

Sycamore Short Stay School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	Sycamore Short Stay School
Number of pupils in school	Upto 32 Local Authority Commissioned places (a further 10 places can be commissioned to support pupils at risk of exclusion)
Proportion (%) of pupil premium eligible pupils	Typically between 70-95%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	20/10/2023
Date on which it will be reviewed	20/10/2024
Statement authorised by	Head teacher
Pupil premium lead	Head teacher
Governor / Trustee lead	Pupil Premium Governor Jane Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£TBC (19,865 22-23)
Recovery premium funding allocation this academic year	£0
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	£TBC

Part A: Pupil premium strategy plan

Statement of intent

The pupils at Sycamore Short Stay School have either been permanently excluded from main stream schools or are at risk of being so. Many have complex additional needs, many have gaps in learning due to frequent or extended time out of education. Many arrive at Sycamore highly anxious due to the stress of being excluded. Pupils arrive with us throughout the academic year.

Our objective for pupil premium funding is to address these issues (academic and personal/social). This requires a holistic approach and may integrate other agencies. We value: Communication, Consistency and Nurturing. Our mission is to build trusting relationships and unlock potential. Our aim is to enable our pupils to succeed in education, realise their own potential and play an active part in society.

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

Funding will be used to try to remove any barriers to learning/development/attendance whilst trying to support pupils mental health and well-being.

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 pupils.

Challenge number	Detail of challenge
1	Our population changes over the year
2	Lower than expected attendance – Pupils attending Sycamore have often been on RiPE'S and have a history of poor attendance at previous schools
3	Children have often had very negative experiences of education and can come to Sycamore with low self-esteem and a spiky profile of missed learning, unidentified SEN needs and challenging behaviour.
4	Repeated transitions for pupils.
5	Transitions/Transport issues/previous attitudes to education have made it very difficult to engage pupils and implement any National tutoring program.

6	Gaps in learning and learning deficit due to absences from education e.g. exclusions
7	School often uncovers unmet need and then has to apply for EHCP's for pupils
8	Increasing concerns regarding mental health and wellbeing of many students
9	Narrowness of curriculum and is it the most appropriate curriculum

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 Reading Ages for pupils	Successful Reading policy that incorporates High Quality Literacy Interventions whilst fostering a Reading for Pleasure culture.
Pupils access a wide range of enrichment experiences both in and out of school	Improved curriculum offer Increased pupil engagement Appropriate curriculum offer for all students
Improved attendance	Increased present marks, Identification of factors effecting attendance and action plan to address Reduced % exclusions, reduced % C code
Review of support to pupils and staff	Develop the role of SMHL to introduce well-being lessons, and well-being visits and support from external agencies.

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: £ 10,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD Twinkle Phonics</i>	Phonics EEF (educationendowmentfoundation.org.uk) EEF Literacy KS1 & KS2 DfE approved	6
<i>CPD Lexia and Powerup</i>	Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)	6
<i>CPD CPI VI and PI</i>	Evidence-based approach has been successfully used for over 40 years and is nationally and internationally accredited by IACET, RRN Training Standards, RQF and CPD.	1,3,8
<i>CPD Developing the role of Lead Mental Health Advisor</i>	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment. Senior mental health lead training - GOV.UK (www.gov.uk)	3, 4, 5, 8
<i>Recruitment of Attendance welfare Officer</i>	Working together to improve school attendance - GOV.UK (www.gov.uk)	1, 2, 4, 8

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of Twinkle phonics KS1+2</i>	Phonics EEF (educationendowmentfoundation.org.uk) DfE approved	6
<i>Implementation of Lexia Reading program</i>	Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)	6
<i>Access to enrichment Curriculum and Vocational lessons</i>	EEF Improving Behaviour in Schools	3,9
<i>Additional EP, LSS, specialist services, SMHL.</i>	22 EHCP's submitted in last 3 years alongside increasing number of Early Help referrals. SMHL completing drawing and Talking, Lego therapy to deliver interventions to pupils.	3,6,7

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase attendance support</i> <i>Purchase of EDClass to support school refusers</i>	Dedicated person SLT member appointed to the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they	2,3,8

<i>and Pupils with complex needs to support attendance</i>	require, leads to improved relationships with school and home lives for the whole family. EEF toolkit – parental engagement	
<i>One to one interventions</i>	EEF Making Best Use of Teaching Assistants	3,6,7
<i>Wellbeing visits and support from External providers</i>	Various EEF research work EEF Improving Behaviour in Schools	2, 4, 7, 8
<i>Swimming lessons for all pupils who have been identified as non-swimmers through Pupil voice</i> <i>Access to Outdoor ED to support MH, Resilience and Self-esteem.</i> <i>Access to Residential visit.</i> <i>Stourbridge Rugby Club KS3 mentoring</i>	EEF – sports participation increases educational engagement and attainment. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	3, 8, 9

Total budgeted cost: £21,000

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 2022 to 2023 academic year.

Attendance – Continues to be an area that school is working hard to improve. In HT 5 of academic Year 22-23 14 pupils had improved attendance since joining sycamore. 21 of our cohort had been on a RiPE in previous schools we had reduced that to 7.

- KS3 95% of pupils have **improved** their progress in reading. The average Reading Age **increase** is 1year 9months.
- KS1 AND 2 92% of pupils have **improved** their progress in reading. The average Reading age increase is 5 Months.
- All our pupils completed a visit to Astley Burf with a selection of pupils accessing overnight stays.
- KS3 and KS2 pupils accessed both Motor Vehicle mechanics and construction lessons with KS3 pupils then attending a careers day and taster sessions at Dunstall Park as part of their careers curriculum.
- All KS3 pupils accessed Mental Health and well-being sessions at Black Country Well Being Centre which included Boxing and contributed to Individuals gaining various ASDAN awards.

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
Lexia	Lexia

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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NA	

Further information (optional)

There is often a delay of PPG, it doesn't always follow the pupil as it will go to the pupil's main school where they were permanently Excluded from or where they are the named main school for Dual Registration placement.