

Pupil Premium (PP) strategy statement 2020-2021



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

Total Pupil Premium Grant	£47,075 (35/83 PP) £2345 capped at £1700(1/83) Total = £48,775
% of school population eligible for Pupil Premium	43% - (FSM & LAC) 57% - non-PP

Barriers and challenges PP learners 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 2020-2021

- To provide further strategies to support the more able in Maths, English, Communication and Cognition and Learning.
- Continue to ensure End of Year achievement for PP eligible learners is in line with their peers.

- Provide strategies to develop positive mental health and emotional wellbeing for PP eligible learners.
- To support the development of the Recovery Curriculum for all pathways.
- To provide strategies to develop remote learning access for all pupils so no learner is further impacted due to absences related to Covid-19.

PP strategies for 2020-2021

Note: The strategies stipulated below will be reviewed January 2021, April 2021 & September 2021

NB: This plan does not include the PP+ funding as this will be planned on an individual pupil basis

Area of Support	Strategy	Brief overview of support	Desired outcomes	Predicted spend
Curriculum Support and Intervention	<p>-Support release time for sensory and communication (inc literacy) and Maths 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 learners not making 'expected progress'.</p> <p>-support and challenge for the more able learners.</p> <p>-using T&L and Learning walk data to upskill targeted class teachers around their areas of development.</p>	<p>PP learners to all meet end of year targets for Literacy (communication) and Numeracy (Cognition)</p> <p>PP Learners 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 to support learners in accessing the curriculum.</p> <p>Pupils are able to access a sensory regulation programme to support self-regulation and improved concentration.</p>	<p>1x day release per lead</p> <p>£ 11,115</p>

		<p>Sensory diet plans are incorporated throughout school, where appropriate.</p> <p>Staff are skilled in recognising sensory needs and can support self-regulation.</p> <p>-Run online parental workshops; providing tools or strategies to complement strategies deployed at the Academy.</p>	<p>Data to be derived from communication and T&L strands of Super Six.</p> <p>Parents are given knowledge and strategies to support their children at home.</p>	
	<p>-Further implementation of English aids, resources and strategies.</p>	<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 development tracked through the BSquared assessment tool using progression steps.</p> <p>All pupils can access Phonics at the appropriate level.</p> <p>PP learners to all meet end of year targets for Literacy</p> <p>PP Learners to make expected progress with attainment in line with or better than their peers in Literacy.</p> <p>Improvement in phonics and early reading assessment scores</p> <p>Improved writing development tracked through the BSquared assessment tool.</p>	<p>£1500</p>

	Further implementation of numeracy aids, resources and strategies.	Numicon embedded in formal classes to support the development of number and statistics. Upskill the teaching staff in the teaching of early maths skills.	PP learners to all meet end of year targets for Literacy and Numeracy. PP Learners to make expected progress with attainment in line with or better than their peers in Numeracy and Literacy. Improved numerical development tracked through the BSquared assessment tool using progression steps. Early maths skills are embedded.	£2500
Enrichment- Wider Curriculum	Fund extra-curricular activities and residential trips.	To develop learners social and emotional learning. Subsidise residential/enrichment activities for specific learners. COVID restrictions allowing	-Improved levels of learners' self-esteem, self-control, social skills and life skills. -No PP learner left out.	£1000
	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 learner left out. Improved levels of learners' self-esteem, self-control, social skills and life skills.	£1000

Behaviour and Welfare	Continue to Provide Links Therapy	<p>To upskill staff on supporting learners with sensory needs</p> <p>To develop and use strategies to support learners with sensory processing difficulties.</p> <p>To target individual learners and provide bespoke support for their needs.</p>	<p>Improved levels of learners' self-esteem, self-control, social skills and life skills.</p> <p>No PP learner left out</p> <p>Learners develop strategies to self-regulate to access the curriculum at their level of understanding.</p>	£1,500
	Further develop the role of the PSHE/SRE lead, including the purchasing of updated resources	To promote personal, social, emotional and mental health awareness. To provide embedded opportunities within the curriculum to develop PSEMH awareness. To provide learning tools to support the teaching of PSHE and SRE.	<p>Improved levels of learners' self-esteem, self-control, social skills and life skills.</p> <p>Better understanding of SRE and how to deliver it appropriately to all learners of all ages/levels of understanding.</p> <p>Data to be derived from pathways and Bsquared data.</p>	£1500
	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 learners' through work with their families continuing to work proactively with many of our families and ensure attendance and parental engagement is maximised.	<p>Improved levels of learners' self-esteem, self-control, social skills and life skills.</p> <p>Deliver staff INSET and parental workshops around raising awareness of Mental Health; accompanied by strategies to promote positive learner mental health and wellbeing</p>	£27,725 Pastoral lead

		<p>Provide personal and emotional support for parents/carers.</p> <p>Build and develop a resource bank to support interventions targeted and specific needs of learners and groups of learners.</p>	<p>Support individuals and families through mentoring, counselling, and Family Support services such as Malachi.</p>	
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