

Pupil premium strategy statement

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	Cumbria Academy for Autism
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kris Williams
Pupil premium lead	Kara Smallman
Governor / Trustee lead	Vicky Collis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12120
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15120

Part A: Pupil premium strategy plan

Statement of intent

At Cumbria, all pupils are entitled to equal opportunities to become their best selves. This does not always mean that all children need the same provision – provision must be chosen carefully to scaffold learning, break down barriers that may prevent progress and give children the best chance to succeed in life and contribute meaningfully to society.

No child's progress should be restricted because of their socio-economic background. This includes academic achievement and progress, accreditation and qualification, exposure to social and cultural experiences, good physical and mental health, and development of social and emotional literacy.

Our learners face some of the greatest challenges presented in modern Britain – all have Autism, which are further complicated for some by cognitive disabilities, communication difficulties and for many sensory processing difficulties that can severely affect their well-being. When one combines these factors with complex backgrounds that include rural isolation, poor socioeconomic housing and families with complex social needs of their own the barriers that are pupils face can be substantial, complex and interlocking.

Many of our pupils have had a negative and traumatic experiences within mainstream schooling; these experiences have lead these pupils to develop negative behaviours and perspectives of their world. These impact upon their reasiliance to access learning, and when negative behaviours are exhibitted this can be affect others learning too.

In order to address these wide and varying needs, our pupil premium strategy plan is multi-faceted; at times, this means we are able to address whole cohort's needs with significant strategies such as investing heavily in supporting sensory needs, whilst other strategies require a highly individualised intervention such as supporting pupils individual mental health needs.

Understanding our pupil's complex and interlocking needs often means we have to consider interventions that are not *as simple* as a straightforward academic intervention in order to remove barriers, likewise within some strategies there is a dynamic approach to allow adjustment in year to pupils changing needs.

To back this complexity the School also places an onus on monitoring and evaluating interventions with class staff and subject leaders across the School.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction
2	Negative sensory processing and anxiety driven behaviours are reduced
3	Pupil's core literacy and numeracy skills improve
4	Functional and application skills in core literacy and numeracy subjects are improved, in order for children to access the world around them and ensure the step into their next phase of education is successful
5	Pupil's mental health and resilience allow appropriate learning to take place
6	Highly specialised and personalised resources for pupils to access learning and achieve their best
7	Changing cohort of pupils-increased number of pupils with complex learning needs alongside their Autism

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
1) Communication and Interaction improved for all pupils requiring support	<p>All pupils needing support will be set individual communication targets during the school year; these will be reviewed and reset on a termly basis. These targets will be personalised and not cohort based.</p> <p>Class staff will work alongside a communication specialist to learn from them, then support pupils to achieve their termly target.</p> <p>All staff (including operational staff) will have the training and coaching needed to support children they come into contact with</p> <p>Parents and the wider families of all of children will be offered core communication training to support their children in the home</p> <p>Progression in this area will be in line with or exceeding peers who do not have pupil premium</p>
2) Negative sensory processing and anxiety driven behaviours are reduced	<p>Each Pupil with complex sensory processing needs will have a sensory passport to enable them and others to understand and support these needs</p> <p>Staff will have the knowledge and skills to support these needs</p>

	<p>Specialist Staff will assess and support these weekly</p> <p>There will be sensory library for pupils and their families to access supporting equipment before purchase</p> <p><i>Behavioral incidents</i> linked to sensory processing reduce</p> <p>Pupils with complex sensory needs will be observed to have appropriate support to engage with learning</p>
3) Pupil's core literacy and numeracy skills improve	<p>A significant number of pupils have learning needs alongside their autism they will be able access specific learning strategies</p> <p>Pupils will be able to apply learning to new areas not just those they are learning in</p> <p>Those that can access phonics will have an appropriate program to engage in with skilled staff to deliver this</p> <p>85% of pupils will meet their maths and literacy targets</p>
4) Functional and application skills in core literacy and numeracy subjects are improved, in order for children to access the world around them and ensure the step into their next phase of education is successful	<p>Pupils will be able to apply previous knowledge and skills to community situations</p> <p>All students will access learning in the wider world</p>
5) Pupil's mental health and resilience allow appropriate learning to take place	<p>Following trauma from previous school experiences, which is reinforced by our pupils autism, mental health issues are prevalent amongst our young people these will be individually supported where they are barrier to learning</p> <p>Young people will be supported to gain the skills to understand, identify or support their mental health needs</p>
6) Highly specialised and personalised resources for pupils to access learning and achieve their best	<p>Our pupils specific learning needs do not always fall into a specific population density, staff will be able to apply for specific grants to support individual pupil needs</p>
7) Changing cohort of pupils-increased number of pupils with complex learning needs alongside their Autism	<p>Pupils will have access to autism specific strategies including teaching, and attention autism</p> <p>Continued support for Autism/sensory library to be used in school and support for parents</p>

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)

Budget Allocation: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff to have coaching from the Numeracy and Literacy teams, specifically around phonics, Numicon and targeted reading strategies	<p>Read Write in has been shown to have a significant impact on pupils phonics. The program will target those using phonics and those working towards phonic use.</p> <p>The work in 23-24 will continue to focus on coaching staff and quality assurance after the program was introduced in 21-22</p> <p>Specific Phonics strategies (DfE approved) have been shown to have a significant impact on pupils phonics. The program will target those teaching phonics and those working towards phonic use. Simply delivering a program of learning does not ensure excellence in learning through that program, this is backed through research</p> <p>Manipulatives and representations can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking as described by EEF guidance report</p> <p>An Impact Study stated that 97% of respondents agree or strongly agree that Numicon helps pupils improve their use of mathematical language and vocabulary</p>	1 & 3

CPD training for staff and parents in early literacy strategies, emotional learning and behaviour support	PECS research shows that Functional communication skills are essential for all learners and must be promoted within all environments, including the home Education Endowment Foundation research supports our professional judgement that high quality CPD will enable teachers to target barriers to learning	1, 3 & 4 All outcomes
TAs and teachers to get training in Makaton where needed	Research from the IJSE states that Makaton remains the most pervasive and influential pedagogical approaches for children with severe learning difficulties.	1, 3 & 4
Teachers and TA's to be supported in using the Thrive approach Thrive supporting materials purchased	Research demonstrates the positive impact of the Thrive approach	2
Specialist OT to support sensory processing of young people and training for staff to embed processes in School	Research shows the positive impact on addressing sensory processing for young people	1,2,4 & 5
Structured learning approaches trained for such as attention autism	Research shows the positive outcomes for using structured learning for young people with Autism	7
Funded opportunities to apply functionality skills from classed based learning	Evidence supports community based learning to support the functionality of core skills for young people with autism	2&4
Develop subject leadership in Schools	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1, 3 & 4

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

Budget Allocation: £6620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual numeracy and literacy interventions for pupils supported by 1:1 specialist teaching staff – Including the training for families and staff	Pupil's complex learning needs at CAA mean that highly individual programs are needed for specific interventions. 'Off the shelf' purchased interventions provide only generic solutions, using a specifically trained teacher allows for this intervention to better targeted. By providing families and staff the same training and understanding learning can take place across a child's world, research has shown the advantage to learning for this approach	1,2,3,4 & 5
Read write inc introduced and <i>phocics register</i> used to identify wider startegies for literacy	Ofsted highlight the importance of phonics Research shows the importance of not just considering a phonic approach to learning for young people with Autism	1,3&5
STA 1:1 interventions to support pupil specific IEP targets	Pupil's complex learning needs at CAA mean that highly individual programs are needed for specific interventions, particularly IEP targets that look at priorities for the pupil at that given time. 1:1 direct support gives pupils time to work on specific targets particularly those around independence and community access	1-7

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

Budget Allocation: £13500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To extend the sensory regulation equipment library for pupils to use at home and in school at short notice and for extended periods	School reviews of pupil needs has shown that specific pieces of equipment are needed to support pupils changing sensory needs, identifying the best piece of equipment has in past been a barrier to rapid support. This equipment is needed in the home and School	2&5
Specific Pupil Strategies linked to IEP	Whilst cohort strategies are supportive for cohorts, within these groups are individuals; because of the complex needs of our pupils we have a number of very specific barriers for individual pupils that need to be supported, including highly specialised resources.	1-7
To provide specific parental engagement days in school for all parents	Education Endowment highlight the importance of parental engagement in their child's learning - link this will only be possible if they have the tools to do so. Our research was that over the Covid period parental time physically in school has severely reduced and we want this to continue to increase	1,2,3,4 & 5
To have specific pupil focussed sensory processing strategies	Research shows how having specific strategies for sensory processing can significantly support young people with ASC learn The EEF research shows the importance of self-regulation in learning	2,5
Introduction of the Thrive approach to support mental health and resilience	Some pupils at CAA have complex mental health and anxiety lead behaviours. The introduction of these approaches will support young peoples access to learning Whole School and individual strategies The NSPCC identified how mental health can impinge on learning and wider opportunities for young people	2&5

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.

Phonics Training for Literacy leads has enabled them to plan for phocins development in the School in 2023 – 24 previously there had been no programme in place

Leaders for the Thrive program have been trained in 2023 this has enabled them to plan for a roll out across School in 2023-24

A specialist sensory Occupational Therapist has been seconded into School, and specialist equipment purchased to support young people's sensory processing; the impact of which has been young people are being supported with their learning in class and staff are better able enage in learing, the number of behavioural incidents have significantly reduced over the previous 12 months.

All young people have access to community based learning on a weekly basis

Subject Leadership groups have now been developed, these groups are now leading and developing their own subject leadership groups

Pupil Premium pupils ahieve broadly in line with their peers in core subjects

Parents have received support for understasnding their children's sensory needs – the impact has been improved behavioural figures in 2022-23

Young people's attendance at CAA has increased when comparing figures from early 2022/23 – 23/24 figures

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
n/a	n/a

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Following a period of School closure in October and November in 2022 eden Academy Trust has been supporting the School with an excutive head and the appointment of a new Head of School. The Academy transferred to the Eden Academy Trust in November 2023