

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Edward's School (SEMH)
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	G Maher (Headmaster)
Pupil premium lead(s)	J Fenemore/K Donlon
Governor / Trustee lead	L Taylor/S Murphy (Education and Care Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,273.14
Recovery premium funding allocation this academic year	£1377.50 (last payment 16/06/22)
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	£9650.64

Part A: Pupil premium strategy plan

Statement of intent

St Edward's is a day and residential special education school providing care and education for boys who experience social, emotional and mental health difficulties (SEMH). Pupils are referred by local authorities as a result of diagnosed difficulties relating primarily to their behaviour. To that end, they are all vulnerable and are at an academic disadvantage, due their neurodiversity and/or adverse childhood and educational experiences to date. We seek to support their recovery and in doing so, diminish the difference. Effective allocation of Pupil Premium funding can assist that, as we consider progress in a holistic sense, which accounts for social, emotional and academic development, as well as working towards improved mental health.

Challenges

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

Challenge number	Detail of challenge
1	Unexpected behaviours/SEMH needs as a barrier to learning
2	Attendance and engagement in placement
3	Poor self-perception as learners
4	Lack of exposure to opportunities to build Cultural Capital
5	Social communication weakness
6	Lack of career aspirations
7	Poor independent living skills and lack of preparation for adulthood

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
Improved behaviour management	Reduction of serious incidents and episodes of positive handling. Staff developing as reflective practitioners; seeing pupil behaviour through an Attachment

	or sensory 'lens' with a view to changing their own practice in order to support pupils to make positive changes.
Improved self-esteem amongst pupils and perception of themselves as learners	Evidence of improved academic progress. Engagement with new assessment model (Prisum) and criteria (Progression Lines). An improved and live understanding of their current levels of attainment and their next Steps. An emerging culture of metacognition and an understanding of learning from pupils. Engagement in new KS4 options.
Increased Cultural Capital	An increase in extra-curricular Cultural Capital opportunities, in addition to subject specific field trips and visits. Engagement in Wider Horizons options to places of cultural significance. Improved discussion topics around school between staff and pupils. Reports of positive reflections from pupils from parents/carers.

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: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Trauma-Informed Behaviour Support Courses through Pro-Active Approaches. Removing barriers to learning, improving outcomes for pupils, while reducing serious incidents and episodes of Positive Handling.	DoH/DfE Guidance - Reducing the Need for Restraint and Restrictive Intervention (Children and young people) - 27th June 2019 RPI Guidance for Ofsted Inspectors (March 2018) - Positive environments where children can flourish. Behaviour and Discipline in Schools - A guide for Headteachers and School Staff.	1, 2, 5

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

Budgeted cost: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
The introduction of a new academic assessment model, Prismo – a constructive and informative answer to life after National Curriculum levels, using Progression Lines with foundations in Bloom’s Taxonomy.	<p>High quality relationships in schools come from:</p> <ul style="list-style-type: none"> - Very high but realistic expectations - Credibility that comes with well-trained staff who understand learning progression and young people. - Evidence-based planning to individualise learning <p>Assessment should be constructive and informative.</p>	3, 6

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

Budgeted cost: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular Wider Horizons trips to increase Cultural Capital and incentivise pupils to attend and engage in their education.	<p>To support the School’s aim to deliver a broad and liberal curriculum.</p> <p>Exposure not only to culture, but also to situations in which pupils might not have previous experiences is of paramount importance to their ongoing successes.</p>	4, 7

Total budgeted cost: £9600 (£50.64 remaining)

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 2020 to 2021 academic year.

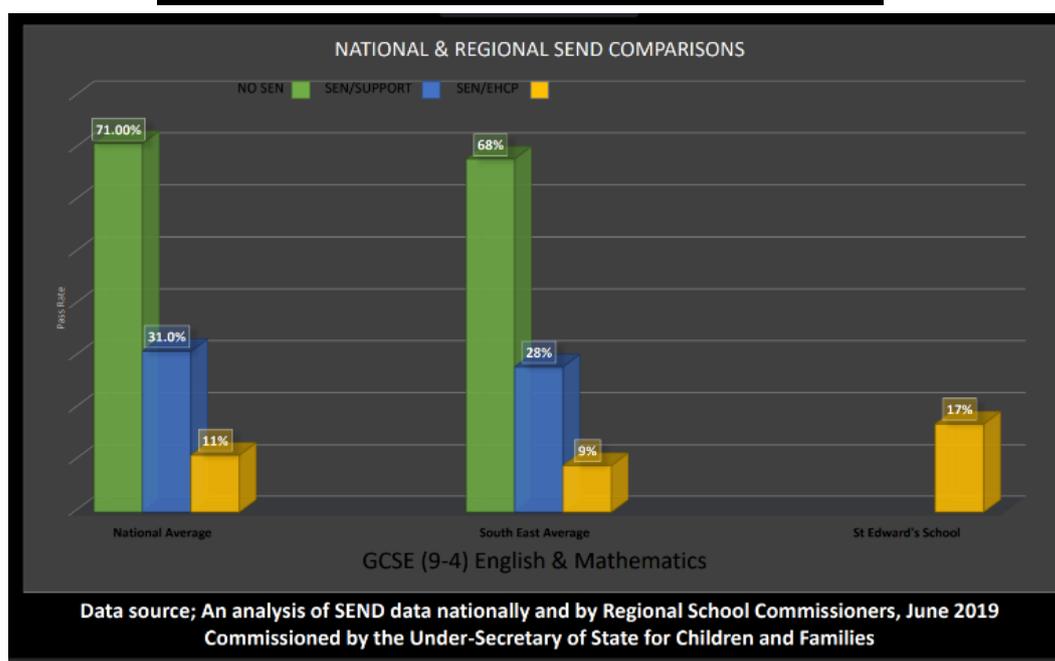
Intermittent periods of national lockdown, school closures and subsequent remote teaching and learning, made it difficult to ascertain accurate progress data with the frequency that we would ordinarily accrue academic assessment information.

Two clear measures of progress are attendance and academic outcomes and the figures are as follows:

Pupil attendance between March 2021 (following the second national lockdown) – July 2021
98.3%

Our exam results for the 2020-2021 academic year were as follows and evidences that the measures put in place to ensure the continued education of our pupils through the pandemic was effective.

English	Maths	Science	Art and Design	BTEC	AQA units
iGCSE 7	GCSE 5	ELC 3	GCSE 4	Sport	PSHE (2)
iGCSE 2	ELC 3	ELC U	GCSE 5	Sport (P)	PSHE (2)
iGCSE 2	ELC 3	ELC 3	GCSE 4	Sport	PSHE (3)
ELC 2	ELC 2	ELC 2	----	----	----
iGCSE 5	GCSE 2	----	----	----	----
iGCSE 4	FS 1	ELC 3	GCSE 7	Hospitality	PSHE (2)
ELC 3	ELC 3	ELC 3	GCSE 7	Hospitality	PSHE (2)
ELC 3	ELC 3	ELC 2	----	----	----
ELC 2	ELC 3	ELC 1	----	----	----



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
Basic Cookery (6 week course)	Anyone Can Cook
Breaking the Cycle of Offending (Knife Crime)	St Giles Trust
The Sociocultural Theory and Education	Winchester University
The Zones of Regulation	Kuypers Consulting, Inc
Autism and Anxiety	Dr Mark Wylie
Various training courses	Educare Online