

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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	Coventry Extended Learning Centre
Number of students in school	104 (as of 14/12/23)
Proportion (%) of pupil premium eligible students	73% (76 students as of 14/12/23)
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Phil Healy
Pupil premium lead	Zoe Johal
Management committee PP lead	Mrs Rumana Bhayat

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,750
Recovery premium funding allocation this academic year	£43,608
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,358

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. CELC offers education to students who have been permanently excluded from mainstream schools or have moved into the local authority having already attended a similar setting. The core purpose of CELC is 'Enhancing Futures' - maximising the potential of all our students. We seek to identify and meet our students' needs; to enable us to reintegrate them into mainstream school or into special educational settings or to support them to successfully complete Year 11 with us. This means that the cohort can be very fluid. Whilst the cohort and needs of the students can change all students at CELC have varying degrees of SEMH needs.

Our students commonly arrive with negative views of education, of their own prospects and all too often of themselves. Common barriers to learning can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance/punctuality issues. There may also be complex family situations that prevent children from flourishing/ additional learning needs or traumatic lived experiences. The challenges are varied and there is no "one size fits all".

Pupil premium funding is used heavily to support the enhanced curriculum offer. Our students receive a broad and balanced curriculum offer which supports positive emotional, social and cognitive progress in a developmentally appropriate way. We recognise that our students attend CELC because they are, at that point in time, unable to succeed in a mainstream school. It is thus crucial that we provide a truly 'alternative provision' to mainstream schools to meet our students' needs.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged students.
- For all disadvantaged students in school to make or exceed expected progress rates.
- To raise the attendance and subsequent outcomes of disadvantaged students.
- To support our student's health and wellbeing to enable them to access learning at an appropriate level.
- To identify students in need of additional targeted support and ensure that this support is implemented.

Achieving these objectives

The range of provision the senior leadership team consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all students is improved.
- Ensuring that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- 1-1 targeted SEMH, behavioural, academic and pastoral support.
- Additional teaching and learning opportunities provided through trained TA's or external agencies.
- Additional learning support.
- Support payment for activities, educational visits and school essentials; uniform/equipment/study aids.
- Ensuring students have first-hand experiences to use in their learning in the classroom.
- Vocational work-related learning opportunities.
- Additional attendance support via the inclusion team.

When making provision for socially disadvantaged students, we recognise that not all students who pupil premium funding will be socially disadvantaged. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Complex family circumstances having an impact on student welfare/wellbeing – E.g. LAC, Child in Need, Early Help Support, Child Protection, Social deprivation.
2	Narrowing the attainment gap across reading and ARE.
3	Attendance and Punctuality issues upon entry.
4	Additional SEND/ complex lived experiences- including specific SEMH needs which effect learning, self-esteem and independence.
5	Lack of additional opportunities outside of education to raise aspirations.

## 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
Progress in Reading	<ul style="list-style-type: none"><li>• Students engaging in reading for pleasure opportunities.</li><li>• Students highlighted for reading wise intervention close/narrow ARE gap between literacy assessment baseline and summative assessment.</li><li>• Students engaged with the "Turning pages" reading programme close/narrow ARE gap between literacy assessment baseline and summative assessment.</li></ul>
Students develop holistically and have positive outcomes.	<ul style="list-style-type: none"><li>• Individual incremental progression in SDQ (overall stress) / WEMWBS (wellbeing) assessments.</li><li>• Individual SEMH case studies.</li><li>• Tracking of planned interventions.</li><li>• Wider intervention impact as monitored by provision map</li></ul>
Students are given access to enhanced opportunities which recognise talent and maximise their potential/raise aspirations.	<ul style="list-style-type: none"><li>• Summative vocational achievements from WRL courses.</li><li>• Improved student engagement and promoting positive aspirations for all students.</li><li>• Increase in WEMWBS measures.</li><li>• Increased self-esteem as learners.</li></ul>
Attendance.	<ul style="list-style-type: none"><li>• Ensure attendance of disadvantaged students is markedly improved from level of referral.</li><li>• Improvement in attendance from entry-exit and overall attendance is evidenced.</li></ul>
Improved attitudes to learning.	<ul style="list-style-type: none"><li>• Reduction of C3/D1 behavioural incidents on behaviour log.</li></ul>

## 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: £226,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor education service procurement-forest school, bush craft and confidence building curriculum.	EEF (+1) - fundamental social and emotional skill development. Students get access to key life skills sessions. Students develop self esteem, confidence and leadership skills through these sessions.	1/3/4/5
Offset PP food tech groceries to ensure all students have access to lessons.	The purchasing of cooking ingredients for food technology lessons is often a barrier to our students. CELC uses PP funding to subsidise the purchase of ingredients to ensure all students have access to high quality lessons and learn to make nutritious meals.	1/4/5
Vocational work-related learning opportunities procured through the Coventry Alternative Provision (CAP) team.	Students at KS4 at CELC are often disillusioned with the “standard education system”; having experienced multiple school breakdowns alongside a compounded sense of failure. Work related learning opportunities are offered to students at KS4 to enhance their curriculum whilst offering personalised learning opportunities aligned with their interests/longer term aspirations. These opportunities offer students the chance to gain vocational accreditation. The offer also improves student engagement and promotes positive aspirations for all students, to enable them to overcome any social, emotional or mental health barriers to learning.	1/3/4/5
Establishing a new “in house” PE curriculum with a range of sports clubs (inc breakfast boxing club), sessions in community sports facilities to enhance experiences and engagement.	EEF +1 sports participation increases educational engagement and attainment.	1/3/4/5
The music service	Students who can follow their hobbies and passions without finance being a barrier will be able to foster their love of music; raising their self-esteem. Teamwork and social awareness are developed through group work sessions. This also offers an alternative method to supporting students to self-regulate.	1/4/5

Adaptive teaching resources	Classroom resources to support low stakes exploration of key knowledge.	2/4
Enhanced practical curriculum in science	EEF +5  Investment in additional science resources to increase the number and variety of practical lessons that are offered to students.	4/5
Practical curriculum focus in maths	EEF +5  e.g Practical maths games, escape room challenges, UKMT national competition, the apprentice shopping challenges.	4/5

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

Budgeted cost: £52,000 + cost of SEMH interventions.

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Recruitment of 2 inclusion coaches- 1 per centre. The coaches will run bespoke intervention with students who have an area of need.	EEF (+4) for academic intervention- this will be students who are identified by 360 induction assessment and students who are not making expected progress over time.	2/4
Educational Psychologist Service time	6/7 week assessment and recommended intervention programme for selected individuals with a view of identifying needs/ improving their psychological wellbeing/access to learning. Students are identified through holistic progress meetings. This also provides Wave 3 intervention evidence towards potential EHCP applications.	2/3/4
SEMHL specialist assessor time	Specialist cognitive assessment- wave 3 intervention. Potential outcome; access arrangements, classroom recommendations.	2/3/4
SEMH intervention	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek	1/3/4

	to improve student's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular SEMH needs. Students engage in programme of support between 6-10 weeks. Students are also able to access support on an ad hoc basis to support in processing specific events/emotions.	
SEMH clinical psychologist supervision	Clinical supervision is an ongoing supportive learning process for clinicians of all levels to develop, enhance, monitor, and, when necessary, remediate, professional functioning (Bernard & Goodyear, 2014).  This monthly supervision will support the SEMH coaches in supporting students with a higher level of complex needs.	1/4
Intuitive learning software - Tassomai.	Tassomai works on a principle of <b>little and often</b> . Studies have shown people learn more when they work for concentrated, short bursts every day, frequently switching between topics and returning to them at strategically timed intervals. Teachers call these techniques “ <b>interleaving</b> ” and “ <b>spacing</b> ”. Tassomai's online platform engages students through frequent quizzing or “ <b>low-stakes testing</b> ” and instant feedback which is proven to be the most effective way to embed knowledge.	2/4

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform support	Development of uniform bank within each centre to support those from low-income families to have access to items that they need.	1
Further exciting trips and visits will be planned to	Students who are exposed to these have an enhanced knowledge and understanding of the world. When finance	5

enhance the curriculum.	isn't a factor for families, they almost always want their children to experience these.	
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**Total budgeted cost:** Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Reading												
<b>13</b> students enrolled on synthetic phonics reading intervention- average progression of 1.5 years progression in reading age between induction testing and retesting timeframes. This has been heavily supported by the KS3 HLTA whose recruitment was funded by the recovery element of the 22/23 premium.												
Designated reading spaces have been created and well resourced at both centres. Students use these regularly for reading sessions as evidenced by their reading logs.												
Students develop holistically and have positive outcomes.												
<u>Year 11 PP leaver destinations</u>												
<table><tr><td><b>26 Students in total</b></td><td><b>PP (15 Students)</b></td></tr><tr><td><b>Apprenticeship/Higher Education</b></td><td>73.33% (11 Students)</td></tr><tr><td><b>Employment</b></td><td>13.33% (2 Students)</td></tr><tr><td><b>NEET</b></td><td>6.67% (1 Student)</td></tr><tr><td><b>Unknown</b></td><td>6.67% (1 Students)</td></tr></table>			<b>26 Students in total</b>	<b>PP (15 Students)</b>	<b>Apprenticeship/Higher Education</b>	73.33% (11 Students)	<b>Employment</b>	13.33% (2 Students)	<b>NEET</b>	6.67% (1 Student)	<b>Unknown</b>	6.67% (1 Students)
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<i>*prospects are continuing to support one pp students who is neet and to gain contact with 1 student whose destination is unknown.</i>												
<u>22-23 In year leaver destinations</u>												
	<b>PP (6 Students)</b>	<b>Non PP (9 Students)</b>										
<b>Mainstream (15 Students)</b>	<b>40%</b>	<b>60%</b>										
<b>SEN Provision (4 Students)</b>	<b>100%</b>	<b>0%</b>										
<u><b>Year 11 GCSE Results</b></u>												
	<b>PP</b>	<b>Non PP</b>										
<b>English GCSE 1-9 (14 Students)</b>	64.29%	35.71%										
<b>Maths GCSE 1-9 (16 Students)</b>	50.00%	37.50%										
<b>Both English and Maths GCSE 1-9 (14 Students)</b>	64.29%	35.71%										
<b>Both English and Maths GCSE Level 4 or above (2 Students)</b>	50.00%	50.00%										
<u><b>Year 11 Functional Skills</b></u>												
	<b>PP</b>	<b>Non PP</b>										



English Level 1 (4 Students)	75%	25%	
Maths Level 1 (1 Student)	100%	0%	
<b><u>Year 11 Vocational Qualifications</u></b>			
<b>Vocational Qualifications Achieved</b>	<b>PP</b>		
Entry Level Award in Construction (1 Student)	<b>1</b>		
Level 1 Award of Personal Effectiveness (1 Student)	<b>1</b>		
Land-Based Sector Vocational Taster (1 Student)	<b>1</b>		
Level 1 Diploma in Skills for employment, Training and Personal Development (4 Students)	<b>3</b>		
BTEC Level 1 Introductory Award in Applied Science (1 Student)			
BTEC Level 1 Introductory Award in Sport (1 Student)			
NOCN Level 1 Award in Healthy Living (1 Student)	<b>1</b>		
NOCN Level 1 Award in Skills for Employment, Training and Personal Development (Art and Design) (1 Student)	<b>1</b>		
NOCN Level 1 Award in Skills for Employment, Training and Personal Development (Health and Social Care) (1 Student)	<b>1</b>		
Level 1 Certificate in Vocational Studies Motor Vehicle Studies (2 Student)	<b>2</b>		
Pearson BTEC Level 1 Introductory Award in Sport (1 Student)			
<u>Intervention</u> <ul style="list-style-type: none"> <li>Individual SEMH case studies demonstrate students making progress towards desired treatment goals- individual case studies and provision map plans available to demonstrate achievement. This has been supported by the PP procurement of clinical supervision provided by LA clinical psychologist (supported by PP funds).</li> <li>75% of students on bespoke maths interventions fully reached their desired outcomes. Wider intervention impact as monitored by provision map. This has been heavily supported by the KS3 HLTA whose recruitment was funded by the recovery element of the 22/23 premium.</li> <li>Represent- KS3 girls oracy project- This resulted in creased levels of cohesion and inter communication between the peer group.</li> </ul>			
<u>Outdoor education</u>			
<u>Dragons den maths challenge</u>			
<ul style="list-style-type: none"> <li>Students engaged in a range of project businesses over this scheme of learning. Year 9 students who created a car wash business raised over £25 and used their gross profit to purchase new goalkeeper gloves to use at lunchtime.</li> </ul>			
Educational psychology assessment hours			

8 PP students prioritised for EP assessment. This led to an increase in EHCP applications with escalated supported evidence. Outcome- 4 PP students moved onto specialist destination provision through their EHCP plans.

Students are given access to enhanced opportunities which recognise talent and maximise their potential/raise aspirations.

#### Northampton Saints

Student engagement with the Northampton Saints offer has been high across the school year. These sessions took place in the classroom and through physically active indoor/outdoor sessions. Sessions were planned to develop the core values aligned with the programme of teamwork, respect, enjoyment, discipline, sportsmanship and understanding.

#### Coventry Music service

Music service sessions were provided two days per week at KS4 centre and two days per week at KS3. These sessions have offered students the opportunity to develop a curiosity in music, develop instrumental skills, express themselves in a nurturing environment, extend music skills to produce/record music tracks and offer a space to regulate. Additional time purchased at both centres was prioritised for PP students.

Attendance.

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
<b>PP Students 2022- 2023</b>	<b>57.80</b>	<b>59.71</b>	<b>57.21</b>	<b>55.68</b>	<b>53.47</b>	<b>52.53</b>	<b>50.10</b>	<b>49.70</b>	<b>49.04</b>	<b>47.20</b>	<b>46.60</b>
<b>All Students 2022- 2023</b>	<b>61.00</b>	<b>61.50</b>	<b>60.70</b>	<b>58.50</b>	<b>56.50</b>	<b>55.50</b>	<b>53.60</b>	<b>53.10</b>	<b>51.50</b>	<b>49.70</b>	<b>48.80</b>
ELC Target (Nat Av)	<b>64.70</b>	<b>64.70</b>	<b>64.70</b>	<b>64.70</b>	<b>64.70</b>	<b>64.70</b>	<b>64.70</b>	<b>64.70</b>	<b>64.70</b>	<b>64.70</b>	<b>64.70</b>

Overall attendance remains higher than that of the pp cohort with a variation between 2-3.5% in various months. Both the wider cohort and the PP cohort attendance levels remain below the PRU national average target for CELC.