



PUPIL PREMIUM STRATEGY & REVIEW

AY 2022/2023

AY 2021/2022 REVIEW

K.MORGAN

Pupil premium strategy statement

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	Sandwell Community School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	71.02% (as per DfE)
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022.
Date on which it will be reviewed	May 2023 & October 2023
Statement authorised by	Mr Kevin Morgan
Pupil premium lead	Mrs Katie Daniels
Governor / Trustee lead	Mrs Anna Misiewicz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,220 (estimate)
Recovery premium funding allocation this academic year	£40,296 (estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£91,596

Part A: Pupil premium strategy plan

Statement of intent

Sandwell Community School is made up of 4 unique Centres of Learning with the common goal of serving Sandwell's young people by offering high quality personalised Alternative Provision. We focus on positive behaviour patterns in a safe, structured and caring environment, in order to equip students for a successful return to mainstream school or onto the next stage of their educational journey.

Our objective for pupil premium funding is to address issues of an academic and personal/social nature to develop the student to the best possible position when they move on to the next phase of their life/education. This requires a holistic approach and may integrate other agencies.

Interventions may be whole school, whole class or individual. It may include students who are not entitled to PPG.

Funding will be used to remove any barriers to learning/development.

We will continue using this funding in the next year for the same purposes, integrating it with other school developments.

Challenges

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

Challenge number	Detail of challenge
1	Cohort demographics vary throughout the academic year
2	Low overall school attendance which can lead to lower progress
3	Post COVID-19 barriers to re-integration due to low self-esteem and self-confidence is an issue for many students
4	Access to technology/resources/facilities
5	Increased numbers of students with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. Social, Emotional and Mental Health needs are a barrier as children struggle to engage, regulate and have the resilience to tolerate challenge in their academic work

6	Behaviour issue can lead to gaps in learning and learning deficit due to absences from education e.g. exclusions
7	Uncertainty of long-term plans (specifically KS3). Most students are placed whilst longer term placement are sought. This can lead to students being reluctant to invest fully in learning or developing attachments

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. Provide a smooth integration of students throughout the year.	<ul style="list-style-type: none"> • Effective induction processes, provision of uniform, bus passes if criteria met, GL Assessment, School Meals and free trips. • Communication with schools and outside agencies • Relationship built with parents/carers
2. Improve Attendance	<ul style="list-style-type: none"> • Attendance increases annually • Dedicated team for attendance • Reduction in fixed term exclusions
3. Students to gain confidence and increase self esteem	<ul style="list-style-type: none"> • Programme of enrichment activities provided • Continue the D of E programme.
4. Access to technology, resources and facilities	<ul style="list-style-type: none"> • Students are able to access or request resources to ensure they can complete their education.
5. Ensure all pupils are included regardless of needs	<ul style="list-style-type: none"> • Staff knowledge of students needs are identified and available on the student's profile. • Staff are trained to support the varying needs of students. Record of staff training is maintained.
6. Reduce behaviour incidents	<ul style="list-style-type: none"> • Behaviour interventions • Reduction in damage costs.
7. Support student's uncertainty to change and manage the smooth	<ul style="list-style-type: none"> • Effective mentoring/systems • Student Passport

transition to mainstream or the next steps of their education	<ul style="list-style-type: none"> Systems to effectively support reintegration.
8. Students to achieve Level 1 benchmark of Level 1 English + Maths AND 3 more Level 1 qualifications	<ul style="list-style-type: none"> Students entered for national qualifications. Intervention/revision supports attainment
9. NEET figures to fall in line or below national averages	<ul style="list-style-type: none"> Students are supported with post 16 planning

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: £2,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TLRs to lead on a specific faculty across all 4 campuses.	TLR Posts for faculty leaders to #raisethebar at SCS. Focusing on raising achievements of disadvantaged students within faculty areas.	1/4
Purchase training/resources	These resources will upskill staff in delivering curriculum that meets the needs of learners	1/4/5

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

Budgeted cost: £19,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Virtual School Lessons	Online tutoring platform to reach students who refuse to attend.	2/3/4/5/7
Targeted Tutoring	Revision/booster sessions run by existing SCS Staff for targeted subject specific catch up work	3/4/5

Connexions SLA	Enter into SLA to structure the support given to students in relation to their direction for post 16 and to encourage studying for their future.	2/3/4/5/6/7
SHINE Programme	A programme designed to give each student access to out of school activities such as: visits to museums, play areas and theme parks. This will provide engagement, experiences and skills to promote subjects in a fun way.	2/3/4/5/6/7

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

Budgeted cost: £69,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support & Engagement Officer is currently funded by the DfE. Appoint full time Attendance Improvement Officer	The Family Support Officer engages with families and pupils to encourage school attendance, identifying students requiring intervention for low or non-attendance. Interventions are carried out by the Family Support Worker or the wider school community. Ongoing analysis of whole school attendance data is carried out by the Data Officer and Family Support Officer and will be used to demonstrate improvements in attendance.	2/3/4
Uniform	Expectations raised and increased self-confidence of student leading to an increased attendance and student well-being. Review of learner attitudes and pride in their school	1/2/3/5
Rewards Programme	A tailored rewards programme to encourage students to attend and therefore engage in education	2/3/5/8/9
Breakfast Club	Support healthy eating, especially for disadvantaged students and to encourage students into school and to improve punctuality.	1/2/3/4/5/6
Wellbeing Support	Targeted mentoring support provided for small groups and individuals. Targeted support for trauma and complex needs.	2/3/5/6

	Support for students in receipt of social care intervention.	
Minibus Transport	Transfer students via hired minibus to increase attendance for those living further away from the centres. This will be piloted via hiring a temporary driver and escort.	2/3/4
In house hot food at West Bromwich Campus	Provide hot food in-house at lunch times. This will be trialled with an Agency Catering Assistant preparing Pasta and rice dishes and Jacket Potatoes	2/3/4

Total budgeted cost: £91,596

Pupil premium strategy statement *draft* review

School overview

Detail	Data
School name	Sandwell Community School
Number of pupils in school	217 throughout the Academic Year
Proportion (%) of pupil premium eligible pupils	74.71% (as per DfE)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	
Date on which it will be reviewed	November 2022.
Statement authorised by	Mr Kevin Morgan
Pupil premium lead	Katie Daniel
Governor / Trustee lead	Mrs Anna Misiewicz

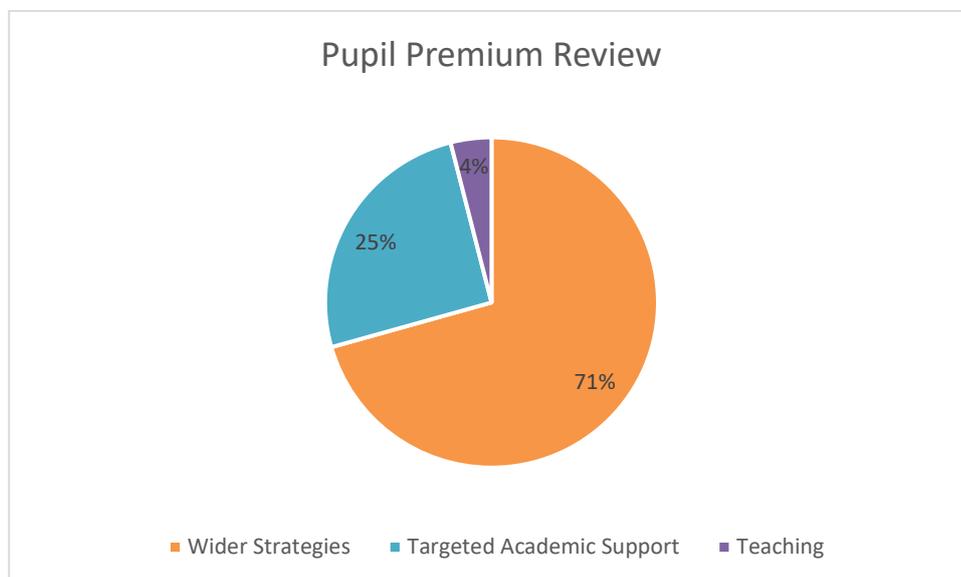
Actual Funding Received

Detail	Amount
Pupil premium funding allocation received this academic year	£61,596 approx 62 pupils
Recovery premium funding allocation this academic year	£20,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£82,186

Detail of Pupils September 2021 to August 2022	No of Students
Pupil premium indicator for all students	87
Pupil Premium indicator for single registered students	65
Pupil Premium indicator for dual registered students (not transferred to SCS)	22
Year 11 Leavers	46
Pupil Premium indicator for Year 11 Leaver	18

Summary of Spending 2021-2022

Below is a chart to summarise how Sandwell Community School has spent their Pupil Premium Grant



Activity results in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed	Update/ Evidence to date
RATL Posts (faculty Specific) £4,520.00)	Fixed Term TLR Posts for faculty leaders to #raisethebar at SCS. Focusing on raising achievements of disadvantaged students within faculty areas.	6	Post holders awarded RATL Posts £2,260 See Exam results.
Voice 21 (£1,000.00)	Develop a cohesive approach to oracy across SCS, securing progression in speaking and listening skills for all students. Deepen the quality of talk within subject teaching.	6	SLA signed and in place. £1,000
Alternative Provision (£5,360.00)	Targeted strategies to support disadvantaged students in engaging in	2/3/4	Exam results and attendance reports

	education – Hair & Beauty Level 1		to be used as evidence. £17,500
Targeted Tutoring (£10,525.00)	Online tutoring platform and revision/booster sessions run by existing SCS staff for targeted subject specific catch up work.	3/4	Tute SLA entered into. See Exam results. £318
Classroom Support (£32,475.00)	Designated Learning Support Assistants working on 1-2-1 basis to support learning	3/5/6/7	This has been actioned. See Exam results. £3,053
Appoint full time Attendance Improvement Officer (£7,000.00)	Once appointed the designated staff member will be responsible for identifying those students requiring intervention for low or non-attendance. Interventions will be carried out by the appointee or the wider school community. Ongoing analysis of whole school attendance data with be carried out by the appointee to demonstrate	2/3	This post has not been appointed to due to the candidate withdrawing during the DBS process. The post has been advertised on numerous occasions but with little success. Calls to parents have been made by the receptionist and Welfare Visits have been picked up by the pastoral team and other in-house staff. Attendance reports to be used as evidence.

Uniform (£500.00)	Expectations raised and increased self-confidence of student leading to an increased attendance and student well-being. Review of learner attitudes and pride in their school	2/3	Uniform has been given out to pupils requested and required. £55.00
Breakfast Club (£2,500.00)	Support healthy eating, especially for disadvantaged students and to encourage students into school and to improve punctuality.	2/3	Breakfast club continues to give pupils a good start to the day. £2,500
Wellbeing Support (£21,650.00)	Targeted mentoring support provided for small groups and individuals. Targeted support for trauma and complex needs. Support for students in receipt of Early Help strategies.	2/3	This has been actioned. Exam results to be used as evidence. £55,500

Academic Performance

The table below shows how pupil premium pupils performed against the general cohort. This was the first year of students that were required to “sit” exams following the disruption due to Covid.

	Cohort	PP pupils	Comments
Student Numbers	46	18	
No of Exam entries	276	112	
Level 1 = GCSE 1-3	55%	60%	PP performance higher than Y11 Cohort
Level 2 = GCSE 4-9	10%	7%	PP performance lower than Y11 Cohort
Unclassified	13%	15%	More PP failed
Failed to sit exam	22%	18%	Less PP pupils sat their exams

At SCS there is an expectation that all learners will achieve Level 1 qualifications.

Attaining at least 1 x Level 1 Qualification

	Cohort	Pupils - 1 x L1	%	Observation
Y11	46	35	76%	PP performed higher than all Y11 cohort
PP	18	15	83%	

Attaining 5 x Level 1 Qualification

	Cohort	Pupils 5 x L1	%	Observation
Y11	46	10	22%	PP performed higher than all Y11 cohort
PP	18	5	28%	

Attaining Level 1 in both English & Maths

	Cohort	L1 English & Maths	%	Observation
Y11	46	20	43%	PP performed higher than all Y11 cohort
PP	18	9	50%	

Attaining 5 x Level 1 and Level for both English & Maths

	Cohort	L1 English &	%	Observation
Y11	46	9	20%	PP performed higher than all Y11 cohort
PP	18	5	28%	

SCS has developed the curriculum to enable ALL students to achieve L2 qualification. The following analysis will give a benchmark for further improvement.

Attaining 1 x Level 2 Qualification

	Cohort	Pupils - 1 x L2	%	Observation
Y11	46	30	65%	PP performed higher than all Y11 cohort
PP	18	16	89%	

Attaining 5 x Level 2 Qualification

	Cohort	5 x Level 2	%	Observation
Y11	46	3	7%	Poor results for all
PP	18	1	6%	

Attaining Level 2 in both English & Maths

	Cohort	Pupils 5 x L2	%	Observation
Y11	46	2	4%	Poor results for all
PP	18	0	0%	

Attaining 5 Level 2 and Level 2 for both English & Maths

	Cohort	5 x L2 + L2 in Eng & Maths	%	Observation
Y11	46	1	2%	Poor results for all
PP	18	0	0%	

Academic Performance Observation Summary

In general, pupil premium pupils have performed slightly better than the Y11 cohort for the various L1 criteria.

The analysis for L2 criteria indicate poor results for both when looking at more than one L2 qualification. There were no students that attained five L2 qualifications. SCS will look and develop the interventions and strategies required to improve these results.

Attendance Performance Observation Summary

Average Attendance	%
All	52
Non Pupil Premium	52
Pupil premium (single reg)	51

Attendance across the school is low for ALL students regardless if they are PP or non PP. Further interventions and strategies are required to encourage students into school. Non-attendance of students affects both education and well-being.

Actions & Suggested Activity for 2022-2023

Improve Attendance

- Rewards at various stages of the academic year
- Minibus pick up for students living further away from their campus
- Mentoring to encourage attendance and manage behaviour and emotions
- Free food via breakfast club and lunch
- Family support to parents to encourage attendance and engagement with education
- TUTE virtual lessons, pay as you go. For students that require access to education in their home environment in preparation in returning to school

Improve Academic Performance

- Tutoring both on-line and face to face
- Study skills through classroom support
- Ensure the highest well-being for all students
- Improve student data and feedback
- Provide better direction and understanding to students of the correlation between education and careers.