



The Unity Pathfinder School- Pupil premium strategy statement 2023/2024

This statement details our school's use of pupil premium and recovery premium funding for the 2023 to 2024 academic year 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	The Short Stay School- Pathfinder
Number of pupils in school	268 (19.9.23)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Jenna Keyes
Governor / Trustee lead	Christopher Whitehouse

Funding overview

Please note that this is currently a shared budget agreement across the Short Stay and Compass Bases

Detail	Amount
Pupil premium funding allocation this academic year	£245,743
Recovery premium funding allocation this academic year	£145,762
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£178,051
Recovery premium funding carried forward from previous year	£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	£569,556

Definitions	
Pupil premium	Pupil premium is funding to improve education outcomes for disadvantaged pupils. Pupil eligibility: Pupils who are eligible for free school meals, or have been eligible in the past 6 years, Pupils who have been adopted from care or have left care.
Recovery premium	The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium , this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.
Sports Premium	The funding is allocated directly to primary schools and is ring-fenced. This means it may only be spent on improving the provision of PE and sport in schools.

Part A: Pupil premium strategy plan

Statement of intent

The overarching Vision statement for the Unity Pathfinder School is: *“We believe that all children and young people have the right to be healthy, happy and safe, to be loved, valued and respected, and to have high aspirations for their future. “*

Our ultimate objective for our disadvantaged pupils is to “narrow the gap” and provide every pupil with opportunities to be successful whilst at our school and beyond. This pupil premium strategy/plan is a dynamic working document which is regularly reviewed, monitored and adjusted to reflect the changeable needs of our pupils and flexible approach we take as school.

Challenges

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

Challenge number	Detail of challenge
1	The significant level of SEMH need and nature of arrival to the Unity Pathfinder School impacts on pupils' behaviour and progress and learning
2	PP pupils arrive at the Unity Pathfinder School with standardised scores that are lower than their non-PP counterparts, leading to insufficient progress
3	PP pupils are more likely to be reluctant readers across all key stages and this impacts the ability of pupils to progress in learning
4	Individual pupil specific barriers, in particular SEMH needs
5	Lacking cultural capital and low aspirations for future destinations, including reintegration and Post 16
6	Low attendance of PP pupils across all key stages including high persistent absenteeism

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
Improve pupil behaviour for learning and engagement in lessons, in order to impact positively on progress.	<ul style="list-style-type: none">The KS3 and KS4 curriculum and learning pathways are reviewed and shaped to meet the needs of the cohort.Staff are well supported to deliver a broad curriculum and are encouraged to think creatively with regards to lesson content and delivery

	<ul style="list-style-type: none"> • Staff are confident and equipped with the knowledge and skills to manage behaviours that challenge. • All staff completed Step On training. • All new staff complete Step On training within 3 weeks of their start date and induction is not signed off until this has been completed. • An audit of need is used to identify staff for Step Up training. • Reduction in significant incidences of harm to children and other adults and related RPIs, Sis and suspensions. • Improved parental engagement, evidenced through communication logs and parental questionnaire feedback. • Increased engagement is evident in lesson observations and learning walks, access to the curriculum and progress data
<p>The gap between the progress and attainment of PP pupils compared to the cohort reduces</p>	<ul style="list-style-type: none"> • A reduction in the gap between PP and non-PP pupils in terms of progress, SATS and GCSES (with a focus on English and Maths) • Improved KS4 outcomes, with increased pass rate at Grade 4 and above
<p>Improve literacy levels so that pupils can access the whole curriculum</p>	<ul style="list-style-type: none"> • 80% of KS3 read at, or above chronological reading age. • Phonics is embedded into the primary curriculum and forms a golden thread throughout the entire curriculum. • Standardised reading scores show improvement. • Reading opportunities and disciplinary literacy are mapped across the curriculum. • Increased GCSE entries and improved pass rate at Grade 4 and above • Pupils a love of reading evidenced through the capture of pupil and parent voice
<p>Individual social, emotional, mental health or academic needs met through pupil specific/small group intervention</p>	<ul style="list-style-type: none"> • An assessment period is used for is used for all new pupils, to facilitate the identification of learning and behaviour needs, pupils leave assessment with a detailed learner profile which enables teams to effectively plan and implement bespoke support • Intervention results in a positive change to the identified area (e.g., increased attendance, improved progress) • Mental health champions at each base • KS3 and KS4 pathways are shaped to meet the needs of the cohort to facilitate the delivery of a broad and balanced curriculum.

<p>Improve pupil outcomes in terms of post 16 destinations and reintegration to mainstream by cultivating opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations</p>	<ul style="list-style-type: none"> • CIAG is threaded through the primary and secondary curriculum and pupils are provided with regular opportunities to develop a wider understanding of work and work-based learning opportunities through visitors, talks and trips. • All Y11 pupils leave with an identified place in education, employment or training. • 100% of PP pupils to attend at least 1 meeting with CIAG officer in Y11 • NEET figures for PP are in line with, or lower than, national average
<p>Reduce the % of PP pupils who are persistently absent and increase the attendance of PP pupils</p>	<ul style="list-style-type: none"> • Pupil Premium attendance is increased • The % of PP pupils who are persistently absent will reduce. • Attendance actions tracked consistently by the Attendance Improvement Officer • Local Authority advice and guidance is used to support "stuck" cases • Fast Track and FPNs are used

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)

Total budgeted cost: £99,844

Activity	Member(s) of staff	Evidence that supports this approach	Budgeted Cost	Challenge number(s) addressed
Nurture Teacher	CL	Ofsted published a report in 2011- Supporting Children with Challenging Behaviour through a Nurture Group Approach: <ul style="list-style-type: none"> When the nurture groups were working well, they made a considerable difference to the behaviour and the social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions 	£43,114	1, 3 and 4
Nurture Teaching Assistant	TBC		£21,269	
Teaching and Learning focus on evidence-based strategies to support quality first teaching	SP, BC, JK	The EEF evidence review underpinning this guidance report found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher or can be relatively easily added to it.	£2000	2, 3
Pathway 4 ABL	MG		£33,491	1 & 4

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

Total budgeted cost: £25,939

Activity	Member(s) of staff	Evidence that supports this approach	Budgeted Cost	Challenge number(s) addressed
Seneca Learning	JK/HOS	<p>Digital technology can add up to 4+ months progress (EEF, 2020).</p> <p>Evidence indicates that mastery learning can deliver approximately five months' progress in average (EEF 2020)</p> <p>Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use and trained to support pupils to use it effectively. (EEF)</p> <p>Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. (The Reading Agency 2015).</p>	£3000	1, 2, 3 and 4
Sumdog	ID	<p>Digital technology can add up to 4+ months progress (EEF, 2020).</p> <p>Evidence indicates that mastery learning can deliver approximately five months' progress in average (EEF 2020)</p> <p>Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use, and trained to support pupils to use it effectively. (EEF)</p>	£1,167	2, 3 and 4
Science Mastery	JK		£3000	
White Rose Science	JK		£210	
Read, Write, Inc	BC		£8000	
Maths Watch	IR		£550	
White Rose Maths	JK		£500	
Exam Pro-Science	JK		£300	
SPAG Monsters	MM		£149	
Whizz Maths	JK		£7,875	
MyMaths	ID		£650	
Grid Maker	CW	£132		

		Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. (The Reading Agency 2015).		
Speech Link	MTB	Difficulties understanding language are commonly disguised as challenging behaviour. Secondary Language Link is the only comprehensive SLCN support package of its kind. This assessment, targeted interventions and teacher training package enables secondary schools to identify and support the language and communication needs of Key Stage 3 students aged 11-14 years.	£595	1, 2, 3 and 4

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

Budgeted cost: £275,592

Activity	Member(s) of staff	Evidence that supports this approach	Budgeted Cost	Challenge number(s) addressed
Pastoral Support Manager X 2	JK	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment	£39,290	1, 4 and 5
Bespoke PP Budgets for each base	KW/JK		£70,000 See appendix for full breakdown	1, 2, 3, 4, 5 and 6
Developing school community cohesion through enrichment opportunities	SP	Research has shown that schools with a strong sense of ethos have higher levels of teacher retention, increasing levels of achievement and success, and better overall performance- Staying	£1000	1, 2, 3, 4, 5 and 6

		Positive, The Power of a Strong School Ethos 2014		
Mental Health Champions and First Aiders	KW	Current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). COVID-19 has also had a negative impact with 54% of children and young people with a mental disorder that lockdown had made their life worse. (mind.org)	£500	1, 4 and 6
Steps Tutor Training (x3)	MM/KW	We have an identifiable need for Step On and Step-Up training due to the SEMH needs of pupils	£2250	1, 4 and 6
Steps Tutor Refresher Training			£1530	
Steps supply and travel costs			£300	
Admin support to Steps Tutors (5%)	HB		£790	
Offer consistency through whole school behaviour policy	KW/SP	Creates a purposeful learning environment with clear expectations and boundaries.	No cost	1, 4 and 6
CIAG Lead	CM	DfE Careers Guidance and Access for Education and Training Providers- statutory guidance 2021: <ul style="list-style-type: none"> High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work 	£33,491	5
To improve aspirations to secure –post 16 destinations through Beacon East- Level 6 personal careers guidance advisors	CM		£4200	5
Resources to embed CIAG at KS1-KS2 in line with national curriculum changes	DA		£2000	5

WEX opportunities for KS4		<p>including the routes to jobs and careers that they might find engaging and rewarding.</p> <ul style="list-style-type: none"> Research has shown that school and college leaders recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic. 	£3000	5
Attendance Improvement Officer	EC	The DfE published research in 2016 which found that:	£26,222	2, 5 and 6
Assistant Attendance Improvement Officer	TBC	<ul style="list-style-type: none"> The higher the overall absence rate across K2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve a level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-5 or equivalent including English and Maths than pupils that missed 15-20% of KS4 lessons 	£16,250	

Language Line	EC	The Bell Foundation- Evans et al 2016: For parents of children with EAL, there are additional challenges to parental participation. Evans et al (2016) found that staff can make incorrect assumptions about parental interest and, at times, interpret lack of achievement by pupils as lack of parental interest.	£1000	1, 2, 3, 4, 5 and 6
PP Leadership	JK	To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.	£43,779	1, 2, 3, 4, 5 and 6
Alternative Provision for bespoke use	JK/RT	EEF research- Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.	£30,000	1,

2022/2023 Total budgeted cost: £401,375

Part B: Review of outcomes in the previous academic year

Pupil premium and Recovery strategy outcomes

This details the impact that our pupil premium and recovery funding activity had on pupils in the 2022 to 2023 academic year.

Strategy	Impact/Outcomes				Next Steps
Attendance officer	32% of our cohort have better attendance now than at their previous settings.				To further develop the attendance support by the introduction of an attendance assistant
	Attendance Actions	30.1.23 to 3.3.23	6.3.23 to 5.5.23	8.5.23 to 7.7.23	
	FPN Submitted	4	3	2	
	FPN Given	0	0	2	
	Fast Track	2	1	5	
	Attendance Panel Meetings	4	3	2	
PSA- Locksley	Caseload of Students/ Parents worked with	30	This involved working with parents as a one of initial meeting, long term support, Safeguarding support, Exam support, external service support		To further develop the PSA offer through the introduction of a PSA at DBS and a shared caseload for Rosebery
	Home visits completed	68 home visits completed	These have included some welfare checks, if I am in the area when they need completing		
	Safeguarding meetings	5 CP Conferences 30 Core Groups 23 CPMs 35 JAGs 5 FSPs	These have been during term time and school holidays		
Alternative Provision	A wide of alternative provision has been used throughout the year with pupils engaging with the following AP: - Open Road				The streamlining of the learning pathways will

	<ul style="list-style-type: none"> - St Eds - Century Training - Kimblewick Stables - Tute - Lapwings - New Horizons 	see AP used primarily for P4 pupils but bespoke use will be considered for P3 students who are active to children's services
CIAG Lead	<p>Organisations used for activities – 10</p> <p>Work experience and workplace visits – 5</p> <p>NEET - 23.5% (last academic year - 27%)</p> <p>Full report available</p>	Calendar of events and activities in place for KS1 to KS4 across all sites
Trips and visits- bespoke budgets	<p>Bases have used their bespoke budgets for a variety of trips and visits such as:</p> <ul style="list-style-type: none"> - Haubotis Hall Activity Centre - Pantomime and theatre trips - Circus skills - Zoo visit - Art Gallery <p>Pupil voice has captured that pupils have enjoyed the opportunity to visit new places and take part in new activities.</p>	Bases will continue to utilise offsite trips and visits as pupils engage well when given the opportunity to go off site
RWI	<ul style="list-style-type: none"> • 53 % pupils have accessed RWI phonics • 61% have accessed fresh start • BBS x10 pupils accessing RWI, Brooklands x 20 pupils, Locksley x 10 pupils, Rosebery x17 pupils • 114 pupils accessed RWI and 18 pupils (15%) have successfully completed and secure in all sounds and classed as a free reader • 62 pupils (54%) have made progress, Factors affecting progress, data assessment points against start on roll points, pupils that have left after one assessment, pupil attendance. 	Work will continue on embedding RWI and developing the skills of staff to deliver the programme
Learning interventions	A variety of online learning programmes have been accessed throughout the year, notable successes have included Maths Whizz, White Rose Maths and MyMaths.	Further develop and implementation of online learning programmes will continue, led where

		possible by the subject leads.
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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
Not applicable	

Appendix 1: Bespoke Pupil Premium Budgets for 2023-2024

	Brooklands	DBS Primary	Locksley Primary	Rosebery Primary
NUMBER OF CLASSES IN EACH KEY STAGE PER TEAM/BASE				
KS1	3	2	3	2
KS2				
TOTAL BUDGET	£3600	£2400	£3600	£2400

	Locksley Secondary	DBS Secondary	Rosebery Secondary	KSX
NUMBER OF CLASSES IN EACH KEY STAGE PER TEAM/BASE				
KS3	12	12	6	1
KS4				1
TOTAL CLASSES	12	12	6	
TOTAL BUDGET	£14,400	£12000	£7,200	£1200

	Compass Belton	Compass Lingwood	Compass Pott Row	Earthsea
NUMBER OF CLASSES IN EACH TEAM/BASE				
KS1	2	1	1	2
KS2				
KS3	2	1	1	1
TOTAL CLASSES	4	2	2	3
TOTAL BUDGET	£4800	£2400	£2400	£3600