

PUPIL PREMIUM (PP) STRATEGY IMPACT 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**

<b>Total Pupil Premium Grant</b>	£47,075 (35/83 PP) £2345 capped at £1700(1/83) Total = £48,775
<b>% of school population eligible for Pupil Premium</b>	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	Impact
<p><b>Curriculum Support and Intervention</b></p>	<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&amp;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 program to support self-regulation and improved concentration.</p>	<p>Release time provided. Policies and guides updated. Training provided to staff to improve teacher knowledge and skills.</p> <p>Pupils re baselined and data inputted to ensure accurate assessment is in place to support effective teaching and learning.</p> <p>Communication audit completed. Staff demonstrate confidence in the use of appropriate language and communication support strategies with targeted pupils.</p> <p>Total communication approach provides all pupils with a method of communication</p> <p>Whole school training delivered on 'Autism and the Sensory Environment', 'Self-regulation', 'Use of sensory circuits'. These training sessions increased teachers' knowledge and understanding of sensory approaches to better support pupils to be able to self-regulated and reduce behaviour that impeded learning.</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&amp;L strands of Super Six.</p> <p>Parents are given knowledge and strategies to support their children at home.</p>	<p>Selected pupils have sensory diet plans in place following assessment from LINKS Therapy which enabled teachers to support pupils sensory regulation and allow them to be ready to access their learning.</p> <p>Supporting documents including 'In class sensory circuits' provided to each class to assist pupils to be able to self-regulate with a reduction in behaviour that impeded learning.</p> <p>Pupils are able to regulated their sensory needs with the provision of class Sensory boxes</p> <p>Unable to run parental workshops due to COVID</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>Read, Write Inc embedded in formal classes. Pupils were baselined and appropriate RWI level taught.</p> <p>Staff received in house training in early reading and phonics that improved teachers understanding and teaching in these areas.</p> <p>New reading, phonics and writing guidelines in place providing clear guidance and next steps to support teacher delivery.</p> <p>All pupils baselined in reading, writing and phonics so that teaching and learning is pitched correctly.</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 Numeracy skills are embedded.	Numicon embedded in formal classrooms supporting pupils learning in mathematics.  Additional Numicon sets purchased to support interventions so that all pupils can access this intervention  All teachers received in house training in Numicon to support teaching of early Numeracy skills.  Calculation policy created and shared with staff to support teaching of Numeracy skills, showing clear progression steps.
<b>Enrichment- Wider Curriculum</b>	Fund extra-curricular activities and residential trips.	To develop learners social and emotional learning.  Subsidies residential/enrichment activities for specific learners. <b>COVID restrictions allowing</b>	-Improved levels of learners' self-esteem, self-control, social skills and life skills.  -No PP learner left out.	Unable to complete due to COVID

	Fund lunchtime provision for pupils	<p>To develop provision for learners during playtimes to increase engagement with peers.</p> <p>To provide equipment to support play during playtimes.</p>	<p>No PP learner left out.</p> <p>Improved levels of learners' self-esteem, self-control, social skills and life skills.</p>	<p>7/9 classrooms provided with individual play areas outside classroom promoting outdoor learning and exploration.</p> <p>Forest School equipment and storage purchased increasing opportunities and experiences.</p> <p>Playground improvement quotes sought.</p>
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<b>Behaviour and Welfare</b>	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>	<p>Unable to complete due to Covid restrictions.</p> <p>Links Therapy contracted for specific support starting September 2021</p>
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<p>Further develop the role of the PSHE/SRE lead, including the purchasing of updated resources</p>	<p>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>	<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>	<p>New PSHE/RSE lead in place which provided focus and direction.</p> <p>Redesigned PSHE/RSE policy and curriculum offer which improved teaching and learning in this area.</p>
<p>Further develop the role of the Pastoral team for the school, including an allocated member of staff who will lead on Mental Health.</p>	<p>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>	<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>	<p>Staff INSET on Mental Health support for children with SEN to support staff safeguarding understanding.</p> <p>Parental workshop could not occur due to Covid.</p>

		<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>	<p>Individual families supported where needed by Pastoral team at school based Early Help level leading to improved attendance.</p> <p>All families contacted by Pastoral Lead leading to improved parental engagement.</p>
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