Barriers to Learning

Our Cohort

Data for this academic year shows that:

- 55.62% of our pupils are eligible for Free School Meals.
- 6.72% of TPRS pupils are Cared for Children: this compares to 15.59% in September 2020. Despite the percentage drop due to a large proportion of 20/21 leavers being Cared for Children, this is still considerably more than the 1.32% of children who are cared for in Tameside, and the national average of 0.65%.
- 5.66% of TPRS pupils are subject to Child Protection plans, compared to 10.09% in September 2020. Again, despite the percentage drop, this is still considerably more than the local and national figures for children on child protection plans of 0.707% and 0.437% respectively.
- 10.38% of TPRS pupils are subject to Child In Need plans, compared to 1.83% in September 2020. This is significantly higher than the local and national figures of 4.854% and 3.342% respectively. This rise is partly due to the stepping down of cases in Children's Social Care.
- 1.89% of TPRS pupils are supported by the Early Help Team compared to 4.58% in September 2020 and 0.787% of all children in Tameside.
- 8.5% of TPRS pupils are working with the Youth Justice Service.
- 2 of our pupils' social workers have confirmed that they are searching for secure settings, and another 1 is undergoing the same process.

SEND and EHCPs

- All TPRS students are on the SEND List for their Social, Emotional and Mental Health needs which have resulted in their exclusion from mainstream school. A number of these students and their families receive help and support through Children's Social Care, Healthy Young Minds and a range of other services.
- 37.82% (45 of 119) of TPRS students have an EHCP for their complex learning needs. This compares to 3.6% in Tameside and 3.7% nationally. This demonstrates that schools in Tameside are under-identifying SEND. This is seen in TPRS as the number of students coming to us with unmet need remains very high.
- Although all students attending TPRS with an EHCP have SEMH as their main category of need, many of our students also have needs in other areas such as Cognition & Learning and Communication & Interaction.

Attendance and Punctuality

- Although absence rates are significantly below national averages for the school as a whole, it has improved by 15.83% since September 2021. The average attendance for all pupils stands at 50.94%. Attendance is better at Elmbridge School than at White Bridge College, (72.39% and 44.55% respectively.) There are some new permanently excluded students who are awaiting induction, two who have moved into other authorities and are awaiting the allocation of local schools, one student awaiting a new school being named on his EHCP following a change in his primary area of need, and one student awaiting a move to a secure unit who have 0% attendance and are therefore influencing the current attendance percentage.
- Students with EHCPs attend marginally better than the other students onsite at White Bridge College, with an average attendance of 45.02%. As above, there are some students on 0% affecting this figure: two who have moved into other authorities and are awaiting the allocation of local schools, one student awaiting a new school being named on his EHCP following a change in his primary area of need, and one student awaiting a move to a secure unit.
- Where students have a long history of persistent school refusal, and have attendance of less than 10%, it is extremely difficult to engage them in any offer of education, as it appears that they and/or their parents and carers have given up on education and/or feel let down by the system. We offer a range of options to these students including: the pathways in school; Summit outdoor education; Military Mentors; Sale Sharks; Sports Headway; an online offer; small group

tutoring; alternative provision where appropriate; and work experience. Take-up remains very low with this group of students despite intervention from our attendance officer, Education Welfare Officers and often Children's Social Care.

- There are 8 Cared for Children in our school, with an average attendance of 19.65%. Again, one is awaiting the allocation of a school after having moved to another local authority, and one awaiting a move to a secure unit affecting this figure.

Impact of Covid-19 at TPRS

- Covid-19 has had a huge impact on our students: previously existing mental health and SEMH issues were amplified by the effects of Covid and lockdown, and students who hadn't presented with significant SEMH issues developed anxieties and other mental health concerns. Input from mental health services was limited, though a phone number was provided. Returning to school was a shock to the system for some of our students who had been at home for 6 months, many without rules and routine in place – this meant that we experienced a longer than usual settling-in period during the Autumn term.
- The consistency of care students received between March and June 2020, changed drastically for some of our students. They missed out on the safety and routine of school, on the relationships they had built with staff and peers, and on the fulfilment of basic needs such as the provision of breakfast and lunch offered at school.
- School remained open as normal during the second lockdown from October to December, though attendance again was affected and online learning continued.
- During the pandemic, we supplied a number of families with a laptop, Free School Meals vouchers, breakfast packs and additional support with food, including the facilitation of a take-away Christmas dinner for some.

Home Learning Environment / Readiness to Learn

- For significant numbers of children, home support for learning was lacking.
- Many of our students' parents/carers were unable to support their children in home learning, due to either a lack of time or knowledge. This was improved with the provision of live lessons and an improved and developed online learning offer.
- Many parents lacked the confidence, organisation and skills to provide the kind of support needed for learning at home – parents who did have these skills were often at work and could not be there to supervise their children during the school day and encourage them into engaging in their online lessons. This meant that uptake for online learning was low and ultimately prevented children from consolidating learning or extending learning done in school.
- Audits were completed with parents to find out whether students had access to an appropriate form of technology with which to complete schoolwork and whether they had internet access. Laptops were provided by the Virtual School for Cared for Children, and we were able to give out laptops provided by the government to students who needed them, though we did not initially receive enough laptops for those who needed them. There was little we could do about lack of access to the internet at home, but when networks began to provide data for home learning, we signposted parents to this.
- Restricted access to books, educational IT and internet in the home and wider experiences out of school time also had a bearing on children's wider vocabulary, general knowledge and confidence in a wide range of social situations.

INTENTION: ADDRESS COMPLEX FAMILY NEEDS			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Behaviour Mentor	£25,403	They work as part of the pastoral team within the school. Identifying barriers to learning, social factors, such as disadvantage working with PP children.	• Measurable Improvement in Absence for Pupil Premium children whose attendance falls below 60% - evidence by case study.

			• Decrease numbers of children who are Persistently Late or Absent – Able to evidence by case study. • Measurable improvement in number of KS4 students re-engaged in education. • Improved parental engagement at all tiers of Safeguarding.
INTENTION: IMPROVE ATTENDANCE AND PUNCTUALITY			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Attendance and Engagement Assistant (2Days)	£7,234	Attendance Assistant deals with all admin directly related to attendance, ensuring that procedures are effective in recording and reporting absence and reasons for absence and that appropriate referrals and proceedings are implemented. The attendance assistant will meet and greet parents and children on the yard and at the door and will record all details collate information to enable FACE co-ordinator and senior leaders to identify patterns and trends. Effective follow up of Fixed penalty notices for parents taking children out of school during term time. Direct liaison with EWO to follow up Attendance Action plans.	• Reduce the average time that children are late • Increase the number of children achieving 100% attendance • Reduce the number of holidays taken in term time • Reduce TT Holiday repeats • at least 50% of children identified as Persistent Absentees at the end of 2019-20 improve their attendance to 90% or above in 2020-21
Student Rewards (Attendance)	£3,000	Students earn rewards in the form of vouchers. For the attendance reward, students must attend and stay in all of their lessons.	• Data will be demonstrate improved attendance in lessons.
Headway	£15,600	Headway Space is a mentoring and counselling service working with students from disadvantaged backgrounds.	• Target students consistently engage in learning • Target students engage in counselling work • Target students work towards a coaching qualification
Home Tutor	£17,550	Home tutor liaises with DSL and Attendance and Engagement officer to provide learning to identified school refusers or those students who are unable to access learning on site due to safeguarding reasons. In addition, they provide small groups and 1:1 tuition in a safe setting both on and off site in school.	• Target students consistently engage in learning
Alternative Provision	£12,480	Alternative Provision will be commissioned for some of the students who are the hardest to reach, or whose attendance in school has a negative impact on the attendance and engagement of other students. Heads of Centre will work with the DSL and SENCO to identify appropriate students and provisions. The SENCO will work closely with the AP providers to ensure quality, engagement and positive outcomes.	• Individual case studies will demonstrate improved attendance and engagement of targeted students

Total Pupil Premium Planned Spend	£81,267		
Total Income from Pupil Premium	£73,253		