

3 Year Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	Sullivan
Number of pupils in school	30
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers	2022–2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	C Goodaire
Pupil premium lead	T Atkinson
Governor / Trustee lead	Lee Fallin

Funding overview (academic year 2022-2023)

Detail	Amount
Pupil premium funding allocation this academic year	£6,895
Recovery premium funding allocation this academic year	£8,556
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	£15,451

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

The nature of the barriers to learning are very specific to individual pupil needs, for this reason each student has a personalised 360 assessment. This is evaluated to specify the individual approaches that will be provided to overcome the barriers to learning for each child. Some specific barriers are explained below.

There is growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

Pupils have made less academic progress compared with previous year groups

There is a large attainment gap for disadvantaged pupils, which seems to have grown.

Whilst much of the research is primary based, the in-school tracking and data analysis demonstrates a greater gap between PP and non-PP students in all areas: Academic, Social, Attendance and Reading.

The EEF Guidance on using Pupil Premium further supports this, as it states that disadvantaged students have been the worst affected by the pandemic.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Focused intent:

- Pupil Premium students to achieve and sustain average attendances, which are in line with their non-PP peer averages.
- Pupil Premium students, with a reading age on entry that is more than 3 years below their chronological age, to receive targeted intervention or identification and strategies for reading difficulties to bring reading age averages in line with their on-PP peers by the end of year 11.
- Pupil Premium students make progress in their Personal Development Profile, bringing them in line with their non-PP peers.
- Pupil Premium students have increased enrichment opportunities, bringing them in line with their non-PP peers.
- PP students require professional support services, such as counselling and mental health nurse support, to be identified and referred for relevant services

Challenges

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

Challenge number	Detail of challenge
1	<p>Mental Health</p> <p>The majority of the Pupil Premium pupils that attend the Sullivan Centre are affected by their mental health; many pupils unable to regulate their emotions and behaviour and may often self-harm, some have attempted suicide. Our assessments, observations and conversations with the pupils show that every day activities can be very challenging for these pupils, their sleeping patterns are affected and mornings are therefore</p>

	<p>difficult. The dysregulation in a morning can therefore affect attendance and in turn affect the progress that these pupils make. Almost all Pupil Premium students arrive on roll with significant gaps in learning, particularly in English and Maths.</p>
2	<p>Medical Conditions</p> <p>Some Pupil Premium pupils are referred to the Sullivan Centre due to their ongoing medical needs and have been referred by a medical practitioner. These pupils may have increased periods of absence if unwell, an increased number of appointments and may have missed large amounts of their education. These Pupil Premium pupils have significant attendance concerns.</p>
3	<p>Engagement</p> <p>Pupils that attend the Sullivan Centre have had previous negative experiences in education. Many students have been out of education for some time, levels of engagement will be a barrier for some and the challenge within school is for the staff to encourage the students to reengage in a number of ways, inspiring the students and getting them excited about their learning again. The lack of engagement also affects the attendance.</p>
4	<p>Previous missed education, gaps in learning</p> <p>All pupils that attend the Sullivan Centre have missed education at some time, this is varied and could be; weeks, months and for some students many years. These gaps need filling to ensure the pupils can achieve their full potential. All students have missed vital basic skills in their learning to ensure that they can continue to scaffold and build upon their learning to achieve. Many KS4 pupils have missed exams and have not experienced exam situations.</p>
5	<p>Social and emotional difficulties</p> <p>Most Pupil Premium pupils that arrive at the Sullivan Centre have social and emotional needs. Many pupils are working with many other agencies out of school to support this, in particular CAMHS and MIND. Support and target setting within the SEMH curriculum is extremely important to ensure that the pupils are ready to learn and are ready for their next stage in their education or working life. All Pupil Premium pupils at the Sullivan Centre are vulnerable and have experienced some trauma in their life. Personal Development Profile baselines demonstrate Pupil Premium students score lower when compared to their non-PP peers. The initial admission assessments state a significant disparity in life experiences and opportunities, when compared with some non-PP peers.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP pupils make progress at a rate, which is in line with their non-PP peers. 1:1 and small group delivered by external subject specialised tutors.	Progress rate differences between PP and non-PP students are reduced to less than 8%.
To support PP pupils in their morning routines and preparing for the school day. Staff to carry out home visits, collect pupils and Life Coaches meet and greet in school to support with transition. Specific monitoring and staff intervention for identified PP students whose attendance is below that of the non-PP student average	PP pupil attendance is in line with their non-PP peers. Increased parental engagement – working with the families to ensure all relevant services are involved. Increased performance in the classroom.
To increase the ‘therapeutic’ interventions for PP pupils to reduce the gap between them and their peers using the PDPs.	Reduction in incidences on behaviour log. Visible progress seen on PDP assessments each half term.
PP pupils in year 7 or those who are displaying reading ages that are lower than their chronological age will receive additional reading interventions.	100% of PP pupils demonstrate reading progress which maintains the gap or closes the gap. Where progress is not made at this rate, further investigation determines appropriate support and referral (e.g., Speech and Language).
Dyslexia testing in place for identified PP pupils.	Qualified external provider delivering screening, outcomes and collated and access arrangements adapted if required for testing.
External commissioning opportunities in places for identified PP pupils.	Increased attendance for PP pupils on these external courses. Completion of course and possible further courses.
All PP pupils have access to increased enrichment opportunities, with discussed and reviewed strategies focussed on their PDP targets to increased progress on SEMH curriculum.	100% PP pupils access increased enrichment opportunities. 100% of PP students make progress in their PDP baselines.
PP pupils effectively and timely referred to external and internal professionals support, as a result of effective CPOMS reporting and monitoring. Adapt the services and resources on site to suit the needs of the PP pupils	100% of identified PP pupils, through effective CPOMS monitoring and analysis, signposted to relevant and appropriate professionals.



resulting in an increased level of regulation and performance in class.	
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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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professionals Support, Strategies and CPD Approx £2,000	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send As a specialist provision, it is vital that all staff at The Sullivan Centre understand individual learning needs. The CPD required is determined on specific assessment of individual students from tutors, SENCO and professionals. This equips staff to meet need, in addition to the quality first teaching provision that is already a requirement.	1 2 3 4 5
Opportunities for External Commissioning £2,000	Not all PP pupils are engaged in 'classroom' based work, some need a more vocational approach with 'hands on' activities.	1 2 3 4 5

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

Budgeted cost: £ 6,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 English Tutor (1.5 afternoons per week x32 =£6,052) – see below for breakdown of costing to cover this	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1 2 3 4 5

<p>amount under 'total budgeted cost'</p> <p>£6,052- tutoring fund= £1,152</p> <p>1-1 Maths Tutor (2 mornings per week (5 hours per week x £30) x32 = £4,800)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading intervention, focussing on reading comprehension, demonstrates high impact results. It enables effective identification of reading difficulties which can then be assessed by the wider SEND team or professionals where required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Reading aloud and book discussion is one form of effective intervention for progress.</p> <p>Reading interventions include Fresh Start Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	
<p>Dyslexia screening</p> <p>£100 per student £600 approx</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>The summary of recommendations for literacy in secondary schools includes the developing students' ability to read complex academic texts, to achieve this, students reading skills must be supported through the diagnosis of any unidentified additional needs. This will also support students with access arrangements for any formal exams undertaken.</p>	<p>1 2 3 4 5</p>

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

Budgeted cost: £ 19,635

Acti vity	Evidence that supports this approach	Cha llen ge nu mb er(s) add res sed
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<p>Targ eted indi vidi dual ised SEM H inter venti ons</p> <p>Pet Resp ect £50 per sessi on 2 sessi ons per week Appr ox. £3,2 00</p> <p>Arom athera py £35 per hour 1 hour a week. Appro x. £1,12 0</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p>	<p>1 2 3 4 5</p>
<p>PP safeg uardi</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p>	<p>1 2 3 4 5</p>

<p>ng and welfa re office r (2 days per week £23,2 89 FT = £9,31 5.60)</p>	<p>Discusses the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. Disadvantaged students have been most impacted on during Covid.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf</p> <p>This makes the distinct link between attendance and attainment.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</p> <p>Notes that to sustain improvement at an individual level, support must be targeted for individual students.</p>	
<p>Incre ased enric hmen t oppor tuniti es £5,00 0</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>Social skills are essential for student development.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>Evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p> <p>Bespoke enrichment opportunities for PP pupils after gathering pupil voice and looking at interests.</p>	
<p>Badg er Book s £1,00 0</p>	<p>Banded books to support those who have been identified as having a reading age much lower than their chronological age. Content of book to be age appropriate.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: £31,520 (including other budgets- see below for more information)

Tutoring funds:

60% = £2961

40% top up = £1939

100% = £4900

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium – Sullivan Centre 2021 -22

Overall, both genders performed at an almost equal level in maths and English. Intervention for both subjects was offered to, fill gaps, offer repetition of work and boost confidence to achieve targeted grades. Students with EHCPs were automatically given intervention to link in with the objectives of their plan.

Pupils in Sullivan Centre tended to make more marginal progress in English and with their reading than in maths. Intervention sessions were given and offered to all students. Evidence of progress in books.

Clubs were offered to all PP students and the attendees are from all classes.

The majority of the baseline group reading and spelling data for all students has increased from the start of the school year. With more students accessing reading for pleasure books, the introduction of the STAR and Accelerated Reader programmes which have identified the students who struggle the most with reader, a dedicated Step Up to English Entry Level curriculum for the STARS students, with Year 11 STARS students also having access to the GCSE English Language course and an increase in students accessing intervention for the core subjects, have all contributed to the progress made by the PP students in Sullivan Centre.

Our bottom 20% of underperforming readers in the Sullivan Centre showed that the students are either SEND specialist class students, students who have recently joined us and students who are LAC. One in particular also received speech therapy which was linked to his reading issues. All received intervention.

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Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Times Tables Rockstars	Times Tables Rockstars
Talk About for Teenagers	Talk About for Teenagers
Book Taco	Book Taco
Maths Whizz	Whizz Education
Words First	Words First
Toe by Toe	Toe by Toe
Write from the Start	The Dyslexia Shop
Fresh Start	Ruth Miskin
Numicon	Numicon