, the pupils attending saw a positive impact / reduction in behavioural incidents. As a result of the support, one pupil made a successful transition back in to 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. External evidence The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	2 (supporting 3)
Supporting attendance 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 (£10k)	Internal evidence At the end of 2020/21, PP attendance was 69.4% and non-PP attendance was 80.7%. At the end of 2021/22, PP attendance was 77.7% and non-PP attendance was 73.8%. At the end of 2022/23, PP attendance was 72.5% and non-PP attendance was 78.6%. There will be a continued focus on attendance next year for all pupils, especially the disadvantaged. External evidence 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 Pupil Premium – How schools are spending the funding As a school, we also believe that a strong approach to attendance includes: setting clear routines and expectations within the learning environment; providing an engaging curriculum; and ensuring that pupils feel safe. In school, relevant leaders meet weekly to explore any pupil barriers to attendance, safeguarding and learning. At a more strategic level, attendance data is analysed, actioned and presented to the Local Governance Committee through the Principals report.	3

Total budgeted cost: £124,476

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 2021-2022 academic year – allocated funds (not including LAC = £53,535) and 2022-23 (£60,528 not including LAC, but including Recovery Premium)

Review of progress towards Intended 3-Year Outcome 1:

Improved access to personalised learning opportunities and an extended curriculum– leading to improved academic outcomes and/or learning behaviours

Improved Teaching and Learning across the school, leading to improved academic outcomes:

- 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

Improved access to targeted and personalised learning opportunities, leading to improved engagement in learning and outcomes (for disadvantaged pupils) and reduced exclusions/suspensions (2020/21= +FTE from 31.6%)

NOTE: The Y11 cohort consisted of 22 pupils, of which 12 were pupil premium (representing a small cohort). As all pupils and cohorts have SEMH and varying needs, case studies have been completed for a selection of PP pupils to explore provision.

In 2022, at the end of KS4, 8% PP pupils attained a GCSE in Maths (or equivalent) compared to 50% for non-PP pupils. 25% of PP pupils attained an English GCSE (or equivalent) compared to 60% for non-PP pupils.

In 2023, at the end of KS4, 0% PP pupils attained a GCSE in Maths (or equivalent) compared to 29% for non-PP pupils. 9% of PP pupils attained an English GCSE (or equivalent) compared to 29% for non-PP pupils.

In 2022, disadvantaged/PP pupils had 4.1 qualifications per pupil compared to 6.2 qualifications per Non- PP pupils. In 2023, disadvantaged/PP pupils had 6.4 qualifications per pupil compared to 5 qualifications per Non- PP pupils.

In 2022, at entry level 3 English (or higher), 50% PP pupils attained, compared to 70% in the previous year.

In 2022, at entry level 3 Maths (or higher), 58% PP pupils attained, compared to 60% in the previous year.

In 2023, at entry level 3 English (or higher), 36% PP pupils attained, compared to 50% in the previous year.

In 2023, at entry level 3 Maths (or higher), 46% PP pupils attained, compared to 58% in the previous year.

In 2022, the data demonstrated the need for continued focus on addressing the gaps in learning for disadvantaged pupils. However, the school was also able to evidence that 58% PP pupils are baselined with 1+ areas of reading/spelling assessed as 7 years or less. This compares to 10% for Non-PP.

Again, in 2023, the data demonstrated the need for continued focus on addressing the gaps in learning for disadvantaged pupils. However, the school is also able to evidence that 46% PP pupils are baselined with 1+ areas of reading/spelling assessed as 7 years or less. This compares to 14% for Non-PP. 45% of PP students started at The Centre School in year 9 or after.

In 2022, in relation to the specific pupils regularly accessing the group Reading Intervention, data analysis shows that of the 26 pupils that received intervention, for every month students attended, they made on average 1.8 months' progress in reading and /or spelling.

In 2023, in relation to the specific pupils regularly accessing the group Reading Intervention, data analysis shows that of the 29 pupils that received intervention, for every month students attended, they made on average 2.4 months' progress in reading and /or spelling. Demonstrating that gaps in reading and spelling are narrowing for pupils accessing the reading intervention. Targeted support in reading and spelling will continue next academic year to target the low reading ages on entry.

In 2022, in Maths, a new assessment system was been introduced to develop teaching and learning. Maths was also added as a strategic objective to the 3-year PP strategy.

In 2023, regular staff training and curriculum team reviews are in place to explore pedagogical delivery and curriculum planning.

In addition to the strategic plan mapped out in the strategy, additional resources were allocated to the school to support the introduction of subject-specific vocabulary as well as academic vocabulary. Most subject areas have now developed and implemented subject specific vocabulary.

Update Oct 2023: Due to the needs of pupils, outcome measures are moving away from GCSE headline outcome figures at the school, to more appropriately targeted qualifications – this includes functional skills (English and Maths up to a Level 2), vocational qualifications (eg. Gateway / BTEC) and The Centre School Gold Award. With this in mind, in 2023-24, the school will re-focus on improving academic outcomes from the following baselines:

- **Improved Maths Functional Skills Entry Level 3 or higher from 46% to 60%**
- **Improved English Functional Skills Entry Level 3 or higher from 36% to 50%**
- **Maintain the current average number of qualifications of 6.4 per pupil in 2024**

Review of progress towards Intended 3-Year 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 (2020/21= +FTE from 31.6%)**

2022 Update: In relation to reduced suspensions, 42% of PP pupils had 1+FTE compared to 27% Non-PP. This demonstrated an increase in suspensions from the previous year for PP pupils (31.6% in 2020-21) but a 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)

2023 Update: In 2022-23, 29.9% of PP pupils had 1+FTE compared to 11.2% Non-PP. This demonstrated a reduction in suspensions from the previous years for PP pupils (42% in 2021-22; 31.6% on 2020-21; and 44.3% at week 24 of 2019-2020 when the COVID pandemic started).

Review of progress towards Intended 3-Year Outcome 3:

Improved attendance to enable pupils to access more learning

- **Improved attendance from 2019-20 (week 24 pre-COVID) for disadvantaged pupils at 85% and/or 2020-21 at 69.4%.**

At the end of 2020/21, PP attendance was 69.4% and non-PP attendance was 80.7%.

At the end of 2021/22, PP attendance was 77.7% and non-PP attendance was 73.8%. There will be a continued focus on attendance next year for all pupils, especially the disadvantaged.

At the end of 2022/23, PP attendance was 72.5% and non-PP attendance was 78.6%. There will be a continued focus on attendance next year for all pupils, especially the disadvantaged.

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, 16 pupils were able to access work placements, of which 5 of these pupils were disadvantaged. However, 100% went on to further education, employment or training)**

In year 11 2021-22, the numbers of pupils able to access work placements was 58% for PP pupils, compared to 24% for non-PP pupils.

In year 11 2022-23, the numbers of pupils able to access work placements was 64% for PP pupils, compared to 29% for non-PP pupils. There were 51 placements that 41 pupils were able to access, of which 29 of these pupils were disadvantaged. (64% went on to further education, employment or training)

In 2022 and 2023, 100% of PP pupils attended at least one educational visit or experience as part of the extended curriculum.

In 2021-22, 92% PP pupils went on to access further education employment or training (with one NEET PP pupil at 8%). This is in line with Non-PP pupils, where 90% went on the access further education, employment or training (with one NEET non-PP pupil at 10%). Work towards improving pupil independence continue in the following year. In 2022-23, 73% PP pupils went on to access further education employment or training (with 3 NEET PP pupils). Compared with Non-PP pupils, where 57% went on the access further education, employment or training (with 4 NEET non-PP pupils). 86% of Non-PP students started at TCS in year 10 or after, 45% of PP students started in year 9 or after. Work towards improving pupil independence will continue in the following year.

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

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?	One Service Pupil Premium funding commenced - actions included as part of overall PP Strategy (including Reading / Spelling intervention)

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

Proposed Aims:

- Promote a calmer (more regulated) lunchtime – in support of most vulnerable students (and staff!)
- Promote meal-time socialisation
- Increase the proportion of students who take a meal
- Reduce unhelpful physical interactions between student (particularly between older and younger students)
- Improve our ability to separate combinations of students when we need to (as part of a risk assessment, for example)
- Help to make meal-time a calm environment, providing 'quieter spaces' for more vulnerable students (e.g. Table 8 or Table 1 on the plan, next page)
- Make it easier for staff to identify/round-up students for Extended
- Help the transition to extended to be more calm/orderly

Proposed Approach:

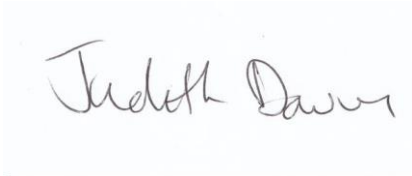
- Assign students to Dining areas (tables). **Do this for the first time for the Xmas lunch (Thu 14 December) – then stick to the seating plan after that.** Create 'bespoke' tables for most vulnerable students e.g. Table 9 for students who current gather by Eric's bench (see plan on next page).
- Launch with students via sequence of (Year) assemblies.
- Re-do student voice on main meal food provision – use to influence provision from main canteen.
- Expectation that duty staff (on a particular day) sit at tables with students (and promote sitting & eating with students).
- Some students are allocated to **Early Leavers and should head directly to The Centre at 11.50am each day.**
- Students who are unable to 'settle' in the Atrium will be reassigned to The Centre from 11.50am each day.
- Introduce recycling in the Atrium.

Committee Member Visit Record

Name	Judith Davies
Date of Visit	15 th October 2023
Focus of Visit	Safeguarding
Classes/staff visited	Annabel Gerrard-Croxon
Summary of activities e.g., observing classes, talking to staff and pupils, looking at resources, etc. ✓ 1:1 meeting with Annabel to discuss the feedback from the annual safeguarding review that occurred on October 16th and any updates from last meeting.	
What I have learned as a result of my visit: ✓ CPOMS -Was raised as an issue. Response - continued tracking of staff not replying within expected timeframe. Spreadsheet effective in identifying current situation. New staff very responsive. ✓ Need to ensure pupil and parent voice in CPOMs ✓ Addition of learning outcomes into safeguarding curriculum an item to clarify.1 page note for PD mapping to be drafted ✓ Safeguarding face to face training delivered to Governors ✓ Capacity issues re workload of safeguarding lead (Annabel)being responded to. Additional admin support being advertised. Will give an opportunity to consider how SG staff are deployed. Training log to be updated including with Govs. training added in to. ✓ AP visits and Evolve to be competed short	
Positive comments about the focus Most actions from review being addressed and all those requiring prioritisation are in process or complete. Additional support for SGL very positive for safeguarding and sharing of medical information as swiftly as possible.	
Aspects I would like clarified/questions What further can be put in place to support completion of CPOMS in a timely manner going forward. This issue remains of concern as some staff still do not undertake actions in a timely manner despite training and support. This item is a regular item in this meeting and continues to be problematical in rectifying	
Matters to be discuss at next committee (e.g., proposed agenda items) and future visits: Ongoing CPOMS issue. How can Govs. support?	

Any other comments CPOMS remains an entrenched issue and is of concern

Signed (committee member):



Signed (link staff member):

Annabel Gerrard Croxon
Head of Student Welfare and Safeguarding

Committee Member Visit Record

Name	Alison Jones
Date of Visit	12 th December 2023
Focus of Visit	Teaching and Learning
Classes/staff visited	Cooking, PSHE, Maths, Purple Ruler, Science classes
<i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i> Cooking: A small group were making mince pies. Both young people were quietly clearing up after cooking PSHE, Y7/8: Watching a short film called 'Walking on the Moon' about bullying. Building empathy within the class - discussing how the perpetrator and receiver felt at various points. Also learning about upstander and by-stander behaviours Maths (1), Y9: Arithmetic learning via a game: connect 4. Mixed ability. Some doing mental arithmetic and others using white board. All children engaged. Maths (2), Y9: Learning about percentages as a fraction and a decimal. Learning made fun via a game using a roulette wheel Purple ruler: Access to separate room allows for those who can't be with others to learn independently online Science, Y10: New kids, Y11:	
<i>What I have learned as a result of my visit</i> The children were engaged with learning, guided by the teachers, tailored to individual ability. Most classes had a calm atmosphere	
<i>Positive comments about the focus</i> Lessons well prepared and teachers could change tack to maintain focus and engagement. Examples of teachers giving tailored teaching so as to stretch all members of the class (particularly in maths and PSHE)	

Aspects I would like clarified/questions I have

Are there any documents on teaching feedback and if so how is this used?

Are there any documents / vision statements on teaching expectations at TCS?

Matters to discuss at committee (e.g. proposed agenda items) and future visits:

Any other comments

Signed (committee member):

Signed (link staff member):

Handwritten signature of Alison M. Jones in cursive script, with the name underlined.



Date	16 January 2024
Written by	TCS Health and Safety Officer – CL-Mc
Approved by TCS LGC	23 January 2024 TBC
Review Date	January 2026

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1. Aim

The aims of our first aid policy are to:

- Ensure the health and safety of all staff, pupils and visitors
- Ensure that staff and governors are aware of their responsibilities with regards to health and safety
- Provide a framework for responding to an incident and recording and reporting the outcomes

2. Legislation and guidance

This policy is based on advice from the Department for Education on [first aid in schools](#) and [health and safety in schools](#), and the following legislation:

- [The Health and Safety \(First Aid\) Regulations 1981](#), which state that employers must provide adequate and appropriate equipment and facilities to enable first aid to be administered to employees, and qualified first aid personnel
- [The Management of Health and Safety at Work Regulations 1992](#), which require employers to make an assessment of the risks to the health and safety of their employees
- [The Management of Health and Safety at Work Regulations 1999](#), which require employers to carry out risk assessments, make arrangements to implement necessary measures, and arrange for appropriate information and training
- [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\) 2013](#), which state that some accidents must be reported to the Health and Safety Executive (HSE), and set out the timeframe for this and how long records of such accidents must be kept
- [Social Security \(Claims and Payments\) Regulations 1979](#), which set out rules on the retention of accident records
- [The Education \(Independent School Standards\) Regulations 2014](#), which require that suitable space is provided to cater for the medical and therapy needs of pupils

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 Appointed person(s) and first aiders

The school's appointed person is **Chris Lee-McCloud**. They are responsible for:

- Ensuring there is an adequate supply of medical materials in first aid kits, and replenishing the contents of these kits. This role is delegated to **Rose Greener**.
- Ensuring that an ambulance or other professional medical help is summoned when appropriate. Senior First Aiders dealing with incidents will advise as appropriate.
- Ensuring the school First Aid Record (on staff drive) is kept up to date, and making entries to **EVERY** as appropriate, via Andrea Swain. This includes **RIDDOR** reporting as required.

First aiders are trained and qualified to carry out the role (see section 7) and are responsible for:

- Acting as first responders to any incidents; they will assess the situation where there is an injured or ill person, and provide immediate and appropriate treatment
- Sending pupils home to recover, where necessary
- Filling in an accident report on the same day, or as soon as is reasonably practicable, after an incident (see the template in appendix 2)
- Keeping their contact details up to date

In the Centre School, all staff are trained to First Aid at Work one-day level, and this is renewed as appropriate. Three staff are trained to a higher level, and these senior first aiders are listed in Appendix 1. Their names will also be displayed prominently around the school, and staff will be aware.

3.2 The Trust Board

The Trust Board has ultimate responsibility for health and safety matters in the school, but delegates operational matters and day-to-day tasks to the Principal and staff members.

3.4 The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that an appropriate number of appointed persons and trained first aid personnel are present in the school at all times
- Ensuring that first aiders have an appropriate qualification, keep training up to date and remain competent to perform their role
- Ensuring all staff are aware of first aid procedures
- Ensuring appropriate risk assessments are completed and appropriate measures are put in place
- Undertaking, or ensuring that managers undertake, risk assessments, as appropriate, and that appropriate measures are put in place
- Ensuring that adequate space is available for catering to the medical needs of pupils
- Reporting specified incidents to the HSE when necessary (see section 6)

3.5 Staff

School staff are responsible for:

- Ensuring they follow first aid procedures
- Attending first aid training.
- Ensuring they know who the senior first aiders in school are.
- Completing entries on the school First Aid Record (staff drive, First Aid Records)
- Recording incidents on BromCom or CPOMS as required.
- Making sure CLM is aware of the incident, and recorded on **EVERY** if required.
- Ensure First Aider responsible for maintaining first aid kits is advised if kits need re-stocking.

4. First aid procedures

4.1 In-school procedures

In the event of an accident resulting in injury:

- The closest member of staff present will assess the seriousness of the injury and seek the assistance of other first aiders or one of the senior first aiders if required.
- The first aider, if called, will assess the injury and decide if further assistance is needed from a colleague or the emergency services. They will remain on scene until help arrives.
- The first aider will also decide whether the injured person should be moved or placed in a recovery position.
- If the first aider judges that a pupil is too unwell to remain in school, parents/carers will be contacted and asked to collect their child. Upon their arrival, the first aider will recommend next steps to the parents.
- If emergency services are called, the Principal's PA or the House Head will contact parents immediately.
- The **first aider / appointed person or member of staff on scene** will complete an accident report form (completing the first aid record on the staff drive, and recording incident on Arbor) on the same day or as soon as is reasonably practical after an incident resulting in an injury.
- Ensure that injuries to a member of staff are recorded on **EVERY** if required.

4.2 Off-site procedures

When taking pupils off the school premises, staff will ensure they always have the following:

- A mobile phone
- A portable first aid kit
- Information about the specific medical needs of pupils
- Access to parents contact details, via phone or BromCom.

Risk assessments will be completed by the **Trip Leader / Educational Visits Coordinator** prior to any educational visit that necessitates taking pupils off school premises. Risk assessments to cover the afternoon Extended Curriculum activities, which operate locally, are already in place and will be checked and updated regularly by the EVC. Day visits, residential, and activities that fall outside the regular EC activities will require bespoke risk assessments.

Because all staff are First Aid-trained, there will always be at least one first aider on school trips, visits and Extended Curriculum activities.

5. First aid equipment

A typical first aid kit in our school will include the following:

- A leaflet with general first aid advice
- Regular and large bandages
- Eye pad bandages
- Triangular bandages
- Adhesive tape
- Safety pins
- Disposable gloves
- Antiseptic wipes
- Plasters of assorted sizes

- Scissors
- Cold compresses
- Burns dressings
- Mouth shields

No medication is kept in first aid kits, other than for students needing medication during an educational visit, when agreed with parent/carers.

First aid kits are stored in:

- The medical room in the Atrium (through Drama)
- The kitchen in the Centre
- The kitchen in the Atrium
- The Design Technology and Construction workshops
- The Bungalow
- Science classroom (C10)
- Main office (Photocopy Room) in the Atrium
- Art Classroom
- School Farm
- All school vehicles and private vehicles that are used to transport pupils.

6. Record-keeping and reporting

6.1 First aid and accident record – Staff Drive

- The First Aid log (Staff drive – First Aid Records) to be completed by the first aider or relevant member of staff on the same day or as soon as possible after an incident resulting in an injury, or an incident that did not require first aid. Incidents should also be recorded on BromCom if appropriate.
- As much detail as possible should be supplied when reporting an accident, including all of the information included in the accident form at appendix 2
- The information should be recorded on **EVERY** if a member of staff is injured.
- Records held in the first aid record on the Staff Drive will be retained by the school for a minimum of 3 years, in accordance with regulation 25 of the Social Security (Claims and Payments) Regulations 1979.

6.2 Reporting to the HSE

The **Health and Safety Officer** will keep a record of any accident which results in a reportable injury, disease, or dangerous occurrence as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7).

The **Health and Safety Officer** will report these to the Health and Safety Executive as soon as is reasonably practicable and in any event within 10 days of the incident.

Reportable injuries, diseases or dangerous occurrences to be reported via Astrea Athena include:

- Death
- Specified injuries, which are:
 - Fractures, other than to fingers, thumbs and toes
 - Amputations

- Any injury likely to lead to permanent loss of sight or reduction in sight
- Any crush injury to the head or torso causing damage to the brain or internal organs
- Serious burns (including scalding)
- Any scalping requiring hospital treatment
- Any loss of consciousness caused by head injury or asphyxia
- Any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours
- Injuries where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days (not including the day of the incident)
- Where an accident leads to someone being taken to hospital
- Near-miss events that do not result in an injury, but could have done. Examples of near-miss events relevant to schools include, but are not limited to:
 - The collapse or failure of load-bearing parts of lifts and lifting equipment
 - The accidental release of a biological agent likely to cause severe human illness
 - The accidental release or escape of any substance that may cause a serious injury or damage to health
 - An electrical short circuit or overload causing a fire or explosion

Information on how to make a RIDDOR report is available here:

[How to make a RIDDOR report, HSE](http://www.hse.gov.uk/riddor/report.htm)

<http://www.hse.gov.uk/riddor/report.htm>

7. Training

All school staff at TCS are one-day First Aid at Work trained, as most staff take students off site on occasions. The only exceptions will be new staff awaiting training, or supply staff.

All first aiders must have completed a training course and must hold a valid certificate of competence to show this. The school will keep a register of all trained first aiders, what training they have received and when this is valid until (see appendix 3).

Staff will be offered training to renew their first aid qualification when it is no longer valid.

8. Monitoring arrangements

This policy will be reviewed by the **Health and Safety Officer** every 2 years.

At every review, the policy will be approved by the Principal and ratified by The Centre School Local Governance Committee.

9. Links with other policies

This first aid policy is linked to the

- Health and Safety policy
- Risk assessment policy
- Supporting Pupils with Medical Conditions Policy

- Administering Medicines Policy and Procedure

Appendix 1: list of senior First Aiders

Staff member's name	Role	Contact details
Martin Croxon	Lead Instructor	Via mobile
Kara Kirton	Administrator	Via mobile or email
Rose Greener	UQT – First Aid admin etc	Via mobile

The full list of qualified staff will be available from the school office, where information about renewal dates for training can also be found.