



## Pupil Premium Impact 2019/20

### What is Pupil Premium (PP)?

The pupil premium grant is given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support pupils with parents in the armed forces (this part of it is also known as the service premium)

### % of pupils on PP and Grant Received

<b>Total Pupil Premium Grant</b>	£52,560.00
<b>% of school population eligible for Pupil Premium</b>	32.14% - (FSM) 67.86% - non PP

### Barriers and challenges PP pupils face at the Academy

There are many barriers that can prevent our learners from achieving their full potential. The most obvious ones are; cognition and learning, social, emotional and mental health issues, speech and language issues, behaviour and deprivation.

### Targets for 2019-2020

- To provide further strategies to support the more able in Maths and English.
- Continue to ensure, end of Year achievement for PP eligible pupils is in line with their peers.
- Provide strategies to develop communication and sensory needs for PP eligible pupils within Pathways for life cohort.

**Note: The strategies stipulated below will be reviewed January 2020, April 2020 & September 2020**

Area of Support	Strategy	Brief overview of support	Desired outcomes	Impact
<p><b>Curriculum Support and Intervention</b></p>	<p>-Support release time for sensory and communication (inc literacy) leads within each curriculum pathway to upskill class teachers and provide targeted intervention support across all key stages.</p> <p>-This strategy will continue to be supported by Lead co-ordinators.</p>	<p>Half-termly intervention derived from analysis of progress data, and teaching and learning profile:</p> <p>-intervention support for PP pupils not making 'expected progress'.</p> <p>-support and challenge for the more able pupils.</p> <p>-using T&amp;L and Learning walk data to upskill targeted class teachers around their areas of development.</p> <p>-Run parental workshops; providing tools or strategies to complement strategies deployed at the Academy.</p>	<p>PP pupils to all meet end of year targets for Literacy (communication) and Numeracy (Cognition)</p> <p>PP pupils to make expected progress with attainment in line with or better than their peers in Literacy (Communication) and Numeracy (Cognition)</p> <p>Total communication approach is implemented.</p> <p>Improved use of communication strategies in Pathways for life classes, to support pupils in accessing the curriculum.</p> <p>Data to be derived from communication strand of Super Six.</p>	<p>There was no discernible difference between PP and Non PP pupils.</p> <p>Pupils received specific communication systems and strategies to support their communication skills</p> <p>Unable to run parental workshops due to COVID</p>

	-Further implementation of English aids, resources and strategies.	<p>Read write inc embedded in formal classes to support the development of reading and writing.</p> <p>Upskill the teaching staff in the teaching of early reading and synthetic phonics.</p>	<p>Improved numerical development tracked through the B Squared assessment tool using progression steps.</p> <p>PP pupils to all meet end of year targets for Literacy and Numeracy.</p> <p>PP pupils to make expected progress with attainment in line with or better than their peers in Numeracy and Literacy.</p> <p>Improvement in phonics and early reading assessment scores</p> <p>Improved writing development tracked through the B Squared assessment tool and Evidence for Learning.</p>	<p>Additional resources purchased which are being effectively used to support early reading and phonics.</p> <p>CPD delivered to teachers. Staff able to support parents during restricted attendance due to COVID 19</p>
	Further implementation of numeracy aids, resources and strategies.	<p>Numicon embedded in formal classes to support the development of number and statistics.</p> <p>Upskill the teaching staff in the teaching of early maths skills.</p>	<p>PP pupils to all meet end of year targets for Literacy and Numeracy.</p> <p>PP pupils to make expected progress with attainment in line with or better than their peers in Numeracy and Literacy.</p> <p>Improved numerical development tracked through the B Squared assessment tool using progression steps and Evidence for Learning.</p>	Resources purchased and increased focus on developing Early Maths skills. Staff able to support parents during restricted access due to COVID 19.
	Further implementation of communication tools, resources and strategies.	Purchase further resources to promote communication for pupils with complex needs	Improved communication and engagement tracked through ASC assessment tool.	

<b>Enrichment- Wider Curriculum</b>	Fund extra-curricular activities and residential trips.	To develop pupils social and emotional learning.  Subsidise residential/enrichment activities for specific pupils.	-Improved levels of pupils' self-esteem, self-control, social skills and life skills.  -No PP pupil left out.	Educational visits took place in the Autumn term. Evaluation of learning intentions showed positive development of pupils social, emotional development. Residential visits unable to go ahead due to COVID 19
	Fund lunchtime provision for pupils	To develop provision for learners during playtimes to increase engagement with peers.  To provide equipment to support play during playtimes.	No PP pupil left out.  Improved levels of pupils' self-esteem, self-control, social skills and life skills.	Social skills were developed due to increased emphasis on sharing through paired and team games.
	Fund the development of a sensory gym	To provide equipment and space to meet sensory needs of pupils.  To assess sensory needs of pupils and deliver sensory therapy as required.	Targeted support. Greater support with curriculum content leading to an improvement in progress and overall attainment for identified pupils (identified through teacher observations).	Pupils sensory self regulation improved due to access to sensory diet equipment and training.
<b>Behaviour and Welfare</b>	Provide play therapy	To provide play therapy to support identified pupils including but not limited to: Suffers from anxiety, stress or phobias? Is withdrawn or continually unhappy? Finds it difficult to make friends? Quarrels frequently with peers or siblings? Displays inappropriate behaviour?	- Improved engagement in the curriculum - Promoting pupil wellbeing - Supporting with social, emotional, Behavioural and Mental Health Problems - Reduction in frequency or intensity behavioural incidents	Play therapist supported pupil's mental wellbeing. CPD for staff to continue support throughout the school day.

	Continue to provide Music therapy.	To provide the use of sounds and music to support and develop an individual's physical, mental, social and emotional well-being. A relationship between the therapist and client evolves over time through their shared involvement in improvised music. Individuals do not need to be musical in order to be referred to music therapy. Most Music Therapy sessions are one-to-one although group work is undertaken where appropriate.	<ul style="list-style-type: none"> <li>· communication with those who are unable or unwilling to verbally express themselves</li> <li>· enhancement of social skills</li> <li>· developing resilience and confidence</li> <li>· improving access to the classroom environment through processing underlying issues and developing transferable skills</li> <li>· a reason for reluctant attenders to come to school</li> <li>· support with processing trauma,</li> <li>· specific work such as bereavement and attachment</li> <li>· support in school transfer and transition</li> <li>· a service for those who are unable to access CAMHS</li> </ul>	See Music therapy reports for impact.
	Part fund the creation of a curriculum support team who will support teaching and learning including intervention.	<p>To establish new roles within school to support intervention. (Lead Coordinators)</p> <p>To improve and embed use of communication tools across the school.</p> <p>To improve and embed use of sensory support for the learners across the school.</p>	<p>PP pupils to all meet end of year targets for Literacy (communication) and Numeracy (Cognition)</p> <p>PP pupils to make expected progress with attainment in line with or better than their peers in Literacy (Communication) and Numeracy (Cognition)</p> <p>Total communication approach is implemented.</p> <p>Improved use of communication strategies in Pathways for life classes, to support learners in accessing the curriculum.</p> <p>Data to be derived from communication strand of Super Six.</p>	Communication, Literacy and Sensory integration leads ensured quality staff CPD and subject development improved outcomes for all pupils.

	Further develop the role of the Pastoral team for the school, including an allocated member of staff who will lead on Mental Health.	To promote the mental health, wellbeing and resilience of our pupils' through work with their families continuing to work proactively with many of our families and ensure attendance and communication is maximised.  Provide personal and emotional support for parents/carers.	Improved levels of pupils' self-esteem, self-control, social skills and life skills.  Deliver staff INSET and parental workshops around raising awareness of Mental Health; accompanied by strategies to promote positive learner mental health and wellbeing Support individuals and families through mentoring, counselling and Family Support services such as Coventry family hubs and Malachi.	Pastoral lead appointment delayed until 2020/21 academic year. All staff undertook safe and well calls for all pupils during partial closures. School staff conducted safe and well checks where needed to ensure all children were safe and well.
<b>LAC</b>	Individual	Attainment and progress of LAC pupils is in line with non LAC.	-PEP targets met termly.  -Attainment and progress in line with non-LAC pupils	Attainment is in line with all pupil groups. Specific educational resources purchased, as determined by Virtual school lead, school and carer.

Total: £51,992.50

PP £50,106.00

LAC £2,400.00

Total: £52,560.00

Remaining: £567.50