

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Southern Cross School (SX) and Meade Hill (MH) School/ Castlefield Campus (CC)
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	CC – 76% SX – 73% MH – 83%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	A. Braven
Pupil premium lead	A. Braven
Governor / Trustee lead	P. Newman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,863
Recovery premium funding allocation this academic year	£30,740 – SX £22, 620 - MH

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	£260,223

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	All of our pupils have mental health issues. This means that they struggle to regulate their emotions due to trauma in their past. Pupils need support to attend school, strategies to help improve their mental health and to progress to post-16
2	The vast majority of our pupils have very low levels of literacy when they start the school. Providing a well-structured literacy intervention helps pupils to catch up and to access the rest of the curriculum
3	The vast majority of our pupils struggle to communicate. We train all of our staff in the use of Elklan, which gives them the skills they need to support children and young people's ability to understand and communicate with adults and their peers.
4	Staff working with pupils with a background of trauma and complex safeguarding issues can develop toxic stress. All DSL staff are provided with regular supervision to help improve their own mental health.

## 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 mental health of pupils	Pupils engagement with CAMHS. Fewer NEET pupils in year 12. Better retention of pupils in Post-16 Improved attendance

Improve Literacy skills of all pupils	Pupil progress in English. Improvement in Reading and Spelling ages.
High quality teaching	Evidence from lesson observations shows that ELKLAN strategies are being used
Good mental health of DSLs	Staff report that they are better able to process all of the trauma that they are exposed to.

## 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: £ 67,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy support – Ruth Miskin	EEF Teacher Toolkit - Phonics	2
Speech and Language Support - ELKLAN	There is vast academic research from across the UK and the world that helping children develop speech, language and communications skills improves educational outcomes.	3
Supervision for DSLs	Emotion Coaching UK	4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ 135,834

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
CAMHS Worker	EEF Teacher Toolkit – Metacognition and self-regulation, social and emotional learning	1
Attendance Support	DfE - Children missing education Statutory guidance for local authorities, September 2016	1
Careers Connect	Good Career Guidance report, Sir John Holman, 2013	1
Therapists	EEF Teacher Toolkit – Metacognition and self-regulation, social and emotional learning	1

**Total budgeted cost: £ 203,434**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*