

Pupil Premium Strategy Epinay School 2020/21

Pupil Premium Summary Information

School	Epinay Business and Enterprise School	Type of: SEND
Academic Year 2020/21	Total PP £133, 825	MLD, SLD, ASD, SEMH, ADHD
Number of pupils on roll:173	Number of pupils eligible for PP Total 106 - 59% of students qualify for additional funding through the Pupil Premium. Of those eligible for PP: 81 - 76% are free school meals 7 – 6.6% are currently “looked after” (LAC)	

Current Attainment		
<p>Epinay School has an established assessment system and a baseline is taken at Autumn 1 for all new pupils. Progress is closely monitored with termly progress checks and data analysis. Target setting is differentiated using rigid criteria to suit the diverse needs of the school population whilst still providing challenge. Progress through externally accredited courses is monitored closely.</p> <p>A variety of interventions based on termly data analysis are provided to maximise achievement. Differentiated learning outcomes support pupil achievement.</p> <p>Access arrangements are in place to ensure fair access to externally accredited courses.</p>		
Based on 2018-2019 yearly figures – Due to COVID 19 no annual figures for 2019-20 Average annual rate of progress in maths - Whole school 3.12 Average annual rate of progress in English – Whole school reading – 3.87 Writing – 3.47 NB assessment system bands students based on set criteria annual expectation: H – 4, E – 3, L – 2, P - 1 points progress	PP Maths - 3.06 Reading – 3.84, writing – 3.46	Non PP Maths - 3.21 Reading – 3.91, writing – 3.47

Pupil Premium Strategy Epinay School 2020/21

PP progress through externally accredited courses
Summer 2020 (average number of qualifications
obtained)

KS4			Average rate of achievement measured as a point of qualification e.g 0.2 is each child gained 0.2 of a level 2 qualification etc				
L2 Qualifications		% Total	Avg All	Avg PP	Avg no PP	Avg Boys	Avg Girls
1 or more	2	20.00%	0.20	0.29	0.00	0.25	0.17
L1 Qualifications			2.30	1.86	3.33	3.75	1.33
5 or more	1	10.00%					
3 or more	4	40.00%					
1 or more	8	80.00%					
5 or more inc English and Maths	1	10.00%					
ELC Qualifications			7.10	7.71	5.67	6.00	7.83
5 or more	10	100.00%					
3 or more	10	100.00%					
1 or more	10	100.00%					
5 or more inc English and Maths	10	100.00%					
Total Pupils entered	10						

6TH Form			Average rate of achievement measured as a point of qualification e.g 0.2 is each child gained 0.2 of a level 2 qualification etc				
L2 Qualifications		% Total	Avg All	Avg PP	Avg no PP	Avg Boys	Avg Girls
1 or more	0	0.00%	0.00	0.00	0.00	0.00	0.00

Pupil Premium Strategy Epinay School 2020/21

L1 Qualifications			1.90	0.80	1.57	1.45	0.27	
5 or more	1	5.88%						
3 or more	4	23.53%						
1 or more	8	47.06%						
5 or more inc English and Maths	0	0.00%						
ELC Qualifications			2.10	1.10	1.43	1.64	0.27	
5 or more	10	58.82%						
3 or more	10	58.82%						
1 or more	10	58.82%						
5 or more inc English and Maths	0	0.00%						
Total Pupils entered	17							

Barriers to future attainment (for pupils eligible for PP) – In school

The school population has changed at intervals throughout the year but currently for **whole school**:

100% of learners on roll have an EHCP.

63.74% of students qualify for additional funding through the Pupil Premium.

53.8% of pupils have been assessed as eligible for free school meals (22.41% average for the borough & 37.4% average for special schools nationally (Jan 2019)

6.43% students are BME

6.43% are LAC.

12.28% of our students have current involvement with the Children and young people service (CYPS/CAMHS), the vast majority of students have had some previous involvement with the service.

Pupil Premium Strategy Epinay School 2020/21

5.85% require regular medication in school, usually associated with ADHD.
 7.6% have a Health Care plan
 5.26% have an individual risk assessment
 2.34% out of authority children

Pupils' first SEN need are:

Moderate Learning Difficulty	40	23.39%			
SLD and marked moderate	25	14.62%	Social & Emotional	24	14.04%
ASD	46	26.90%	ADHD	19	11.11%
Speech & Language	14	8.19%	Other	2	1.17%

80.12 % of all children have a second need

An extremely diverse population creates a particular challenge in ensuring the complex needs of many of our pupils are met. A wide variety of approaches to fully engage and maximise learning opportunities is required including a range of therapeutic approaches.

Some of our PP students lack the resilience and self- esteem and have delayed social and emotional development.

Barriers to future attainment (for pupils eligible for PP) – External

- A Below average KS2 prior attainment on entry
- B Literacy and numeracy skills are lower due to SEND needs
- C Low aspirations, confidence and resilience
- D Engagement with learning and /or independent study is less likely due to medical conditions, extreme trauma and need; potential behaviour issues, challenging home circumstances, lack of parental engagement, support and cognition (own SEND)

Outcomes

	Desired Outcomes and how they will be measured	Success Criteria
A	To further improve outcomes for Pupil premium pupils in core subject areas; ensuring 85% meet or exceed expectation - Measured by attainment and progress data both internally and externally (at KS4)	Progress rates will be improved for pupils in receipt of Pupil Premium based on school progress measure and via formative and summative assessment of PITSTOP (Personalised intervention targeted support and therapeutic opportunities programme).

Pupil Premium Strategy Epinay School 2020/21

B	Improved learning by fostering and encouraging a love of reading - Measured using PIRA	Reading age and data will be improved for pupils in receipt of Pupil Premium based on whole school data – in line with no PP students
C	To enrich the curriculum in line with intent to raise levels of aspiration, confidence and resilience and ensure PFA outcomes are addressed and met - Measured by increased applications to 6 th form and destination routes achieved.	All pupils phase 1-3 will access forest school, beach school, outdoor education, dance, STEM, environmental project, cultural capital project, enterprise and swimming - impact will be monitored and evidenced via increased engagement in learning through lesson observation and quality assurance. Students in all phases will have exposure- both internal and external opportunities and destination routes will be mapped and identified for 100% of pupil premium students; increased application to 6 th form by PP students.
D	To establish two dedicated life skills classes for children who need an alternative curriculum - Measured via behaviour logs, progress data and parental engagement feedback/questionnaires	Impact will be seen through the development of positive relationships with adults, readiness to learn and improved rates of progress

Planned Expenditure 2020/21 - The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of Teaching and Targeted Support						
Desired Outcome	Chosen action/approach	Evidence & rationale for this approach	Implementation/monitoring	Staff lead	Cost	Review date
A To further improve outcomes for Pupil premium pupils in core subject areas; ensuring 85% meet or exceed expectation	Small group sessions and 1:1 withdrawal Data analysis used to highlight and select students for PITSTOP sessions. Through a focus on aspects of	Research suggests that early intervention has a lasting impact on progress. EEF small group activities +4 factor.	Weekly targeted intervention will be led by the DHT. Clear objectives linked to class assessment will be set in agreement with subject teacher and intervention staff at the	DHT	Salary costs £2250	Dec 2020 April 2021 June 2021

Pupil Premium Strategy Epinay School 2020/21

	meta cognition including planning, monitoring and evaluating their own learning, developing general strategies and practising specific techniques pupils will have greater capacity to manage their own learning.		start of the intervention to enable progress to be effectively measured.			
	CPD Training Numeracy and literacy for TAs and non-specialist teachers to deliver 1:1 numeracy and literacy	Some students need targeted support to catch up. Programmes involving teaching assistants have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by teaching assistants there is evidence that training is beneficial. EEF	Termly review meetings with staff delivering to review impact	Deputy Head Assessment Lead	£2000	October 20 February 21 May 21
	Develop expected standards across all subjects in line with revised OFSTED framework and the implementation of the schools new	Full school curriculum re-write – ensure this is embedded in teaching practice in light of framework changes to ensure deep, secure knowledge and	Data for core subjects is analysed by the assessment lead and English/maths lead to identify areas of underachievement and plan appropriate intervention where necessary, this will	Teaching and learning assistant head teacher	Sensory resource investment £405 Evidence for learning	October 20 February 21 May 21

Pupil Premium Strategy Epinay School 2020/21

	curriculum including the use of individualised learning aides and sensory input. Investment in evidence for learning to enable accurate tracking of targets and objective setting.	understanding is embedded in key areas	be replicated in foundation learning		software and hardware £3,910	
B Improved learning by fostering and encouraging a love of reading	Reading for pleasure Investment in a new library – all students timetabled for use and books chosen to take home	Having access to resources and having books of their own has an impact on children’s attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).	Regular monitoring visits to library sessions Analysis of PIRA results Results from pupil surveys/discussion	English lead, SLT for teaching and learning	On going book replenishment /updates£2000	Ongoing throughout year
	Guided Reading Lessons Bespoke timetabled guided reading lesson once per	To focus on mastery of skills	Lesson observations. Analysis of results from termly summative assessments and PIRA Analysis	Subject leads Assessment lead	Ongoing resource £48	Ongoing throughout year

Pupil Premium Strategy Epinay School 2020/21

	week in library facility					
	Read, Write, Ink Ongoing staff training, whole school inset on resources, delivery, expectation. Replenishment of Scheme resources bought and used in all literacy lessons – progression from phase 1-3	Due to SEND needs 100% students working significantly below expected. Mastery of phonics skills required throughout whole school	Lesson observations. Analysis of results from termly summative assessments and PIRA Analysis	Subject leads Assessment lead T&L lead	Ongoing resource replenishment £2000	Ongoing throughout year
	1:1 reading withdrawal programme (using dockside) Reading for 6 selected children 1:1, whole class in small groups 1 day per week – impact to be measured end of 1 term and rolled out further following analysis	To support and improve reading comprehension and fluency of pupils Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	Analysis linked to stages assessment carried out termly	DHT LS - HLTA	Staffing costs £8969	Ongoing throughout year
C To enrich the curriculum in line with intent to raise levels of aspiration, confidence and resilience and ensure PFA	CPD and External Investment Up to date training carried out for forest school and beach school. External providers bought in	Evidence indicates that engagement and focus are improved by creativity and experiential learning. Where this is done well pupils are more likely to	All phase 2 and 3 classes will have timetabled session 2 x weekly on a carousel basis. Enrichment books will evidence work carried out. Impact will be measured via out of class data, lesson	DHT	Dance £11,400 Bushcraft £9,800 Swimming £3,305 Chickens £1,660	Ongoing throughout year

Pupil Premium Strategy Epinay School 2020/21

<p>outcomes are addressed and met</p>	<p>for Dance, Bushcraft, increased investment in swimming, outdoor education and subjects such as enterprise, STEM and project work We have also invested in a number of animals and a large Chicken coup to develop responsibility, empathy etc</p>	<p>engage and improve progress. EEF references enriching education has intrinsic benefits +4 factor.</p>	<p>observations and quality assurance</p>		<p>Staffing in holidays for upkeep £3,182 Consumables £4, 093</p>	
	<p>Educational Visits Support pupil premium pupils to access educational visits to increase opportunities for pupils to broaden their experiences.</p>	<p>All children, regardless of background are entitled to a well-rounded, culturally rich, education.</p>	<p>Half termly visits in support of curriculum planned – monitored by DHT</p>	<p>Class teachers</p>	<p>£9000</p>	<p>Ongoing</p>
	<p>CEIAG Programme Provide a quality careers education, information and guidance programme for pupils to raise aspirations and support progression and next steps.</p>	<p>Educational advice from home and school impacts on young people’s opinions while still at school. Advice about training opportunities seems to have a positive influence on participation in work and training, among</p>	<p>Careers lead meets and books external providers into school for information sharing and bespoke programmes. External visits to college, training provider and work place booked. Work experience sourced for all year 11. Pupil</p>	<p>Careers/KS4 lead (KS)</p>	<p>£33, 620</p>	<p>Ongoing</p>

Pupil Premium Strategy Epinay School 2020/21

	100% of phase 5 students have minimum 1 day per week work/training placement	those who expect to leave school at 16.	and staff surveys on quality of CEIAG programme inform annual review of provision. Destinations data showing above national rates for staying in sustained education, employment or training for post-16 and post-18.			
	<p>Therapeutic intervention</p> <p>Through PITSTOP a diverse range of interventions are offered including: Play therapy, counselling, gardening TAC PAC, Sensory Sam and music and life skills. Delivered to individuals or small groups by trained staff as part of a timetabled offer to meet individual needs.</p>	<p>There is evidence (EEF) that concepts explored through the arts can often be generalised into wider learning. There has been clear evidence of increased confidence and self-esteem through involvement in a diverse range of interventions. Increasing numbers of pupils are presenting with complex behaviours and there are significant numbers of pupils with involvement of CYPS/CAMHS for whom additional psychological support is required. Extensive research evidence highlights the detrimental effect on learning when social and</p>	<p>Lesson observation will provide valuable evidence of engagement and motivation. The development of social skills and impact on emotional well-being will be monitored, a measure of success will be calculated against targets set but it is acknowledged that it is a challenge to provide hard data to measure success in these areas. Observational notes will be completed and diverse evidence including photographs and video evidence will be collected.</p>	DHT	Play therapy £1120	Half termly

Pupil Premium Strategy Epinay School 2020/21

		emotional needs are not being met. EEF evidence indicates +4 factor for social and emotional learning, +2 for involvement with the Arts				
Other approaches						
D To establish two dedicated life skills classes for children who need an alternative curriculum	Purpose designed lifeskills hub to facilitate consistency and structured routine that enables the development of life skills in a real working environment that also allows for fluidity between groups. TAs under direction of class teacher will provide targeted support and work to ensure EHCP targets are addressed and met and students are better equipped for adulthood. Improved engagement and improved progress. Closer working with parents via MAKW	Staff and parental feedback as well as progress data indicates a need for an alternative approach for some students. EEF states as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils +3 factor	Alternative curriculum, classroom set up, development of hub and higher than average staffing ratios will allow individual need to be met and EHCP targets to be addressed. Lesson observation, parental feedback and data will demonstrate impact.	Life skills lead teachers	Initial set up costs £2,800 Additional Support Staff costs £17,160	July 21

Pupil Premium Strategy Epinay School 2020/21

	and opportunities for family learning within school					
	<p>Parental Engagement Improve parental engagement and attendance at parent evenings and whole school events</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</p>	<p>Use of dojo system for ongoing dialogue with parents, parent pay electronic system to make engagement easier. Parent/child classes advertised and ran in school via Foundation of Light. Texting and contacting parents each day if they have not made appointments Participation rates at Pupil events to exceed 70% Use of social media platforms to inform parents about upcoming events Follow up evenings for parents who do not attend events</p>	<p>Assistant head teacher</p>	<p>Employment of multi-agency worker £35,319 (14695 funded via PP) Laptop for MAKW - £408</p>	<p>termly</p>

Evaluation/Outcomes		
	Desired Outcomes	Impact

Pupil Premium Strategy Epinay School 2020/21

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